



One Mile State School

Student Code of Conduct

2024 - 2027



Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

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Purpose

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


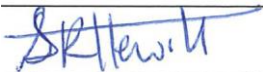
The One Mile State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

Contact Information

| | |
|-------------------------|--|
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| Contact Person: | Louise Parry (Principal) |

Endorsement

| | |
|--------------------------|---|
| Principal Name: | Louise Parry |
| Principal Signature: |  |
| Date: | 16/07/2024 |
| P&C President Name: | Shannen Hewitt |
| P&C President Signature: |  |
| Date: | 16/07/2024 |

Principal's Foreword

One Mile State School has a long and proud tradition of providing high quality education to students from across the Gympie region. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

At One Mile State School our vision is 'Discover the Gold Within'.
One Mile State School has 3 Expectations: We are all Learners who are Respectful and Safe

Learner engaged in the process of acquiring knowledge, skills or understanding. Uses mistakes as opportunities for personal growth

Respectful **being polite**, caring about people and treating them with dignity. Taking care of the environment

Safe be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways

Our school expectations have been agreed upon and endorsed by all staff, students and our school community and Elders. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

The vision has 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.

One Mile State School is a Positive Behaviour for Learning (PBL) school. Staff take an educative approach to discipline, 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 policies on use of technology, removal of student property and the approach to preventing and addressing incidents of bullying. 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 students, teachers, parents and other members of the community for their work in bringing this One Mile State School Student Code of Conduct together.

Louise Parry
Principal

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school.

It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Our school-wide framework for managing behaviour is based on Positive Behaviour for Learning (PBL). All areas of One Mile State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. To support student success, weekly lessons based on our PBL focus are taught in every classroom.

Pro-active Approaches to Support Student Behaviour

At One Mile State School we believe that every student is capable of discovering 'their Gold within'. To support, recognise and celebrate positive behaviour there are school-wide, cohort and class based responses.

| | |
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| Positive feedback to students | All members of staff provide students with positive feedback acknowledging their performance, effort and progress and other positive behaviours. This is done in 3 main ways: written, verbal and nonverbal. |
| Phone calls, emails or informal discussion with parents | Parents and carers are contacted by staff members to notify them of their child's success at school including if their child is receiving an award on parade. |
| Individual class reward programs | Individual classes have their own rewards and other acknowledgement programs in place, whereby students are acknowledged for their positive behaviours. These programs can vary with each class. |
| White Gotchas | Any member of staff can hand out a Gotcha to any student for appropriate behaviour in Learning Areas . They are presented to students who are clearly following our school expectations. When a student receives 25 Gotchas, they receive a prize. |

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| Pink Gotchas | Any member of staff can hand out a Pink Gotcha to any student, for following expectations in non-classroom settings . When a student receives a Pink Gotcha, it goes towards their sports house's tally for that week. Each week, the sports house with the most Pink Gotchas get to perform their house war cry on parade. |
| Class of the week | Judged by the specialist teachers based on behaviour in specialist lessons and transitions. |
| Sparkle Award | Judged by the cleaners for the class or area that has been kept tidiest throughout the week. |
| Student of the month | Each classroom teacher (Year 1-6) nominates a 'Student of the Month'. Prep teachers nominate 2 students. Students are nominated based on their performance in and out of class. |
| Instrumental Music Awards | At the end of the year, the Instrumental Music teachers present the 'Highest Achievement' award to the highest achieving Beginner, Intermediate and Advanced students. |
| Sporting awards | Cross Country & Athletics Age Champions 5yr olds – 12yr olds (13yr olds depending on enrolments at the committee's discretion) Swimming Carnival Age Champions Year 1 – Year 6 (class-based swimming carnival) |
| Class Captains | Each term, two students from each class (Year 1-6) are selected as Class Captains. Students are selected based on consistent demonstration of the behaviours expected (LARS) at OMSS. |
| Excellence Awards | This is an award in recognition of a student's effort. These awards are given to any student who obtains the highest level of effort in 50% or more of all learning areas on their report card. |
| Year 6 Awards | Subject Awards At the end of Year 6, awards are given to the highest performing student in each learning area. Spirit of One Mile Award This award is given to one student, who has consistently demonstrated the OMSS virtues throughout their time at OMSS. |
| OMSS School Captains & Sports House Captains | At the end of Year 5, students must first submit a written nomination, addressing a set of criteria and then be approved by the Principal. The next stage, they deliver a speech to their peers and teaching staff, following which, their peers and teachers vote |

