Inala State School
Student
Code of Conduct
2021-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information (Mandated)

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Contact Person:The Principal

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Endorsement (Mandated)

Principal Name:

Pam Ruddell

Principal Signature: _Pam Ruddell_

Date: 1.4.21

P/C President and-or School
Council Chair Name:

Alanah McCormick

P/C President and-or School
Council Chair Signature: _Alé_

Date: 1/4/21.

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Contents (Mandated)

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Purpose (Mandated)

Inala 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.

The Inala State School Student Code of Conduct 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.

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. At Inala State School we are dedicated to the provision of a quality futures orientation education that enables all of our students to reach their full potential in everyday life and society. High expectations, equity, inclusiveness and the building of social skills are the key features of our school.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

The rights of all students to learn

Which enables Students to be

Responsible

Respectful

Learners

The rights of all teachers to teach

The rights of all to be safe.
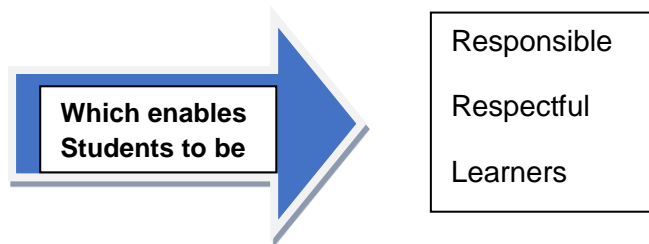
All students are expected to develop the ability to manage their own behaviour and be responsible for the choices they make. Self-management is a learned process and is achieved through implementing appropriate strategies. This involves partnership between parents and the school with parents having joint responsibility in the development of effective self-management skills.

Our approach to developing responsible behaviour is focused on relationships and takes place in a caring supportive environment where all members feel safe and welcome.

Principal's Foreword (Optional)

Inala State School has a long and proud tradition of providing high quality education for all students. We believe strong, positive relationships between all members of our school and community are the foundation for students to be successful while attending Inala State School.

Inala State School promotes Positive Behaviour for Learning (PBL) and staff explicitly teach students how to be Responsible, Respectful Learners in all settings.

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

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

I thank the school community for their work in bringing this Inala State School Student Code of Conduct together over the last six months. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations

P&C Statement of Support

As president of the Inala State School P&C Committee, I am proud to support the new Student Code of Conduct. Parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Inala State School Student 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 Inala State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Inala State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 42 provides an excellent starting point to understand how to approach the school about these types of problems.

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

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

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 Inala SS on what we do well and how we 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 ISS as a workplace are sought from all school staff and the principal. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. The principal at ISS is also asked about their confidence to lead the school and improve ISS student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

School Opinion Survey

Parent opinion survey

Parent	This School						Like Schools Group ^			State: Primary		
	% Agreement			Distribution		N	% Agreement			% Agreement		
Item Description	2017	2018	2019	2018	2019	2019	2017	2018	2019	2017	2018	2019
S2035 This is a good school	90.0	95.0	96.1			51	93.4	94.2	92.6	94.3	94.6	94.8
S2034 I would recommend this school to others	87.5	93.2	94.0			50	91.9	92.7	91.7	92.8	93.2	93.6
S2016 My child is getting a good education at this school	92.7	96.7	96.2			52	94.3	94.8	94.2	94.6	94.8	95.3
S2012 Student behaviour is well managed at this school	80.5	91.8	98.0			50	85.0	85.6	82.2	86.9	86.7	87.5
S2021 Teachers at this school are interested in my child's wellbeing	92.9	96.7	96.2			52	94.3	94.9	94.4	94.8	95.0	95.3
S2017 My child's (Literacy) English skills are being developed at this school	95.1	96.7	96.2			52	94.9	94.7	94.5	94.7	94.8	95.2
S2018 My child's (Numeracy) Mathematics skills are being developed at this school	92.9	95.0	96.2			52	94.2	93.8	94.3	94.0	94.0	94.8
S2006 Teachers at this school provide my child with useful feedback about his or her school work	97.6	96.7	96.2			52	93.8	92.6	92.2	92.6	92.4	92.9
S2028 This school provides me with useful feedback about my child's progress	92.9	96.7	94.2			52	90.3	90.0	89.8	90.1	90.2	90.5
Overall rating for all survey items	90.5	95.2	95.3			N/A	92.4	92.2	91.7	92.4	92.6	92.9

