



Oonoonba 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

Purpose

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

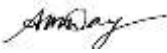
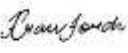
The Oonoonba State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

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Endorsement

Principal Name:	Mrs Anne-Marie Day
Principal Signature:	
Date:	22 nd January 2024
P/C President and-or School Council Chair Name:	Ms Felisha Crawford
P/C President and-or School Council Chair Signature:	
Date:	22 nd January 2024

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Principal's Foreword

Introduction

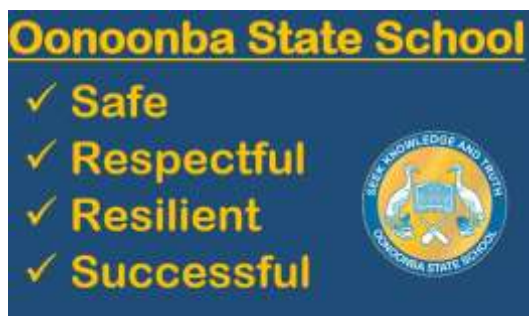
Oonoonba State School strives to provide a safe and supportive environment for all students. Our staff collaborate at all levels with relevant stakeholders to ensure all students are engaged and learning every day. A range of strategies are implemented to achieve these outcomes.

We expect that when you enrol at Oonoonba State School you will work with the Principal, Deputy Principal and all staff to achieve successful outcomes for your child. We expect all in the community to be respectful and work together as we problem solve to resolve any issues or concerns.

We believe at Oonoonba State School that all staff and students have the right to feel safe and to effectively be able to perform their role.

In this policy we outline our expectations and policies that show our commitment to providing transparency about what is expected. It is our expectation that you will support the school in implementing this policy for the benefit of your child and others. We believe that communication and positive connections with others are the most valuable skills our communities need now and in the future.

Our four expectations are:



These expectations are taught explicitly with a communicated focus over a one or two week period. Students have the opportunity to demonstrate these expectations and are rewarded with a 'Gotcha' for the focus of the week.

We look forward to working together to commit to making this the best possible place for all.

School Council Statement of Support

As Chair Person of the Oonoonba State School, School Council, the School Council supports the new Student Code of Conduct. Consultation has occurred with the School Council, P&C Association and Staff. Parents/carers were also encouraged to contribute as part of the process led by the Principal.

We encourage all parents/carers to familiarise themselves with the Oonoonba State School Student Code of Conduct, and to take time to talk with their children about expectations and discuss any support they may need.

Our children these days face many challenges in society, and there are range of support personnel within the school who can assist you and your child.

The school is continuing with the four expectations of Safe, Respectful, Resilient and Successful which are already embedded in our school and we are grateful that our school community support these expectations and follow them to ensure safety for all staff, parents/carers, students and visitors.

It is with your support that we can work collaboratively with all staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

Consultation

This policy was developed using the Department of Education guidelines and in consultation with Staff, School Council and P and C Association. Parents/carers were also invited and encouraged to participate in the consultation process.

Learning and Behaviour Statement

Oonoonba State School Mission Statement:

Our students are worth whatever it takes. Through explicit teaching of expectations and consistency across our school community, students will achieve success.

Student Wellbeing and Support Network

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.

We support our students by implementing the following programs in our curriculum, learning and teaching.

- Life Education Programs including Healthy Relationships
- Cyber Safety Programs
- Daniel Morecombe child safety Curriculum
- Road Safety

A range of support personnel is available including:

- Guidance Officer
- Social Worker
- Chaplain
- Defence School Mentor
- Student Council
- Teacher Aide (Indigenous Support)

These Support Personnel work in a proactive manner to support students and build relationships with the staff and students to enable students to be safe and successful at school.

There are also a range of regional and state wide support services to supplement the school network. Our Guidance Officer can advise you of these supports.