| | |
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| | <p>for the students who have clearly, consistently and independently demonstrated the highest standards of our school rules and be identified as an outstanding representative of our school. Once School Captains are selected, the same process commences for Sports House Captains.</p> <p>These students are representatives for all OMSS students and attend regular meetings.</p> |
| EarlyAct | <p>At the end of Year 4, three students are elected by their peers to be on the EarlyAct committee in the following year.</p> <p>These students are representatives for OMSS students and attend regular meetings with the OMSS School Captains and Mentor Teachers to organise a range of events and programs which contribute to our school, the community and international projects.</p> |
| PBL Student Team | <p>The PBL Student Team are Year 5 students. Towards the end of Year 4 they complete a written application. Selection is based on commitment to demonstrate the expectations and to contribute to the overall behaviour of OMSS.</p> |

Student Wellbeing

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

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

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.

Specialised health needs

One Mile 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.

Medications

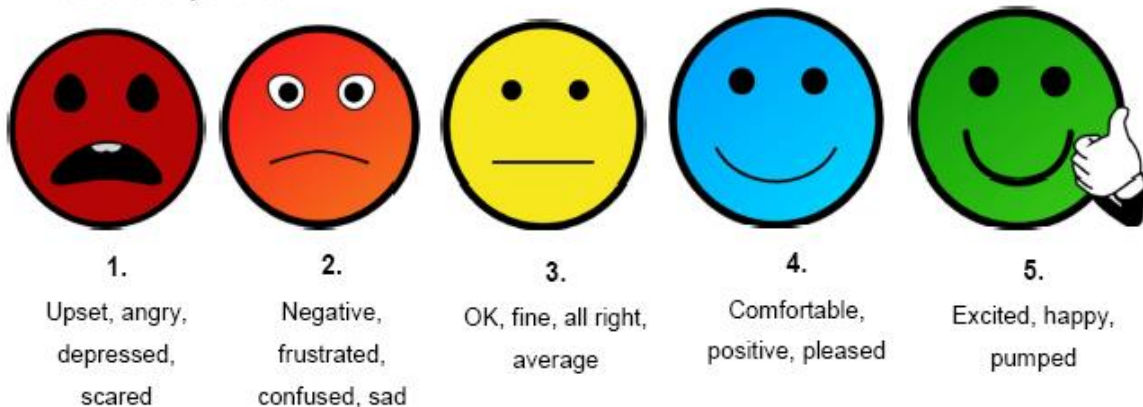
One Mile State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

Mental health

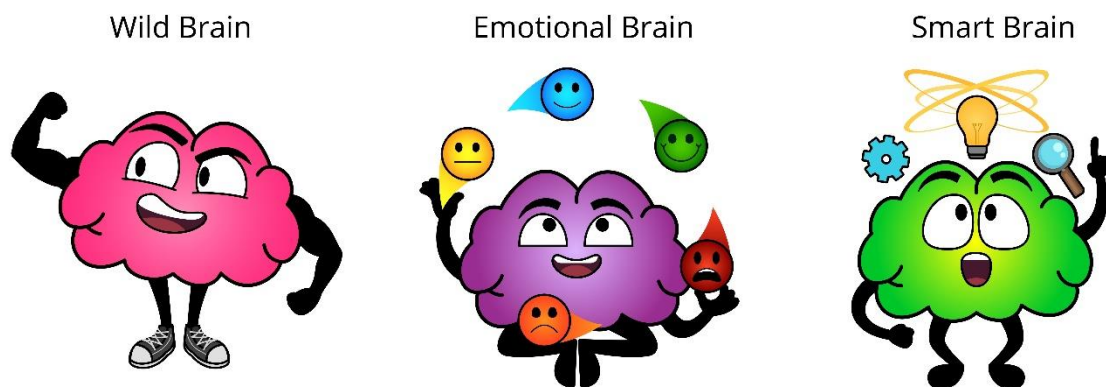
One Mile State School is a REBOOT school

- Reboot is an engagement program: creating a student culture in which students are more self-responsible learners
- Reboot is a whole-of-school program that provides a common language and visuals

Where are you at?



- Reboot is based on neuroscience and includes research and best practice from psychology (developmental, social and positive), education and mindfulness
- Reboot is brain based. Reboot creates calmer and more productive classrooms: works with the brain to maximise learning
- Students are shown clearly how to self-regulate (manage their emotions) to deal with any learning anxiety and the worries that happen outside the classroom.



