



Student Code of Conduct 2022-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Principal Signature:	
Date:	20/01/2022
P/C President and-or School Council Chair Name:	Deanne Dennis
P/C President and-or School Council Chair Signature:	
Date:	

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Purpose

Charleville State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, and members of the wider school community, where everyone has opportunities to engage in positive learning experiences and acquire values, supportive of their lifelong learning and wellbeing.

The Charleville State School Student Code of Conduct sets out the responsibilities and processes used in our school to promote a positive and inclusive school community that affirms the rights of all members to feel safe and be safe at school.

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.

Principal's Forward

Our motto at Charleville State School is "Always Our Best," and this creates a moral purpose for the work with our students and staff every day. Our school prides itself on the educational opportunities it delivers, as well as the support staff, that provide additional resources for both students and staff within our cluster and beyond.

Charleville State School values "Be Safe, Be Responsible, Be Respectful and Be an Active Learner," underpin our expectations of students, staff and parents. The school has a rich history of serving the community of Charleville since 1875, and has continued the tradition of quality education within the community of Charleville and surrounding areas.

Charleville State School is committed to promoting a positive and inclusive school community that affirms the rights of all members of the school community to feel safe and be safe at school. This is achieved through providing a safe, respectful, flexible and disciplined learning environment for students and staff, where everyone has opportunities to engage in positive learning experiences and acquire values of responsibility and active participation in their own learning.

We recognise the reciprocal relationship between academic success and positive social behaviour. Our knowledge and understanding of behaviour continues to respond to the current research and evidence based practices and it is this work and our four core values, that have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people.

Charleville State School follows the PBL framework ensuring all students are explicitly taught the expected behaviours and clear and consistent boundaries are established. Charleville State School staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so identified students can receive additional support when needed, and a minority of students can access intensive support to enable them to engage successfully at school.

Our Student Code of Conduct provides an overview of the school's policies, detailing the steps school staff take 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.

Data Overview

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

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

SCHOOL OPINION SURVEY

Parent Opinion Survey

Performance measure	2019	2020	2021
Percentage of parents who agree* that:	Total Agreement	Total Agreement	Total Agreement
My child likes being at this school	94.5%	No Data due to Home Schooling- COVID-19	83.3%
My child feels safe at this school.	94.5%		66.7%
My child's learning needs are being met at this school.	100%		66.7%
My child is making good progress at this school.	100%		66.7%
Teachers at this school expect my child to do his or her best.	100%		88.9%
Teachers at this school provide my child with useful feedback about his or her school work.	100%		82.4%
Teachers at this school motivate my child to learn.	100%		72.2%
Teachers at this school treat students fairly.	77.8%		72.82%
I can talk to my child's teachers about my concerns.	100%		77.8%
This school work with me to support my child's learning.	94.1%		66.7%
This school takes parents' opinions seriously	93.8%		61.1%
Student behaviour is well managed at this school.	77.8%		44.4%
The school looks for ways to improve	100%		61.1%
This school is well maintained.	100%		83.3%
This school gives my child opportunities to do interesting things.	88.2%		NA
My child is getting a good education at this school.	100%		NA
My child's English skills are being developed at this school.	100%		NA
My child's Mathematics skills are being developed at this school.	100%		NA
I understand how my child is assessed at this school.	94.4%		72.2%
I understand how computers and other technologies are used at this school to enhance my child's learning.	94.4%		NA
Teachers at this school are interested in my child's wellbeing.	100%		100%
Staff at this school are approachable.	94.1%		77.8%

Staff at this school are responsive to my enquiries.	93.8%		77.8%
This school asks for my input.	88.2%		64.7%
This school keeps me well informed.	94.4%		66.7%
This school encourages me to take an active role in my child's education.	88.9%		NA
This school encourages me to participate in school activities.	88.2%		NA
This school provides me with useful feedback about my child's progress.	100%		NA
This school provides useful information online.	94.1%		NA
This school is environmentally friendly.	94.1%		NA
This school is well organised.	87.5%		NA
This school has a strong sense of community.	88.9%		72.2%
This school celebrates students' achievements.	94.4%		94.4%
I would recommend this school to others.	100%		NA
This is a good school.	100%		72.2%
This school fosters respectful relationships among all students.	NA		72.2%
This school treats students equally, regardless of gender.	NA		83.3%
My child is interested in their school work.	NA		83.3%
The expectation and rules are clear at this school.	NA		77.8%