Whole School Approach to Discipline

Oonoonba State School implements Positive Behaviour for Learning (PBL) as the multitiered system of support for discipline in the school. This is a whole-school approach, implemented in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse student behaviour data to improve student behaviour and learning outcomes
- ensure that only evidence-based practices are implemented consistently by teachers to support students
- support staff members (teaching and non-teaching) to maintain consistent school and classroom improvement practices
- implement curriculum and legislative requirements to ensure a safe and supportive environment
- provide a safe and inclusive environment for student and staff wellbeing
- Support students to demonstrate all expectations in the wider community. For example, to and from school.

At Oonoonba State School we believe that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making our expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-visit school expectations.

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

Any students or parents/carers who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak firstly with the class teacher, and if necessary, make an appointment to meet with the principal.

PBL Expectations

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

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students, parents/carers and visitors understand the expectations and meet the standards we hold for everyone at Oonoonba State School.

Safe

- *Stay to the left hand side of pathways*
- *Keep hands and feet to self*
- *Walk on concrete surfaces*
- *Wear a hat and shoes*
- *Practice hygiene at all times*

Respectful

- *Wear your uniform with pride and in line with the school uniform policy*
- *Follow all directions given by staff first time every time*
- *Follow all school rules and policies*
- *Use polite language and good manners*
- *Value diversity*
- *Be honest*

Resilient

- *Use self-control*
- *Use strategies to calm own emotions*
- *Use problem solving skills*
- *See setbacks as opportunities*

Successful

- *Seek and act on feedback*
- *Work cooperatively*
- *Do your best*

(A full and explicit matrix appears on page 12)

Parents/Carers and staff

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

Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Use drop off/ pick up zone as intended	We model the same behaviour. If you continue to put others at risk of safety, Principal or Deputy will have a conversation with you reminding you not to do so.
Keep your child home when unwell	If your child comes to school unwell, we will need to contact you to collect them.
Follow school timetable – <ul style="list-style-type: none"> • Arrive between 8.00-8.40am. • Child will be in the classroom ready to start instruction at 8.45am • Child leaves at 2.50pm • Child collected by 3.10pm 	If students arrive early prior to 8am or arrive after instruction begins at 8.45am you can expect a letter from the principal. It is important that students arrive on time and stay at school for the whole day.

Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Make appointments with staff if required and inform of any changes	Keep to time
Speak respectfully even when you have concerns and use respectful language	Speak respectfully and use respectful language
Value diversity	Promote and accept diversity
Respect the privacy of all	Respect the privacy of all

Resilient

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Problem solve with your child	Assist students to problem solve
Model desired behaviour	Model desired behaviour

Successful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Encouragement for your child	Recognition and positive feedback
Support school policies and endeavours	Teach and implement policies, rules and expectations and share them with the community

Consideration of Individual Circumstances

Staff at Oonoonba State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and well-being (including traumatic events), religious and

cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful.

This also means that not everyone will be treated the same. 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 staff and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our staff 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/carers to know what consequence 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/carers and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student or parent/carer at the school, or the way our staff have responded to their behaviour, make an appointment with the class teacher, in the first instance. If you need to further discuss the matter make an appointment with the principal.. Parents/carers are not to approach other students at any time without prior consent from the parent or principal.

School Staff are obliged to act under the confidentiality obligations limiting discussion or sharing information about individual circumstances of students, including applied disciplinary consequences, with persons other than the student's parent/carer.

Differentiated and Explicit Teaching

Oonoonba State School is a disciplined school environment that provides differentiated teaching to respond to the individual 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 Oonoonba 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 differentiation for learning.



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 focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised support for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated on page 12, as a basis for developing their behaviour standards. 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.

The Resilience Project develops the social and emotional capabilities (also taught as part of the Australian Curriculum) and provides a common language within our school community.

Oonoonba State School provides support for individuals and groups of students through Behaviour Support Plans, Complex Case Management meetings, Programs, for example, Defence students or Social and Emotional support, opportunities for individuals to develop responsibility with a progression of consequences in the playground and classroom as well as playground and classroom rewards.