- Reboot helps to build productive relationships between students and staff that make students feel valued and respected
- Reboot provides a whole-team approach: united we stand

Student Support Network

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

Students can approach any trusted school staff member at One Mile State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

| Role | What they do |
|------------------------------|--|
| Guidance Officer | <ul style="list-style-type: none"> • provide support to families and links to outside agencies • provides individual and group support to students to assist their wellbeing & engagement with education • provides assessment to support external agency referrals • provides student support programs within the school environment offering counselling with students on a one-on-one basis • liaises with parents, teachers, or other external health providers as needed |
| Student Welfare Practitioner | <ul style="list-style-type: none"> • provides student support programs within the school environment offering counselling with students on a one-on-one basis • liaises with parents, teachers, or other external health providers as needed as part of the counselling process nurtures a sense of belonging to the school • support students to overcome barriers to education |
| Student Engagement Teacher | <ul style="list-style-type: none"> • provides professional support to classroom teachers to assist with students displaying challenging behaviours • provides individual and group support to students to assist their wellbeing & engagement with education • provides an additional contact for students and their families |

| | |
|---|---|
| | <ul style="list-style-type: none"> • provides information on external agencies and assists with referrals to engage support • ensures Individual Behaviour Support Plans (IBSP) are written to support the needs and classroom considerations of identified students |
| School Nurse | <ul style="list-style-type: none"> • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs |
| School-based Support Staff (including HoSES, Deputy, Support Staff) | <ul style="list-style-type: none"> • provide individual and, at times, group support to students • provides continuity of contact for students and their families • ensures students feel safe and comfortable and want to come to school • monitor student attendance, wellbeing, behaviour and intervention for students • coordinate referrals for internal and external supports |

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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

PBL Expectations

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

Students

Our PBL expectations are set out below. In addition, each classroom has their own set of classroom rules aligned to the PBL expectations, to help students and visitors understand the expectations and meet the standards we hold for everyone at One Mile State School.



One Mile State School Expectations

| Learner | Respectful | Safe |
|--------------------------|--------------------------------------|--------------------------|
| I am ready to learn | I respect myself | I keep myself safe |
| I engage in the learning | I respect others | I help others to be safe |
| I produce my best work | I respect my school and my community | |
| I seek to improve | | |

Parents and staff

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

Learners

| <i>What we expect to see from you</i> | <i>What you can expect from us</i> |
|--|--|
| 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, Facebook page or 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 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 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 can do to assist. | We will check in with you about your child's needs or any support your family may require. |

Respectful

| <i>What we expect to see from you</i> | <i>What you can expect from us</i> |
|---|---|
| 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 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 make an appointment to speak with the class teacher or principal to discuss any matters relating to your child. | We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you. |
| You are respectful in your conversations at home about school staff. | We will ensure positive behaviours are role modelled for all students. |
| You respect school, student and staff privacy in your online communications. | We will act quickly to address social media issues that affect staff, students or families. |
| You 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 seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues. | We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure. |

Safe

| <i>What we expect to see from you</i> | <i>What you can expect from us</i> |
|--|--|
| You leave and collect your child from the designated area at school. | We will give clear guidance about a designated area for parents to leave and collect students. |
| You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details. | We will create a safe, supportive and inclusive environment for every student. |
| You 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. |

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or

understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

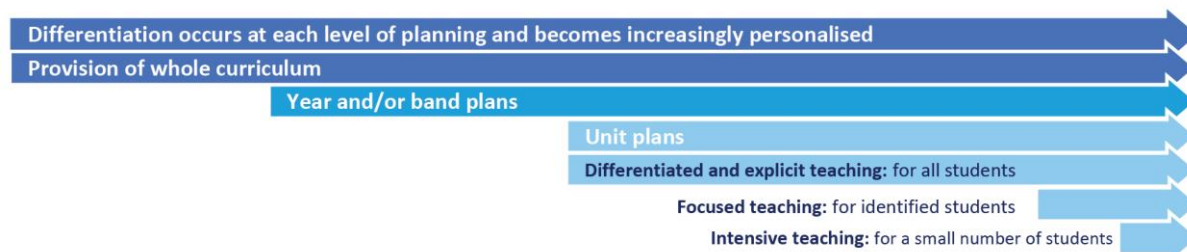
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter.

Differentiated and Explicit Teaching

One Mile State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at One Mile State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small

number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, as a basis for developing their Classroom Rules. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.