Student Opinion Survey

Performance measure			
Percentage of Students who agree* that:	2019	2020	2021
	Total Agreement	Total Agreement	Total Agreement
I like being at my school.	88.9%		87.5%
I feel safe at my school.	89.1%		80%
My teachers motivate me to learn.	93.4%		91.7%
My teachers expect me to do my best.	95.3%		92.3%
My teachers provide me with useful feedback about my school work.	90.6%		84.6%
Teacher at my school treat students fairly.	78.7%		51.9%
I can talk to my teachers about my concerns.	88.9%		83.3%
My school takes students' opinions seriously.	85.2%		70.4%
Student behaviour is well managed at my school.	87.1%		37%
My school look for ways to improve.	92.2%		92.3%
My school is well maintained.	92.2%		73.1%
My school gives me opportunities to do interesting things.	87.5%		84%
I am getting a good education at my school.	88.9%		NA
My English skills are being developed at my school.	89.1%		NA
My Maths skills are being developed at my school.	88.9%		NA
I understand how I am assessed at my school.	88.7%		91.7%
I can access computers and other technologies at my school for learning.	90.6%		96.3%
I am encouraged to use computers and other technologies at my school for learning.	93.5%		NA
I use computers and other technologies at my school for learning.	92.2%		NA
I enjoy using computer and other technologies at my school for learning.	92.2%		NA
I feel accepted by other students at my school.	79.7%		69.2%
My schoolwork challenges me to think.	90.5%		96.2%
My teachers challenge me to think.	90.3%		NA
My teachers encourage me to do my best.	93.5%		NA
My teachers clearly explain what is required in my school work.	90.2%		NA
My teachers help me with my school work when I need it.	93.7%		88%
My teachers use a variety of resources to help me learn.	93.4%		NA
My teacher care about me. (interested in my wellbeing)	93.7%		100%
My school encourages me to participate in school activities.	96.8%		92.6%
My School encourages me to be a good community member.	95.2%		NA
My school celebrates student achievements.	93.5%		92%
I would recommend my school to others.	88.5%		NA
This is a good school.	91.8%		83.3%
I can get help with my school work at home.	NA		87.5%
This school treats students equally, regardless of gender.	NA		73.1%
I feel safe undertaking online activities using my school's internet.	NA		92%
The expectation and rules are clear at this school.	NA		92%
My school encourages students to respect one another.	NA		84%
I am interested in my school work.	NA		80.8%

No Data due to Home Schooling- COVID-19

Staff Opinion Survey

Performance measure			
Percentage of Staff who agree* that:	2019	2020	2021
	Total Agreement	Total Agreement	Total Agreement
I enjoy working at this school.	91.3%		62.5%
I feel this school is a safe place in which to work.	100%		56.3%
I receive useful feedback about my work at this school.	87%		62.5%
Students are encouraged to do their best at this school.	100%		81.3%
Students are treated fairly at this school.	91.3%		50%
Students' behaviour is well managed at this school.	95.7%		23.5%
Staff are well supported at this school.	91.3%		50%
This school takes staff opinions seriously.	91.3%		56.3%
This school looks for ways to improve.	100%		75%
This school is well maintained.	100%		50%
This school gives me opportunities to do interesting things.	95.7%		73.3%
Students with a disability are well supported at my school.	100%		41.2%
My school has an inclusive culture where diversity is valued and respected.	100%		71.4%
People are treated fairly and consistently at my school.	87%		56.3%
My school is well managed.	95.7%		62.5%

No Data due to Home Schooling- COVID-19

I am confident that poor performance will be appropriately addressed in my school.	60.9%		37.5%
I have choice in deciding how to do my job.	95.7%		NA
I have the authority necessary to do my job effectively.	100%		NA
My school inspires me to do the best in my job.	91.3%		NA
My school encourages me to take responsibility for my work. (supported to manages the pressures of my workload)	100%		37.5%
My school encourages me to undertake leadership roles.	81.8%		NA
My school encourages coaching and mentoring activities.	90.9%		56.3%
My workplace culture supports people to achieve a good work-life balance.	91.3%		60%
My workplace offers flexible work arrangements.	86.4%		57.1%
I am satisfied with the opportunities available for career development.	87%		NA
I have access to quality professional development.	87%		87.5%
Staff at my school are actively involved in Developing Performance discussions.	87%		NA
I can access necessary information and communication technologies to do my job at my school.	87%		NA
Information and communication equipment is well maintained at my school.	87%		56.3%
My school provides useful information online.	95.5%		NA
My school keeps me well informed about things that are important to my work.	95.7%		56.3%
There is good communication between all staff at my school.	87%		NA
Staff at my school work as a team to deliver improved outcomes.	87%		NA
I feel that staff morale is positive at my school.	78.3%		50%
Staff at my school are interested in my wellbeing.	82.6%		37.5%
The wellbeing of employees is a priority for my school.	87%		NA
I can cope with the pressures of my workload.	91.3%		NA
I am aware of occupational health and safety procedures at my school.	91.3%		68.8%
I am proud to tell others I work for my school.	100%		NA
My work has a direct positive impact on the community.	100%		NA
I feel a strong personal connection to my school.	90.9%		NA
I am satisfied with my job at my school.	95.7%		NA
I would recommend my school as a good place to work.	91.3%		NA
This is a good school.	100%		56.3%
My school has taken action as a result of last year's School Opinion Survey.	100%		NA
This last week of school term is generally as productive as the rest of the term.	78.3%		NA
This school appropriately supports staff following an occupational violence/aggressive incident.	NA		57.1%
Recruitment and promotion decisions in the school are fair.	NA		53.3%
The school leadership team model the behaviours expected of all employees.	NA		68.8%