Focused Teaching










Some students at Oonoonba State School, 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 as part of a learning area/subject. Focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills. Teachers use 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 work collaboratively with class teachers at Oonoonba State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix. Student progress is monitored by the classroom teacher/s to identify students who:

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

Oonoonba State School has a range of Support Staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. Support staff include Support Teachers, Literacy and Numeracy (STLaN), Chaplain, Guidance Officer (GO), Social Worker, Defence School Mentor (DSM), Teacher Aide (Indigenous Support).

 OSS Matrix	All Areas	Classroom	Playground	Outdoor spaces (Toilets, tuckshop, line up areas)	Before/After School	Virtual community
 Safe	<ul style="list-style-type: none"> Follow the rules Follow instructions Right place, right time Move safely around the school 	<ul style="list-style-type: none"> Use and store equipment correctly Move safely Keep spaces tidy 	<ul style="list-style-type: none"> Be sun smart Use play equipment appropriately Speak to staff when you need help 	<ul style="list-style-type: none"> Use all areas appropriately Wait patiently and safely Keep food and money for yourself 	<ul style="list-style-type: none"> Sit with bag in CPA between 8-8:40am, unless with parent then sit in outdoor spaces Travel safely 	<ul style="list-style-type: none"> Follow all rules of social media Post only appropriate photos and/or messages Get consent before posting
 Respectful	<ul style="list-style-type: none"> Treat people the way you want to be treated Show tolerances and accept differences Represent self and school with pride Follow directions given by staff, first time every time Follow all school rules and policies Care for the environment 	<ul style="list-style-type: none"> Show courtesy Keep room and learning area organised and tidy Consider all others when learning Whole body listening 	 <ul style="list-style-type: none"> Return play equipment Play fairly and be a good sport Use appropriate language Follow rules 	<ul style="list-style-type: none"> Respect others' privacy and property Care for the environment Remain seated until dismissed or collected by staff member Follow all instructions and directions 	<ul style="list-style-type: none"> Follow instructions and directions 	 <ul style="list-style-type: none"> Consider others' feelings when posting Be kind and positive
 Resilient	<ul style="list-style-type: none"> Seek help when required Manage emotions React appropriately to conflict 	<ul style="list-style-type: none"> Have a growth mindset Accept change 	<ul style="list-style-type: none"> Use problem solving skills Accept when things don't go your way 		<ul style="list-style-type: none"> Use problem solving skills 	<ul style="list-style-type: none"> Turn off and report Differentiate between the real and online world
 Successful	<ul style="list-style-type: none"> Ask for help Communicate Follow school rules Do our best Own your behaviour Model correct behaviour for others 	<ul style="list-style-type: none"> Be organised 'Have a go' Considers others' rights to learn Take every opportunity to learn Actively participate 	<ul style="list-style-type: none"> Co-operate with others Follow the rules Right place, right time Empower yourself 	<ul style="list-style-type: none"> Be ready for class Wear uniform with pride 	 <ul style="list-style-type: none"> Follow rules 	<ul style="list-style-type: none"> Follow social media rules Report Make appropriate posts

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 allocated a Case Manager and/or mentor at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student and external agencies.

Legislative Delegations

Legislation

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

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 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.

Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. Oonoonba State School uses tactical ignoring, rule reminders and, proximity to student, for low level behaviours exhibited.

Some students will need additional support, time and opportunities to practise expected behaviours. Few of the student population may experience difficulty with meeting the stated expectations, and even with focused 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 the student may need to work in an alternate area in the classroom, or a buddy classroom, or the school administration team may be needed to assist and determine 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. Good first teaching – Essential skills for Classroom Management. This may also 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 – explicitly taught
- 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
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Private reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Supported detention (if longer than ten minutes must be negotiated with parent prior to its occurrence). Must be supervised by the class teacher giving the detention.