One Mile State School Expectations

| Learner | Respectful | Safe |
|--------------------------|--------------------------------------|--------------------------|
| I am ready to learn | I respect myself | I keep myself safe |
| I engage in the learning | I respect others | I help others to be safe |
| I produce my best work | I respect my school and my community | |
| I seek to improve | | |

At the start of every year, and as required throughout the year, we revisit the expectations in the non-teaching areas.

| | Learner | Respectful | Safe |
|----------------------|---------|------------|------|
| Eating area | | | |
| playground | | | |
| Transitions | | | |
| Library | | | |
| Toilets | | | |
| Crossing supervisors | | | |
| Before School | | | |
| Tuckshop | | | |
| Bus/Pick up | | | |
| Computer lab | | | |
| Office | | | |

Focused Teaching

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

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

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

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

One Mile 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:

- Reboot
- Positive Behaviour for Learning
- Functional Based Assessment
- Peaceful Kids

Intensive Teaching

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at One Mile State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations and is responsive to the motivation of the behaviour (where the motivation can be identified).

The One Mile State School Behaviour Consequence Flowchart has two formats – one for staff (Appendix 1), the other for students (Appendix 2) which are displayed in all learning areas.

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

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

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)

- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Make up work in own time / miss out on play

Focussed

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

- Supported Eating and/or Play
- REBOOT focussed strategies
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan and/or Student Discipline Plan)
- Targeted skills teaching in small group
- Token economy (individualised reward for meeting goal)
- Miss out on play / make up work in own time
- Behavioural contract / Playground Roster
- Counselling and guidance support
- Self-monitoring plan
- Check in /Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

- Exclusion from activities or representing the school at events
- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Discipline Improvement Plan
- After School Detention – in lieu of suspension (in 2.5hr blocks)
- 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)

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

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

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

Re-entry following suspension

Students who are suspended from One Mile State School may be invited to attend a re-entry meeting on the day of (or day before) 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

consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Arrangements

The invitation to attend the re-entry meeting will be communicated via the notification of suspension letter and via email or phone call. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the class teacher, student and their parent/s.

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

Structure

The structure of the re-entry meeting will follow the following agenda outline.

Agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom (offer)

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student.

School Policies

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at One Mile 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 & vapes)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

** 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 One Mile 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 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 One Mile 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 One Mile 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 One Mile 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 One Mile State School Code of Conduct
 - is illegal

- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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.

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

Responsibilities

It is **expected** that students sign in/out their personal mobile devices at the office each day.

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

It is **acceptable** for students at One Mile State School to:

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

It is **unacceptable** for students at One Mile State School to:

- use a mobile phone or other devices in an unlawful manner
- use a device (such as Smart Watch) during school hours for anything other than as a time keeping device

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

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

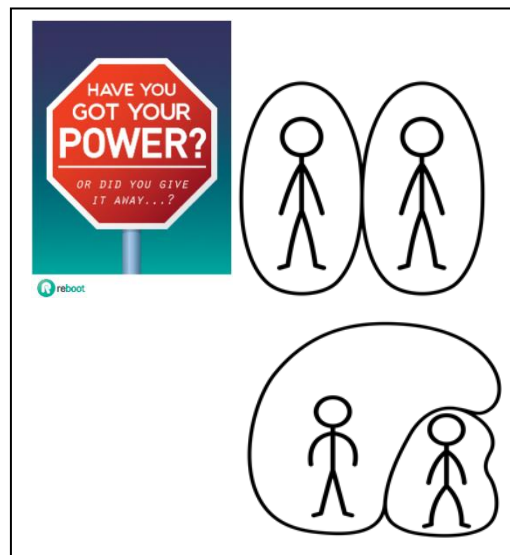
- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access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

Preventing and responding to bullying

One Mile State School uses the [Australian Student Wellbeing Framework](#) (as well as Reboot and High Five Strategy) 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.