SCHOOL DISCIPLINARY ABSENCES (SDA)

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

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

Charleville State School: School Disciplinary Absences			
Type	2019	2020	2021
Short suspension- 1 to 10 days	113	60	65
Long Suspension- 11 to 20 days	1	1	1
Charge related suspensions	0	0	0
Exclusions	0	0	0

Learning and Behaviour Statement

At Charleville State School we provide a learning environment in which each individual is empowered to achieve academic, cultural and social success. Our purpose is to motivate and inspire each individual to make sustained positive contributions to society. All areas of Charleville State School are learning and teaching environments. Our school learning and behaviour support is based on a multi-tiered system of support following the Positive Behaviour for Learning Framework.

Our Student Code of Conduct outlines our system of behaviour support to ensure we maintain Positive Behaviour for Learning. Shared expectations for student behaviour enables our school to maintain and create a positive, productive learning and teaching environment, where all school community members have clear and consistent expectations, and an understanding of their role in the educational process.

Our school expectations have been agreed upon and endorsed by our school P&C, staff, parents and students. They align themselves with the values, principles and expected standards outlined in the Statement of Expectations for a Disciplined School Environment and State Schools Code of School Behaviour.

At Charleville State School our behaviour support is underpinned by our school motto **“Always our Best”** and core values, **Be safe, Be respectful, Be Responsible, Be an Active Learner.**

Student Wellbeing

Charleville 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.

Student Support Network

Charleville State School has Student Support Processes in place to help the social, emotional and physical wellbeing of student. Students are supported by their class teachers in the first instance as well as other school staff whose role is to ensure a safe, supportive school environment.

ROLE	What They Do
Principal	School Leadership promoting inclusion, positive and supportive school culture Monitoring attendance, behaviour and academic data to respond to areas of need
Head of Department – Student Support	Coordinating Student Support Structures Supporting teachers to build foundations for wellbeing and lifelong learning through curriculum Supporting teachers with the development of Effective Classroom Management Responding to behavioural and wellbeing needs of students
Head of Special Education Services	Coordinating support services for verified students to promote inclusion and positive school culture Monitor SWD engagement and coordinate ICP and support plans
Inclusion Support Teacher	Supporting all students, in all areas of development to give them the best chance on being successful at school Providing students with more targeted instruction and supports according to their varying needs.
Guidance Officer	Providing a comprehensive student support program including counselling , student assessments and support Assisting students with specific difficulties, acting as a mediator or providing information on other life skills Liaising with parents, teachers, or other external health providers as needed as part of the counselling process
School Chaplain	Assisting the school community to provide pastoral care and general spiritual, social and emotional comfort for all students, irrespective of their faith or beliefs
Visiting Advisory Professionals	Providing needs based support and advice in an inclusive, diagnostic and advisory capacity
Class Teachers	Daily support for students academic, social, and emotional wellbeing
Teacher Aides	Support teachers to provide academic, social, and emotional wellbeing support for students
Administration Staff	Ensuring communication and physical resources are provided between parents, school staff and the wider community
Cleaners	Contributing to a safe, supportive and inviting school environment
Grounds Staff	Contributing to a safe, supportive and inviting school environment

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

Support is also available through external agencies and the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health Services
- Queensland Health Services
- Department of Communities
- Department of Child Safety
- Queensland Police Service
- Child Protection Investigation Unit
- CWAATSICH

Whole School Approach to Discipline

Charleville 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.