Student opinion survey

Student	This School						Like Schools Group ^			State: Primary		
	% Agreement			Distribution		N	% Agreement			% Agreement		
Item Description	2017	2018	2019	2018	2019	2019	2017	2018	2019	2017	2018	2019
S2068 This is a good school	90.5	92.9	94.3			123	91.6	92.7	90.7	93.0	92.6	92.6
S2067 I would recommend my school to others	92.8	94.0	92.2			128	90.3	92.0	91.3	92.3	92.0	92.2
S2048 I am getting a good education at my school	94.5	91.1	96.0			125	94.0	95.2	95.4	95.7	95.8	96.2
S2044 Student behaviour is well managed at my school	75.8	81.7	88.9			126	79.0	79.6	80.0	83.4	82.5	82.2
S2063 My teachers care about me	93.7	93.3	95.2			126	92.6	93.7	92.4	93.1	93.2	93.0
S2049 My English skills are being developed at my school	92.9	85.6	91.5			129	93.4	94.3	93.8	94.6	94.6	94.4
S2050 My Maths skills are being developed at my school	89.0	84.8	93.7			127	93.5	94.0	93.4	94.5	94.6	94.1
S2040 My teachers provide me with useful feedback about my school work	95.2	92.8	93.0			128	94.4	94.9	94.0	94.9	94.8	94.9
S2059 My teachers encourage me to do my best	98.4	95.3	98.4			129	96.9	97.1	96.9	97.2	97.2	97.2
Overall rating for all survey items	92.4	91.3	94.1			N/A	92.4	93.1	92.6	93.5	93.4	93.3

Staff opinion survey

School Opinion Survey

	Staff	This School						Like Schools Group ^			State: Primary		
		% Agreement			Distribution		N	% Agreement			% Agreement		
	Item Description	2017	2018	2019	2018	2019	2019	2017	2018	2019	2017	2018	2019
Teaching Staff	S2122/S3241: I feel that students receive a good education at this/my school *	100.0	97.4	93.9			33	95.3	97.4	94.9	97.5	97.6	97.4
	S2118/S3239: I feel confident engaging all of my students in learning at this/my school *	100.0	92.1	93.9			33	96.9	97.6	96.5	97.9	97.7	97.9
	S2116/S3238: I feel confident using student assessment data to improve student achievement at this/my school *	100.0	91.9	90.9			33	98.7	98.6	98.7	98.6	98.8	98.8
All Staff	S2108: This is a good school	98.4	94.1	98.4			64	90.1	93.8	89.1	94.5	94.4	93.7
	S2107: I would recommend this school to others. S3231: I would recommend my school as a good place to work #	96.9	89.7	98.4			63	87.0	89.3	84.8	91.1	90.8	89.9
	S2074: Student behaviour is well managed at this school	95.2	97.1	95.3			64	80.8	83.5	76.8	87.2	86.5	85.6
	S2072: Students are encouraged to do their best at this school	100.0	98.5	95.3			64	97.1	98.2	96.4	98.2	98.3	98.1
	S2086: I have access to quality professional development.	87.5	84.8	82.8			64	86.6	86.5	83.8	88.7	88.4	86.9
	S2084/S3222: I feel that staff morale is positive at this/my school *	90.6	89.6	81.3			64	76.2	78.2	72.6	80.9	80.9	80.0
	Overall rating for "All Staff" survey items	94.9	91.4	91.5			N/A	89.5	90.6	87.0	91.7	91.5	90.6

EBS Survey Summary Graph

Inala State School   2020
EBS

CURRENT STATUS

	In Place	Partially in Place	Not In Place	Don't Know / Blank
School-Wide	85%	8%	1%	6%
Non-classroom	74%	13%	4%	10%
Classroom	76%	15%	2%	7%
Individual	61%	12%	3%	25%

PRIORITY FOR IMPROVEMENT

	High	Medium	Low
School-Wide	5%	4%	0%
Non-classroom	9%	7%	1%
Classroom	10%	5%	1%
Individual	9%	5%	1%

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School Disciplinary Absences (SDA)

The Principal of Inala State School uses 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 Inala State School.

School Disciplinary Absences (SDAs)

Incident Type	Count of SDA Incidents					Rate per Term per 1000			State*
	School					School			State*
	2015	2016	2017	2018	2019	2015	-	2019	2019
Short	34	68	66	56	15	16.9		7.7	20.5
Long	0	0	1	0	0	0.0		0.0	0.3
Excl #	0	0	1	0	0	0.0		0.0	0.1
Cancel	0	0	0	0	0	0.0		0.0	0.0

Rate per Term per 1000: Average number of SDA incidents per 1000 students per Term for the reporting period. # From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long Suspensions may be upheld or set aside through an appeals process.