HIGH 5



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

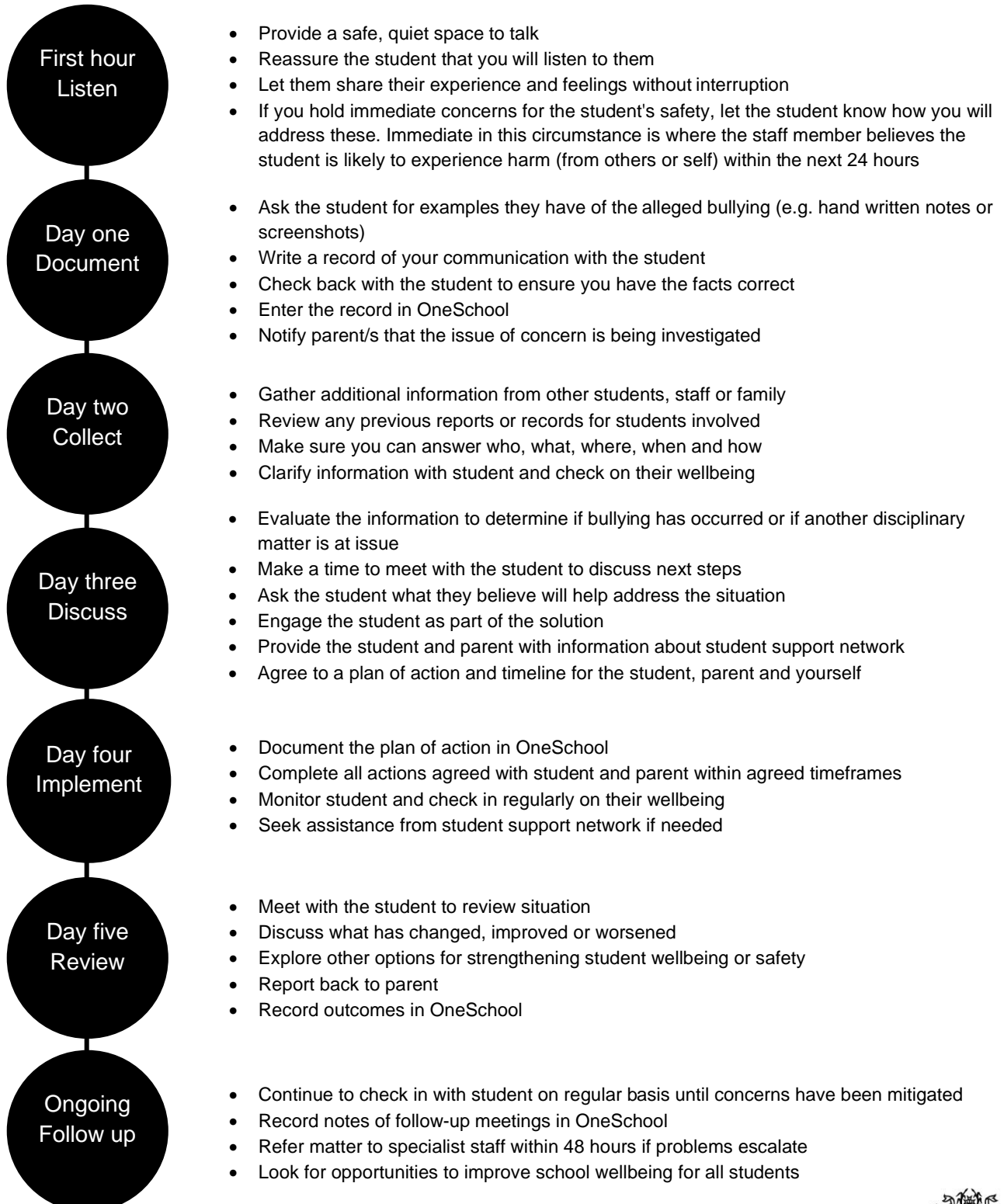
The following flowchart explains the actions One Mile State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

One Mile 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.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher, Deputy Principal, Principal



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at One Mile State School may face in-school disciplinary action, or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

One Mile 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](#).