Follow up –

- Classroom reminders
- Reflection/calm down space
- Record incident

Focused

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
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Learning Enhancement Team for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Learning Enhancement Team (Guidance Officer, Social Worker, Chappy, Head of Special Education Inclusion, Support Teacher Literacy and Numeracy and Principal to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Shorten day to ensure success
- Referral to Stanton Lodge
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Playground Procedures – Supportive by positive conversations

Discuss expectations – relate one to behaviour being demonstrated.

Appropriate consequences put in place. Talk to student, sit out, yellow card.

Continuation of unacceptable behaviour - yellow card issued.

Three yellow cards = two time out sessions (minimum)

During time out a plan is written about the action and how this will be improved in the future.

A letter is sent home informing parents.

NB if students' actions are considered major physical aggression, behaviour dangerous to themselves or others steps can be fast tracked, principal contacted and / or parents contacted*

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 Oonoonba 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/carers 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 Oonoonba State School will be invited to attend a reentry meeting usually on the day of their scheduled return to school. If this is not possible, a meeting can be arranged a day prior to the student returning to school. The main purpose of this meeting is to welcome the student, with their parents/carers, back to the school.

It is **not a time** to review the student's behaviour or the decision to suspend; the student has already been made aware of the reason for 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 telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Discuss any changes at home or for the student following possible appointments
- Offer information about supports available (e.g. Guidance Officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officer or Teacher Aide (Indigenous Support), may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Oonoonba State School has tailored school discipline policies designed to ensure students, staff, parents/carers 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, parents/carers and visitors outlined in the following policies:

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

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 Oonoonba 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, fishing lures)
- e-cigarettes, pod vapes, vape pens, box mods and vaporizers
- 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).
- inappropriate use of mobile phones (recording other students in toilets, pornography, racist literature and extremist propaganda, text messages of a bullying nature).

*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. Food for lunches should be pre-prepared if needing to be cut.

In circumstances where students are required to have their own knives or sharp tools for particular subjects 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**).

Epi-Pens and puffers may be stored in student's bag depending on the circumstances of the individuals' condition but must be discussed with the principal.

Responsibilities

School staff at Oonoonba 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;
- require consent from the student or parent 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/carers (e.g. to access an Epi-Pen for an anaphylactic emergency);
- require consent from the student or parent/carer 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/Carers of students at Oonoonba 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 Oonoonba 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 Oonoonba 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 Oonoonba State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk

Vaping Behaviours

Oonoonba State School students are prohibited from bringing to school such as e-cigarettes, pod vapes, vape pens, box mods and vaporizers.

‘Away for the Day’ - Use of mobile phones, and other devices by students

Important to note

- For the purpose of this document, *mobile phones and wearable devices* include mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.
- This document does not apply to personal or school-owned devices, such as iPads, tablets or laptops, that are approved for educational use as part of the school’s Bring Your Own Device (BYOD) policy.

Purpose

- outlines the requirement for all Queensland state school students to keep mobile phones switched off and ‘away for the day’ during school hours, and while attending school activities, such as representative school sport, excursions and camps
- outlines the requirement for all students to switch off notifications on wearable devices, including smartwatches, during school hours, and while attending school activities, such as representative school sport, excursions and camps
- provides guidance for schools in managing student mobile phones and wearable devices that are brought to school, and
- provides guidance on the application of exemptions for students who require access to their mobile phone or wearable device during school hours.

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, Oonoonba State School has determined that explicit teaching of responsible use of mobile phones and other devices is an important 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/carers, school staff and students.

Responsibilities

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

- Wearable technology/sensing devices are not permitted;
- Phones can be used outside of the school grounds prior to entry to, and following exit from the school grounds;
- Phones are to be turned off or turned to silent mode on entry to the school grounds.
- Phones are to be stored out of sight in student school bag whilst in school grounds.
- If required a phone can be used under staff supervision after explicit permission has been sought and given;
- An alternate area to store mobile phones is the school office if a student is directed by a staff member to do so.
- The school accepts no liability for loss or damage to the phone or mobile device;

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

- use mobile phones or other devices for
- assigned class work and assignments set by teachers o developing appropriate literacy, communication and information skills o 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/carers 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
- carry a mobile device in their bag for use before & after school outside of school grounds
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

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

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Oonoonba State School Student Code of Conduct. In addition students and their parents /carers 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

Oonoonba State School uses the Student Learning and Wellbeing Framework, Staff Wellbeing Framework and the Parent and Community Engagement Framework to promote positive relationships and the wellbeing of all students, staff, parents/carers 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. Staff who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community.