	Slope of regression line		
	Positive	Negative	Zero (flat)
School			
State *			

* state Primary schools

♦ lowest point/s in school time series

The Inala State School Student Code of Conduct 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.

All areas of Inala State School are learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs. Our school-wide framework for managing behaviour is Positive Behaviour for Learning [PBL]

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our Student Code of Conduct, shared expectations for student behaviour are plain to everyone, assisting Inala State School to create and maintain a positive and productive learning environment, where ALL

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school community members have clear and consistent expectations and understandings of their role in the educational process.

At Inala State School we believe a safe, supportive and disciplined environment is essential to effective learning and respects the following rights:

The rights of all students to learn

The rights of all teachers to teach

The rights of all to be safe.

Which enables Students to be

Responsible

Respectful
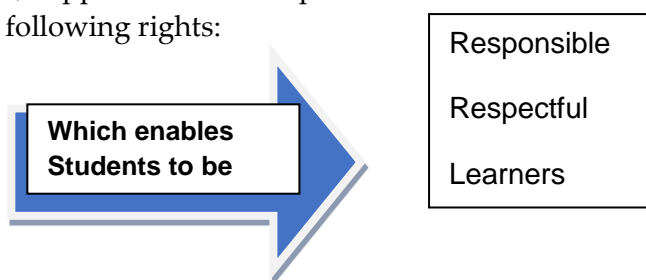
Learners

All students are expected to develop the ability to self-regulate their own behaviour and be responsible for the choices they make. Self-regulation is a learned process and is achieved through implementing appropriate strategies. This involves partnership between parents and the school with parents having joint responsibility in the development of effective self-management skills. (appendix enrolment agreement)

In conjunction with PBL, Inala State School has also adopted trauma-informed practices based on The Berry Street Education Model BSEM) to assist school staff to understand recognise and respond effectively to the learning and behavioural impacts of trauma on students (Quadara & Hunter 2016; Craig 2016).

Within our educational context Trauma-informed practice is practised as a whole school approach to teaching and learning with a focus on consistent, relationally-based and predictable strategies:

Trauma-informed practice is a strengths-based framework in which our school staff understand, recognise and respond effectively to the impact of trauma on students (Quadara & Hunter 2016; Craig 2016).

Some important elements of a trauma-informed practice approach are to:

- understand what trauma is

- realise the impact of trauma on students' relationships, behaviour and learning

- recognise the signs and symptoms of trauma

- respond by adapting policies, procedures and practices

- identify potential paths to success for students, and

- resist re-traumatising students (SAMHSA 2014; AIFS 2016; Craig 2016).

The development and implementation of our student code of conduct takes place in a caring supportive environment with the expectation that the behaviour of all members will result in respectful and healthy relationships, contribute to a culture of kindness, and where everyone feels safe (physically and psychologically), valued and welcome.

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Multi-Tiered Systems of Support

Inala 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. Inala State 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 explicit and refresher PBL lessons (based on data) 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 via the annual SoS so improvements in Tier 1 may be made.
2	Targeted academic and PBL instruction and supports are provided in addition and at higher intensity than Tier 1 services to enable **some students** (10-15%) to meet the required academic and behavioural standards. Tier 2 strategies and interventions providing more time and specialisation in services are delivered and supported by a range of school-based staff, including STLaN, GO, SLP, EAL/D and Inclusion Teachers. 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 identified 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 at this level are supplementary and sustainable • variations within each intervention are limited

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		• interventions are "evidence-based" and matched to the student's identified need and learning style If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is conducted to address the basic implementation and quality of differentiation of instruction.
3		Individualised services may be required for a **few students** (2-5%) who require the most intensive academic and/or behaviour support a school can provide. These supports 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 behaviour supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. Tier 3 behaviour supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation will be conducted.

Consideration of Individual Circumstances

Staff at Inala State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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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. We recognise that individual students may experience differing barriers to achieving successful outcomes that are beyond their control This reflects the principle of equality V 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 may not be in the best interests of a student's welfare and therefore would not be 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 and principal, leadership team and teachers consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Student Wellbeing

Inala 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

Inala State School builds 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](#).

Inala State School acknowledges 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 Inala State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages via the Life Education organisation and in Australian Curriculum Health units at each year level.

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. In certain circumstances some students may be identified as requiring more specialised behaviour mental health and/or well being expertise. In these instances the school Principal and GO will work with families and students to access referrals to external and/or regional support providers and/or health professionals.