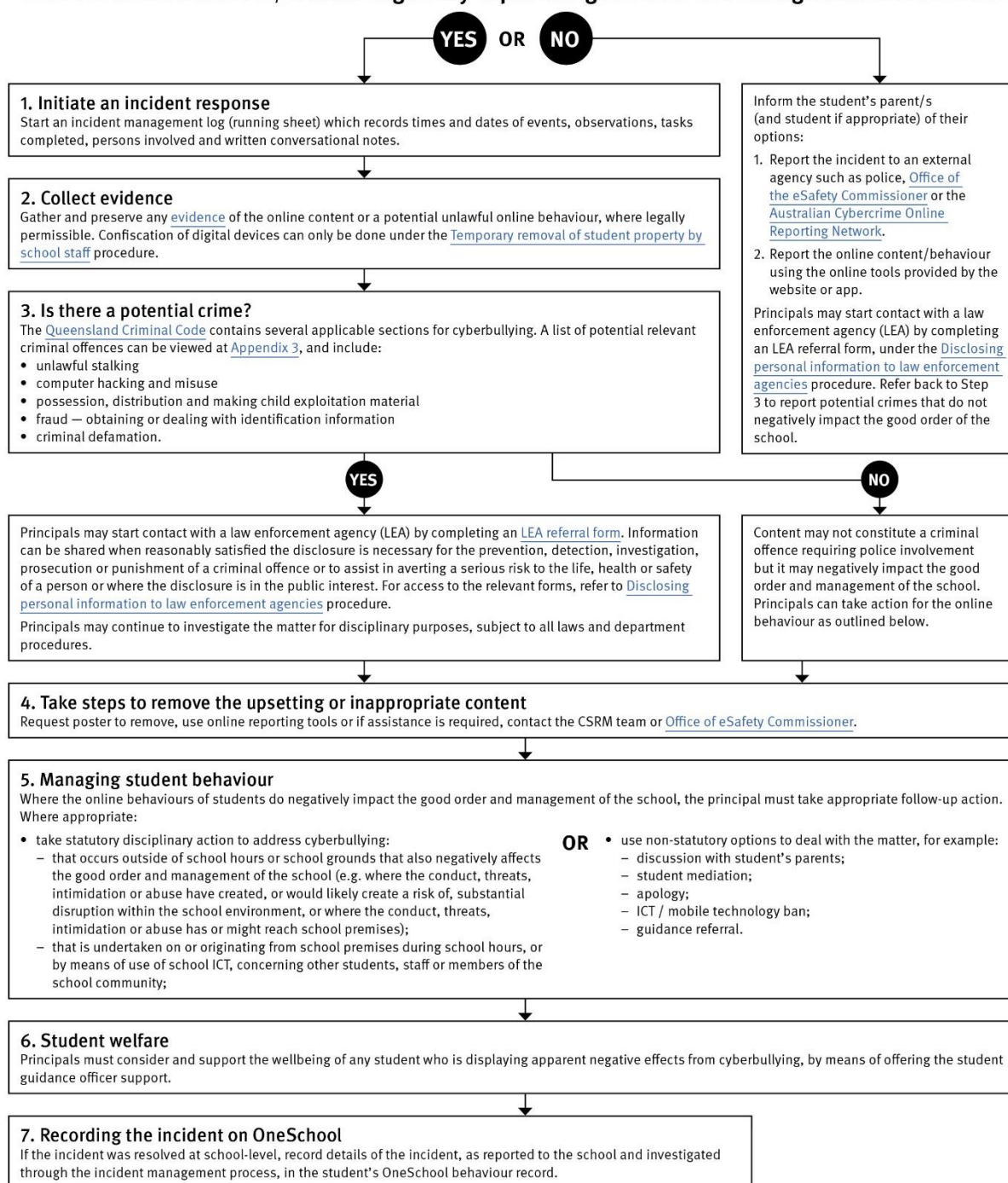
Explicit images

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?



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

One Mile 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 One Mile State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

One Mile State School – Anti-Bullying Compact

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

One Mile State School – Anti Bullying Compact / Commitment Wall

We agree to work together to improve the quality of relationships in our community at One Mile 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.

As a member of the One Mile State School community, I commit to:

- show respect
- be kind
- be safe
- accept Difference
- celebrate Diversity
- a positive attitude
- be courageous
- speak up

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media including gaming platforms

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

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

By law, films, computer games and certain publications must be classified before being made available to you. Classification ratings help you make informed choices about what you watch, play and read.

At One Mile State School, students have the privilege of access to a variety of technology for teaching and learning and during lunch breaks. Students are only permitted to interact with games and films with a rating of G (General). Anything with a rating of PG or M must have written consent from a parent/guardian. Any attempt to access inappropriate content will result in the loss of technology privileges.

Advisory ratings for films and computer games

General (G), Parental Guidance (PG) and Mature (M)

These ratings are advisory categories. There are no legal restrictions for viewing and/or playing these films and computer games.



General (G)

The content is very mild in impact

Films and computer games classified G (General) are suitable for everyone. They can have content that may scare very young children.



Parental Guidance (PG)

The content is mild in impact

Films and computer games classified PG (Parental Guidance) can have content that a child may find confusing or upsetting and require the guidance of a parent or guardian.

It is not recommended for viewing by children under the age of 15 without guidance of a parent or guardian.



Mature (M)

The content is moderate in impact

Films and computer games classified M (Mature) are not recommended for children under the age of 15. They can have content such as violence and themes that requires a mature outlook.

Children under the age of 15 may legally access this content.

Parents and guardians may need to find out more about the content in a film or computer game before deciding whether it is suitable for a child in their care.

Restricted ratings for films and computer games

Mature Accompanied (MA 15+) and Restricted (R 18+)

The following ratings are legally restricted categories. This means there are legal restrictions on accessing these films and computer games.