Parents/carers who are positively engaged with their child's education can lead 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.

Oonoonba State School is a Positive Behaviour for Learning School. All staff promote strategies to improve student wellbeing, safety and learning outcomes. Students have a voice in their school through the Student Council which has a representative from each class across Years 4-6. These students take responsibility to share information and gather opinions from P-3 students, together with P-3 teachers.

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

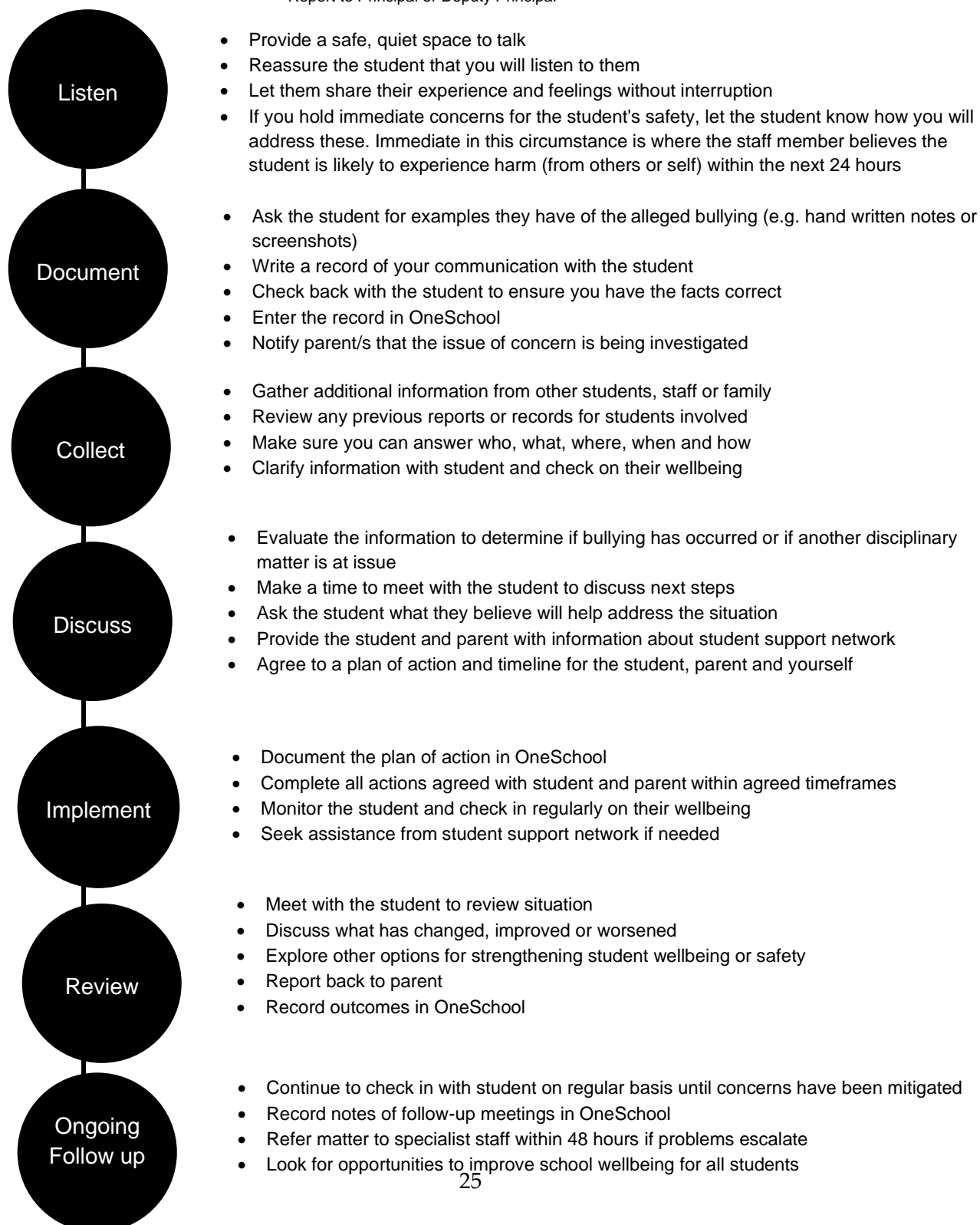
The following flowchart explains the actions Oonoonba State School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Note that the indicative timeframes will vary depending on the professional judgment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