Staff at Inala State School are also provided regular Professional Development opportunities to increase awareness and knowledge around inclusive practices, behaviour management, mental health, student wellbeing, complex trauma and community support agents.

Drug education and intervention

Inala State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform on a case by case basis. The intervention provided is determined by the Principal in collaboration with Guidance Officers, Departmental Health professionals and other agencies as deemed necessary to managed and protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Inala 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

Inala 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.

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

Mental health

At Inala State School it is the responsibility of all school staff to monitor and support the social emotional wellbeing and mental health of all students at the school.

Once concern is noted or reported, Inala State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. Where a student is deemed by the Principal or school Guidance Officer to be at significant risk, this support may include facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention

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

When dealing with a mental health crisis, the school will 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, Inala 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.

Inala State School staff are required to complete Student Protection training at the start of each school year and/or on appointment to staff.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Inala 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, Inala 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.

The following resources and agencies are available to Inala State School to support Social and Emotional wellbeing and mental health:

School based GO

Indigenous Health

CHYMS

Parent Child Connect

Galang Place

LEAP

Student Referral Process (MBSS)

FBA

Life Education

Kummara

The Department of Child Safety, Youth and Women

Student Support Network

Inala State School prioritises Student Wellbeing and Support by ensuring a comprehensive Student Support Network is available 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 Inala State School to seek assistance or advice. If they are unable to assist they will provide guidance, seek advice from the Principal (Leadership Team) and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact any member of the school leadership team via the school number (07 3372 077) or by emailing admin@inalass.eq.edu.au or theprincipal@nalass.edu.au .

Role	What they do
Indigenous Support Teacher	• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and their families.
Community Elder	• provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Head of Special Education Services – HoSES Deputy Principal Head of Curriculum	• leadership of Student Support Network (Including Student Support teachers) to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need.
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.

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

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Whole School Approach to Discipline (Mandated)

At Inala State School we believe that doing everything we can do to set students up for success and preparing our students to be positively contributing adult members of our community is a shared goal of every parent and school staff member.

With this in mind whole school student disciplinary processes at Inala State School are developed using the multi-tiered system and framework of Positive Behaviour for Learning (PBL) and are informed by Trauma Informed Practice theory and research. Inala State School PBL Framework.

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.

It is important to understand that at Inala State School, student discipline is not defined by punishment and consequence but rather by our belief that student behaviour is a part of the overall teaching and learning pedagogy of our school.

While consequences are a necessary and important component of PBL at Inala State School, we know that consequences alone do not change behaviour. Instead, we need to teach skills, model and acknowledge appropriate behaviour and build positive relationships.

When positive teacher-student relationships are established students are more likely to follow expectations and know when to correct their own behaviour. If it becomes necessary for teachers to apply logical consequences students are then more likely to understand and accept these actions.

Our Student Code of Conduct, in conjunction with our PBL Framework, outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are collaboratively developed, explicitly taught and reinforced, and clearly outlined on the school website. This assists Inala State School to create and maintain positive and productive learning environments, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

PBL Expectations

Our Inala State School community believes that proactive, positive behaviour support in conjunction with trauma informed practices will result in a physically and psychologically safe culture for academic achievement, co-operation, consideration and security. These 3 organisers provide the pathways to student success both now and into the future.

Through adoption of trauma-informed approaches that are sensitive and predictable in their implementation, Inala State School further provides and caters for traumatised children and young people to learn. (Australian Childhood Foundation 2010, p. 51)

Our school community has identified the following expectations to teach and promote our high standards of responsible behaviour:

Inala State School Peace Rangers are:

Responsible

- Be prepared for class
- Complete homework and assignments on time
- Follow teacher directions
- Ask for help when needed
- Take different roles for group work activities
- Report bullying of others
- Hand in items you find to the teacher.
- Be honest.

Respectful

- Listen to fellow students' questions and contributions in class
- Care about and for our shared school environment
- Use respectful language
- Look for opportunities to help others
- Respect others space and belongings
- Encourage fellow students to do their best
- Say "please" and "thank you"
- Support a fellow student in need.

Learners

- Set learning goals with your teachers
- Do your own work to the best of your ability
- Ask clarifying questions to understand
- Learn from mistakes
- Come to school every day and on time

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 Positive Behaviour for Learning (PBL) expectations in place for students, being Responsible, Respectful (life long) Learners.