Mature Accompanied (MA 15+)
The content is strong in impact

Films and computer games classified MA 15+ are legally restricted to people aged 15 and over. They can contain content such as sex scenes and drug use that may have a strong impact on the viewer.

A person may be asked to show proof of their age before purchasing, hiring or viewing an MA 15+ film or computer game.

A parent or adult guardian must purchase a ticket and accompany a person under 15 for the duration of the film at a cinema or be with them to purchase a MA 15+ film or game.



Restricted (R 18+)
The content is high in impact

Films and computer games classified as R 18+ are legally restricted to adults 18 years and over. They can contain content that may be offensive to sections of the adult community.

A person may be asked to show proof of their age before purchasing or viewing a R 18+ film or computer game.

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

One Mile 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 they feel is adversely affecting their child's education.

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.

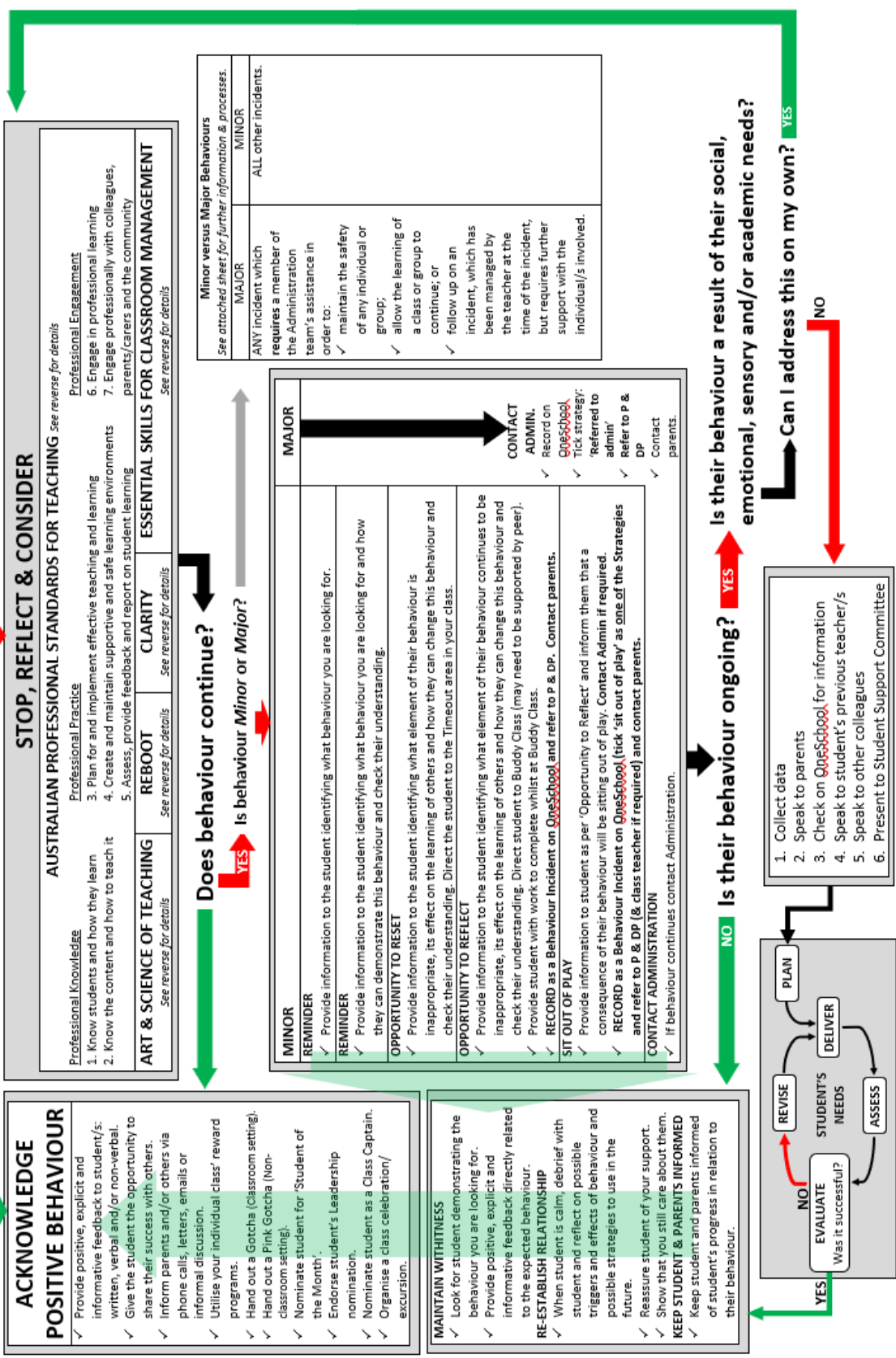
The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