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 –

- Report to Class teacher
- Report to Guidance Officer, Support Teacher Literacy and Numeracy, Chaplain
- Report to Principal or Deputy Principal



Cyberbullying

Cyberbullying is treated at Oonoonba 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/carers who wish to make a report about cyberbullying should approach the regular class teacher. Oonoonba State School also has a Guidance Officer and Chaplain, who can be approached directly by students, parents/carers or staff for assistance in preventing and responding to cyberbullying.

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

Parents/carers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/carers may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. Oonoonba 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 or Deputy Principal.

Cyber safety and Reputation Management (CRM)

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

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

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

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

For more information about cyber safety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

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

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

Appropriate use of social media

Parents are reminded that for children under 13 years of age, social media platforms are illegal.

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online, if and when supervised. 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/carers 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 necessary, relevant, truthful, 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 you don't agree or the tone is escalating 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/carer 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/carer 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/carers 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/carers 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 face to face, 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/carers are not. If you are tagging or naming students, consider that other parents/carers 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.

Uniform Policy

Dress Code

To maintain a high standard of pride, to assist students to feel part of the community and for safety students will be expected to comply with a dress code. This includes:

- clean and tidy uniform / hair;
- socks and appropriate enclosed shoes;
- wearing only permitted jewellery including sleepers, studs, watch, religious / medical necklace.
Ear piercing is the only permitted piercing and must not be excessive (maximum of two piercing);
- natural hair colour and style (long hair should be tied back, no patterns in hair style for example tracks); and
- wide brimmed hat or sun smart bucket hat.

Uniform Choices

- Blue checked cotton school shirt; blue and yellow school polo shirt with collar and sleeves or checked dress. Oonoonba State School emblem is on left chest in all options.
- Royal blue shorts or skorts
- White socks are suggested
- Suitable closed footwear (predominantly black or white is encouraged, not thongs)
- Wide-brimmed or bucket hat (refer Sun Smart Policy).

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](#).