Parents and staff

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

Responsible

What we expect to see from you	*What you can expect from us*
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You ensure your children attend school every day and on time. You notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will periodically check in with you about your child's needs or any support your family may require.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

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Respectful

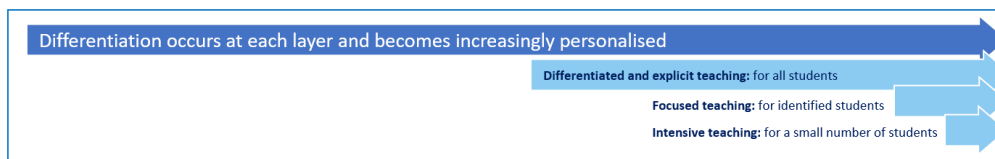| What we expect to see from you	What you can expect from us
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work with families to accommodate their personal needs, including work commitments, finances and family structure.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Inala Peace Pal Rangers are responsible, respectful learners.

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Differentiated and Explicit Teaching (Mandated)

Inala State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This includes teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours (acknowledge and reward), provide feedback (positive and corrective) and, opportunities for practise.

Teachers at Inala State School collaborate with the Head of Department (Curriculum) and Tier 1 PBL committee to determine what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to learning and behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural and academic learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation of all learning, as illustrated in the diagram below.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students who have recorded 1 – 3 majors in a 5 week cycle and Tier 3 is intensive teaching for a small number of students who have recorded more than 3 majors. Each layer provides progressively more personalised and individualised supports for students.

A whole school approach to support student learning.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their classroom behaviour standards and expectations.

INALA STATE SCHOOL - Schoolwide Behaviour Expectations - Inala Peace Rangers are: Responsible Respectful Learners

	All Areas	Classroom	Playground /Tuckshop	Transition	Toilets	Excursions Special events	Assemblies	Before and After School	The Office	Bike Rack	Bus
Responsible	I listen to and follow instructions immediately. I place rubbish in the bin. I walk safely and quietly around the School grounds. I am in the right place at the right time. I wear my School uniform.	I ask permission to leave the classroom. I use the appropriate lanyard when moving around the School.	I wait my turn. I line up quietly. I play safely. I wear my hat.	I return to class on the bell. At play the first bell says stop. have a drink and go to the toilet	I use toilet paper appropriately I conserve water. I wash my hands after use.	I bring my signed permission slip and money in on time. I remain seated quietly on the bus. I follow road rules to keep myself and other safe. I wear my School uniform. I stay in my group with an Adult.	I sit quietly with my class.	I come and leave school at the right time. I stay in the School grounds once I arrive. I go to the designated areas before School.	During learning time, I will inform the teacher when I need to leave the room. I use the resources at the office at appropriate times.	I put my bike/scooter away safely I walk my bike/scooter in and out of the School grounds.	I walk straight to the Office at 2nd bell. I wait quietly at the Office for the duty Teacher. I will stay seated and remain at the bus stop with the duty Teacher.
Respectful	I keep hands, feet and objects to myself. I speak to others politely. I respect other's culture. I walk and keep to the left of paths, walkways and stairs. I use my manners with Adults and Peers. I respect other People's property and the environment.	I raise my hand to speak.	I order tuckshop before school. I respond to the bell immediately.	I line up with my class and stay in 2 lines.	I use the toilet in the correct way and leave the area tidy. I respect other people's privacy when using the toilets		I use my Whole Body Listening. I stand still with my hands by my side during the National Anthem.	I wait quietly when I arrive in the morning I leave the School quickly and safely in the Afternoon	I wait quietly in the waiting area.		
learners		I come prepared for learning with all necessary equipment. I attempt all tasks	I care for the environment I use words to solve problems in a calm way.		I have a go at all activities set.		I listen to important messages.			I follow road safety rules.	

Using this matrix, the class teacher works with all students to explain exactly what each expectation looks, sounds and feels like in their classroom. A completed classroom matrix or set of explicit classroom expectations is then displayed in every classroom and used as the basis of teaching expectations throughout the year. Classroom expectations are revisited regularly to address any new or emerging issues.

PBL Lesson development procedure and process

PBL lessons are developed on a weekly basis using data to ensure the relevance of lessons. These lessons are taught in the allocated PBL lesson time and revised daily. They are also reinforced at assemblies and through targeted Peace Pal tokens. Lessons are created by members of the PBL leadership team and reflect the school rules and expectation as per the Inala State School Matrix and key issues raided from the data.

The lessons developed are suitable for both lower and middle school and maybe individualised to suit your class needs.