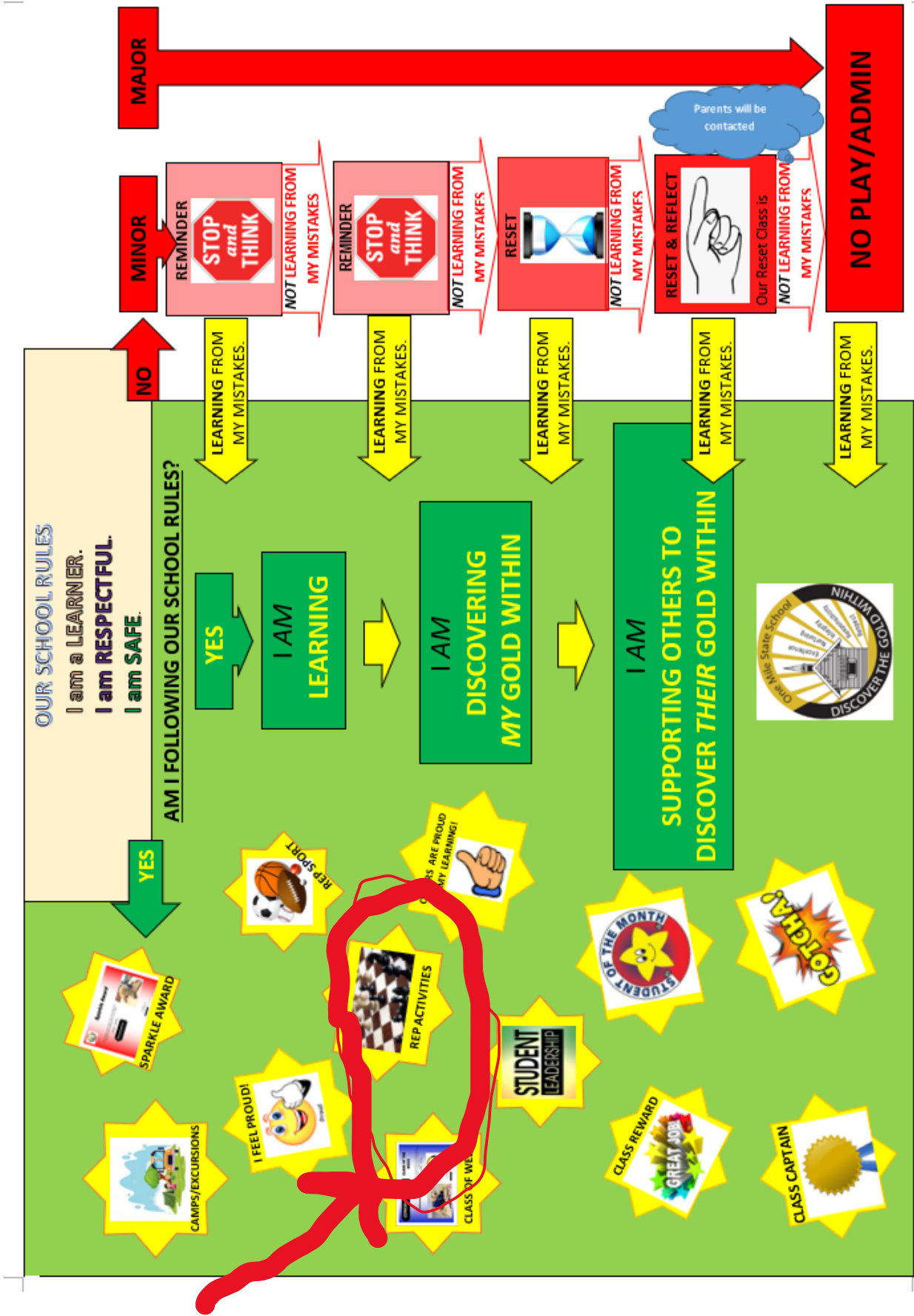
1. **Early resolution:** discuss your complaint with the school.
Complaints may be lodged by telephone, writing or in electronic format.
2. **Internal review:** [contact the local Regional Office](#)
3. **External review:** contact a review authority.
More information about external review options is 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](#).

Are students following our school rules? **NO**





Appendix 2