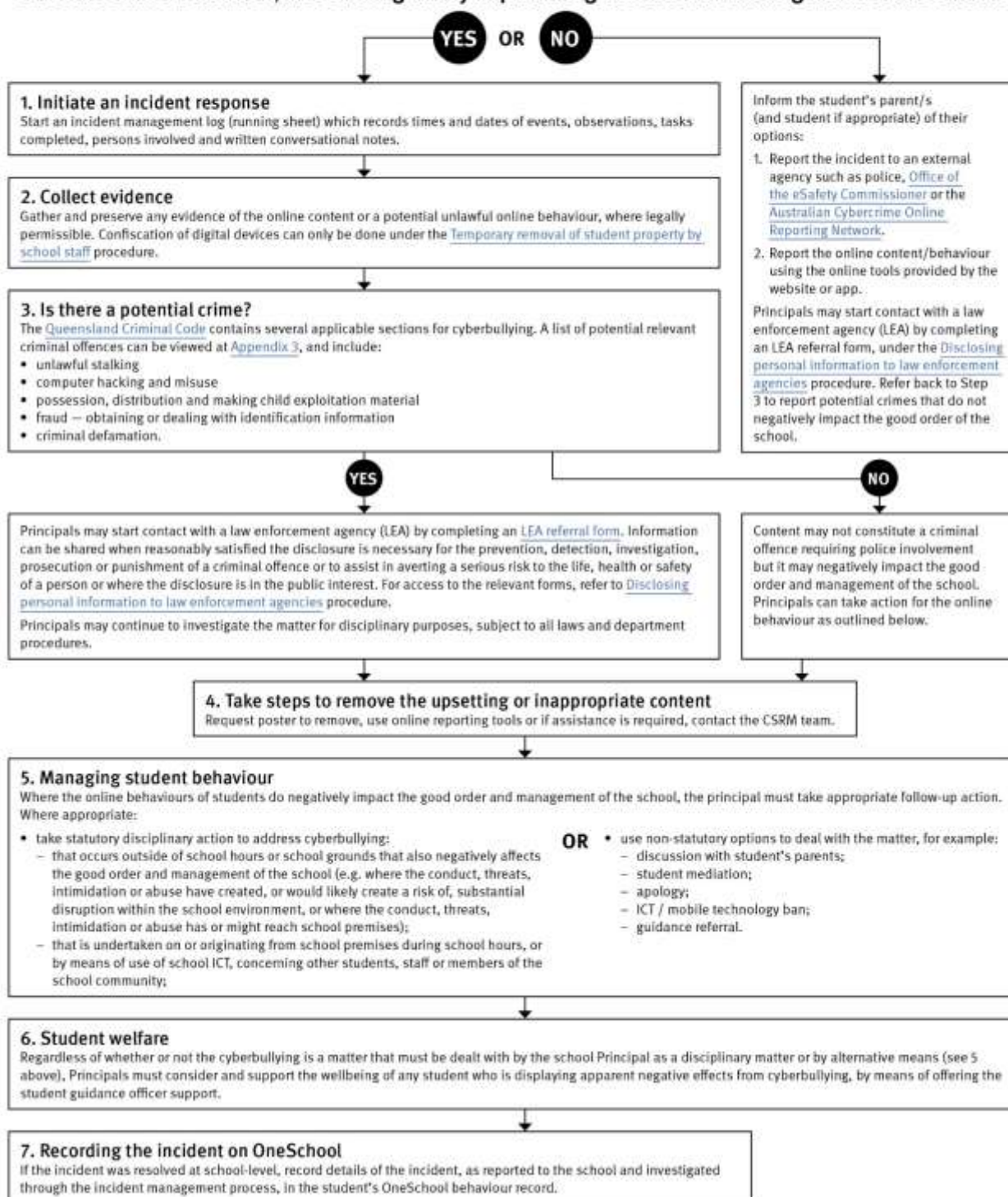
Explicit images

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](#).

Help

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

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



Restrictive Practices

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

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

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

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

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, prearranged 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 (student removed on their own) 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 procedures. Documentation used by Oonoonba State School includes:

- Risk Assessment
- Behaviour Risk Assessment – escalation cycle
- Behaviour Risk Assessment Tool (BRAT PLAN)
- Student identified as at risk will have plans developed to cater for their individual needs.
- Examples of behaviours that may require the use of restrictive practices includes physical contact with staff/students, throwing objects/furniture to cause harm to others.
- If restrictive practices are determined to form part of a student's risk assessment plan, consultation with family/carers and relevant stakeholders will form part of this process.
- Safety of everyone is a priority.

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

The following resources are useful for staff, parents and carers.

- [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 learning and wellbeing framework](#)

Conclusion

In conclusion, the Oonoonba State School community promotes a healthy and positive climate and a safe, supportive environment for learning and behaviour.

We expect that when you come to Oonoonba State School you will be a part of the culture working together for the benefit of all stakeholders.

We are very proud of our school and the positive reputation we have in the wider community.