PBL Expectation	Enter classroom	Group work	Individual work	Exit classroom
Responsible				
Respectful Learners				
Learners				

Lesson information is available on G drive and is also emailed to teachers in the week prior in preparation for the PBL lesson on the Monday. Teacher Aides are also made aware of the PBL lesson focus in their weekly meetings and via the notice board.

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Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support in order to meet reasonable behaviour expectations, even after being provided with differentiated and explicit teaching. Monitoring and analysis of data is consistently conducted at Inala State School to identify those students having difficulty meeting behavioural expectations and the circumstances or conditions under which misbehaviour is most likely to occur. Focused teaching in small groups or 1-1 is then provided to help these students achieve success.

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

The Leadership team and support staff at Inala State School, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers to support focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored to identify those who:

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

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

- LEAP
- Cool Room
- Check and Connect
- Functional Based Assessment.

For more information about these programs, please speak with a member of the school's leadership team.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be a small number of students (up to approximately 5% of the student population) who require intensive teaching to achieve behavioural expectations. Intensive teaching involves repeated, frequent

and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to identify and address specific barriers to success faced by students and the acute impact these have on their learning and participation. It is also recognised that some students will be negotiating a number of complex personal issues and these must be considered in order to best support each student.

Students who require intensive teaching are referred to the school or regional based Guidance Officer via the school's Student Support Services committee and may be assigned an individual mentor at the school that will oversee the coordination of their Individual Support/Curriculum Plan, communicate with stakeholders and directly consult with the student.

Legislative Delegations (Optional)

Legislation

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

Delegations

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

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

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

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

Disciplinary Consequences (Mandated)

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

At ISS the purpose of a consequence is to correct and teach. It is important to remember that consequences alone do not change behaviour and they should always be applied in the context of positive behavioural supports. Consequences are only effective when the expected behaviours have been taught and there has been opportunity for each student to practise the behaviours in context across school environments. At Inala SS structured PBL lessons are timetabled weekly and focus topics are determined by analysing behaviour data. Once taught, "teachable moments" are used throughout each school day to reinforce the focus behaviour and students are acknowledged frequently when they are observed to demonstrate the behaviour.

The majority of students will be confident and capable of meeting the established school expectations for responsible, respectful learners that are clear, explicitly taught and practised. In response to low-level or minor problem behaviours teachers may use in-class corrective feedback, sanctions and rule reminders.

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 and/or Student Support Services team for determination of a disciplinary response and/or 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 behavioural expectations. This may be needed throughout the school year on a continuous basis or for shorter periods as required. 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 or risk of 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/or no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

CORRECTIVE CLASSROOM BEHAVIOUR PROCESS

Traffic lights	Break Space 5-10 min (once student reaches red)	Peer support 10 min		Lunch Time Detention/ loss of privilege/ classroom withdrawal	Suspension/ Exclusion
1	**2**	**3**		**4**	**5**

Use Visual and allow take up time
Ensure appropriate independent work is provided

	Traffic lights	Break Space	Peer support		Lunch Time Detention	Suspension/Exclusion
Who	Teacher / Teacher Aide in consultation with teacher	Teacher	Peer Support Teacher (Class Teacher provides work)	When classroom behaviour results in failure to complete tasks in a timely manner OR behaviour escalates to become significantly disruptive of others' learning.	Admin. (Class Teacher to co-ordinate and provide work)	Admin. (Class Teacher to provide work)
Parent Contact	Optional	Optional	Repeated pattern/major = Class Teacher		Yes = Class Teacher	Yes = Admin.
One School Entry	Optional	Optional	Yes Major or Minor please refer to PBL Document		Yes Major	Yes

Playground Responsible Behaviour Process

Investigate	Re-direct	Remind	Walk and talk with me Time out/ sitting down in playground	Green Slip	Cool Room Reflection	Supported Play (if required)

Who	Adult on duty	Adult on duty	Adult on duty	Adult on duty	Staff on duty (Teachers to enter and refer to Admin. and student's class teacher. TAs to complete green slip for Admin.)	Teacher on Duty @ Cool Room	Admin/GO
Parent Contact Required	No	No	No	No		Yes if major (class teacher) Optional if minor	Yes
One School Entry required	No	No	No	No		Yes	(ISP may be provided)

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The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Provide physical proximity control and acknowledgement of positive behaviours via Peace Ranger tokens
- Tactical ignoring of inappropriate behaviour (not student) and immediate acknowledgement of positive behaviours
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide positive behaviour reward incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class at a designated spot
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand and remind for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Peer support/ short detention
- Communication with family to discuss behaviour goals and supportive school-home response

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- (Peace) Ranger Days
- Detention/Time out with Admin
  - Individual Responsible Respectful Behaviour Plan
  - Restorative justice process
  - Behavioural contract
  - Supported Playtime/Classroom monitoring tool
  - Check in Check Out strategy
- Self-monitoring plan
- Counselling and guidance support
- Referral to Metropolitan Behaviour Support Service
  - Student behaviour consult and FBA
  - Teacher coaching and debriefing
- Referral to Student Support Services for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

The Inala State School leadership team work in consultation with Student Support Network (PBL Tier 2 facilitator, GO and SSS team) to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan and monitoring
- 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)

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- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences (SDA)

The Principal of Inala State School uses 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. At Inala State School, the Principal will 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.

School Disciplinary Absences (SDAs)

Incident Type	Count of SDA Incidents					Rate per Term per 1000		State*
	School					School		State*
	2015	2016	2017	2018	2019	2015 - 2019		2019
Short	34	68	66	56	15	16.9	7.7	20.5
Long	0	0	1	0	0	0.0	0.0	0.3
Excl #	0	0	1	0	0	0.0	0.0	0.1
Cancel	0	0	0	0	0	0.0	0.0	0.0

Rate per Term per 1000: Average number of SDA incidents per 1000 students per Term for the reporting period. # From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long Suspensions may be upheld or set aside through an appeals process.

	Slope of regression line		
	Positive	Negative	Zero (flat)
School			
State *			

* state Primary schools

♦ lowest point/s in school time series

At Inala State School, the use of any SDA is considered a very serious and decision. It is typically considered 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 Inala State School are 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, including by identifying additional support strategies which may assist the student to experience successful behavioural outcomes and strengthen home-school communication. This may include learning of additional extenuating or challenging circumstances which may impact on the student's behaviour at school and which should be taken into account in managing a student's behaviour e.g. disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

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 a re-entry meeting will be communicated via telephone and in writing, usually via sms. Re-entry meetings are attended by the Principal or their delegate 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.

School Policies (Mandated)

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

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

Temporary removal of student property (Mandated)

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, or seized by, the Queensland Police Service. In some instances, the Principal may request a parent or another designated responsible adult to collect confiscated property from the school.

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)

- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.
- The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

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

Use of mobile phones and other devices by students

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

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

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

Responsibilities

The responsibilities for student use of mobile phones or other devices at school or during school activities, are outlined below.

Mobile and electronic devices will only be provided and/or permitted at Inala State School when used in a teacher directed activity to enhance learning

It is **acceptable** for students at Inala State School to:
- use provided electronic 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 electronic devices
- switch off and hand mobile phones to the office on immediate arrival at school unless the device is being

- seek Principal approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Inala State School:
- use a mobile phone or other personal devices during school hours unless explicit permission from an administration person has been provided
- 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.

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 Inala 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

o   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

o   despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed

o   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

Inala 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.

Inala State School has a **Student Services Support Team and PBL Tier 1 team**, 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. The core elements of the Australian Student Wellbeing Framework taken into consideration include:

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

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

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

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

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

   It is a priority of Inala State School's Student Support Services and PBL teams to recommend and implement strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

   [Queensland Anti-Cyberbullying Taskforce report](#)

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 Inala 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 Inala 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.

Inala State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:
Prep to Year 6 – Report to Class teacher
Or – any member of the Inala State School Leadership team

**First hour
Listen**

- Provide a safe, quiet space to talk (or refer to Leadership team if this is not possible)
- 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
- Engage the student as part of the solution
- Provide the student and parent with information about student support network

**Day four
Implement**

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor 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

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Cyberbullying

At Inala State School Cyberbullying is treated 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 (for students in primary year levels) or the form class teacher (for students in secondary year levels). As well, any member of the school Leadership Team can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Inala State School may face in-school disciplinary action, such as detention or removal 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 a member of Inala State School's Leadership Team.

Inala State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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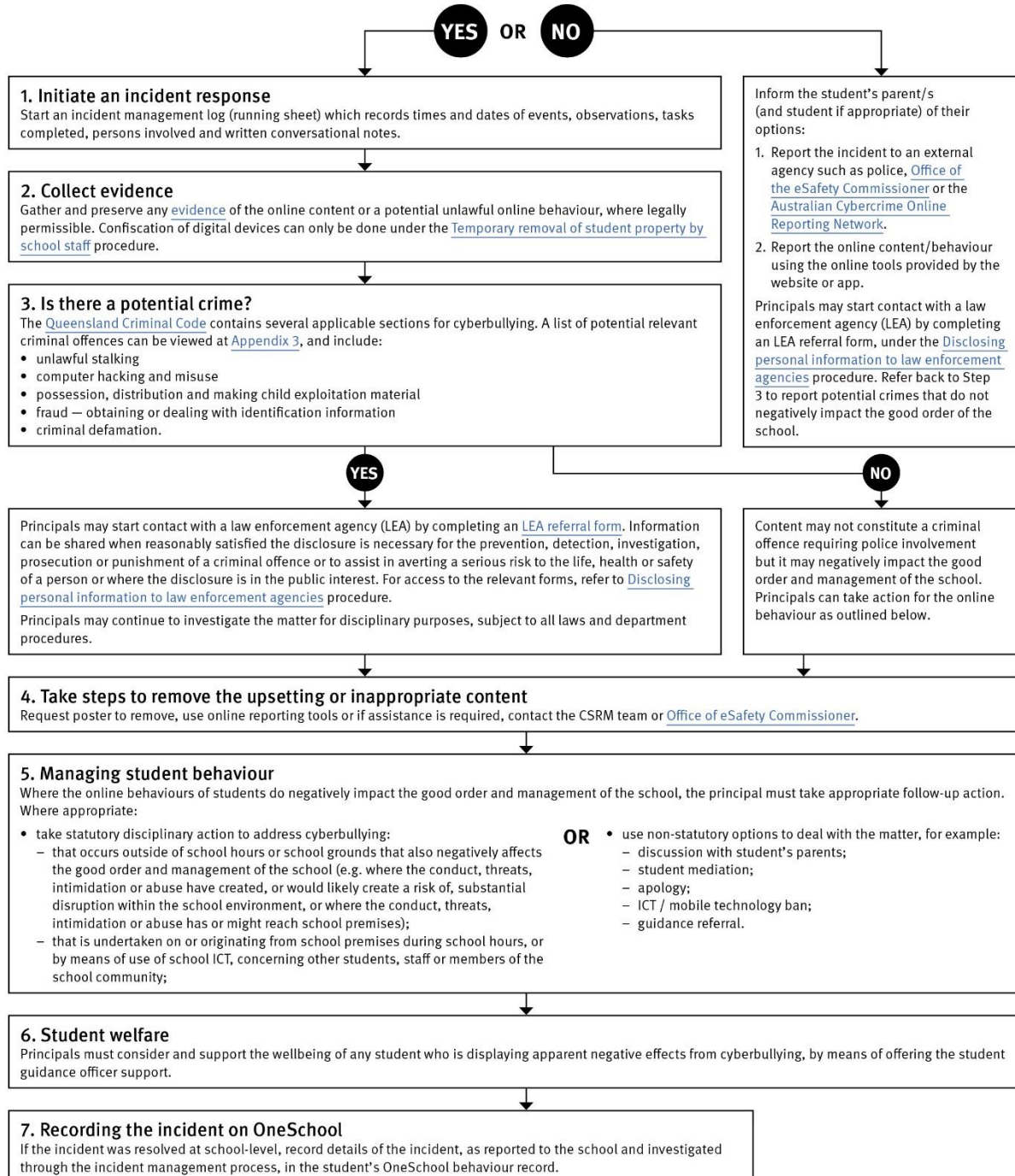
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process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

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

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

YES OR **NO**

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

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

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

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

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

YES

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

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

Inala 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 Inala 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 disciplinary measures such as suspension or exclusion from school.

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Inala State School – Anti-Bullying Contract

The Anti-Bullying Compact provides a clear outline of the way our community at Inala 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.

Inala State School – Anti Bullying Contract

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

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

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

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

Student's signature   _____

Parent's signature   _____

School representative signature   _____

Date   _____

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

Restrictive Practices

School staff at Inala 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 heightened emotional state and behaviour.

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

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

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

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

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

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

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for

managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

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

Critical Incidents

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

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

- [Australian Professional Standards for Teachers](#)

- [Behaviour Foundations professional development package](#) (school employees only)

- [Bullying. No Way!](#)

- [eheadspace](#)

- [Kids Helpline](#)

- [Office of the eSafety Commissioner](#)

- [Parent and community engagement framework](#)

- [Parentline](#)

- [Queensland Department of Education School Discipline](#)

- [Raising Children Network](#)

- [Student Wellbeing Hub](#)

Conclusion

Inala 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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