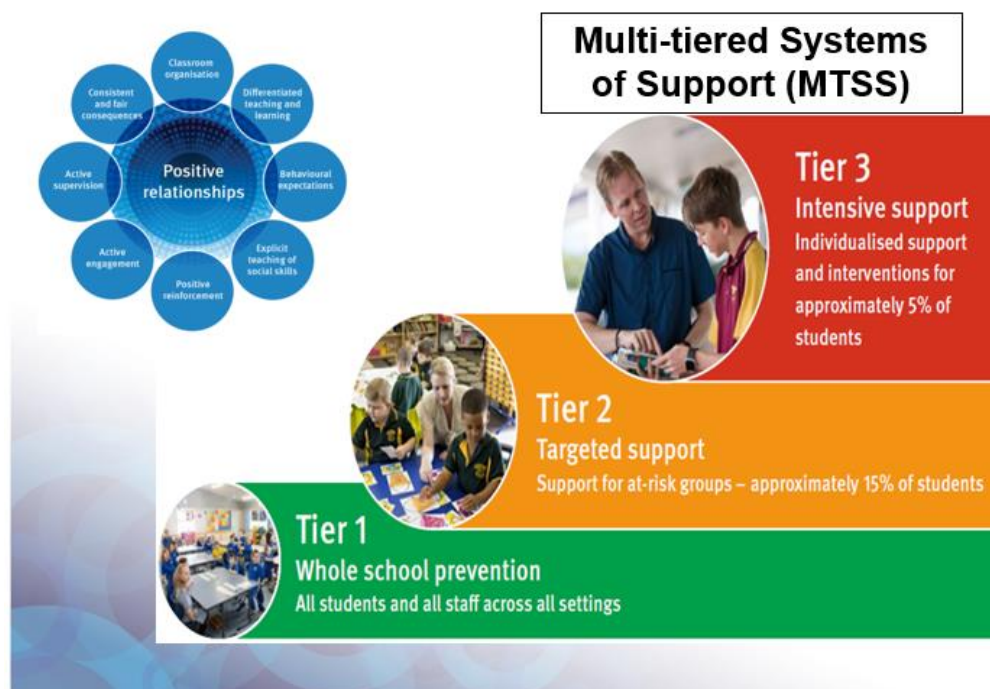
PBL is an evidence-based framework used to:

- 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 Charleville State School we believe discipline is about more than consequences. 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.

Our school system utilises the three Tiers of intervention for behaviour support:

- Tier 1:** Whole school level support for the behavioural development of **all students** (100%)
- Tier 2:** Targeted additional level for **some students** requiring more support to meet the behavioural expectations of the school (10-15%)
- Tier 3:** Individual level for the **few students** with the most challenging behaviours requiring intensive, individualised support (5%)



PBL Expectations

Tier 1: Support for all Students and Staff

Communicating Behavioural Expectations – Positive Behaviour for Learning

The first step in facilitating standards of positive behaviour is explicitly teaching those standards to all students. In order to determine which behaviours we expect students to demonstrate, the Charleville State School Expectations Matrix has been developed. This details where expected behaviours should occur in relation to all school settings and is reviewed annually to remain up to date and relevant to the school community. Refer to Appendix A for most current Behaviour Expectations Matrix.

Systematically Teaching Behavioural Expectations

Identifying and reinforcing what Being Safe, Being Respectful, Being Responsible and Being an Active Learner looks like, sounds like and feels like is the focus of our weekly teaching of expected behaviours. Teaching staff are provided with a specific whole school Expectation of the Fortnight which is explicitly taught and reinforced school wide for two consecutive weeks. The following schedule is used:

- PBL data manager analyses school data fortnightly (One School incident records)
- PBL team reviews the data and determines the focus expectation for the following fortnight
- The focus expectation is announced at assembly
- The focus expectation is modelled at parade by a nominated class/teachers
- The focus expectation is prominently displayed around the school in both classroom and non-classroom settings
- The focus expectation of the fortnight is reinforced using double comet cards
- Teachers have access to a bank of resources to support the Explicit Teaching of expected learning behaviours through the PBL folder on G Drive

Recognising and Reinforcing Positive Behaviours

A crucial component of Positive Behaviour for Learning is the acknowledgment and recognition of students' positive behaviours, both individually and as a group. See **Appendix C** Rewarding Positive Behaviour Flowchart.

Charleville State School staff utilise a wide range of acknowledgement strategies, including but not limited to:

Free and Frequent	Short to Medium	Long Term
Adult attention: <ul style="list-style-type: none"> Non-contingent – smiles, thumbs up, conversations Contingent – specific positive feedback 	Comet card reward menus including short, medium and long term options Mid-term reward days	
Tangibles: <ul style="list-style-type: none"> Comet coins earned by students who demonstrate expected behaviours Class specific eg stickers / stamps 	Parade certificates, student of the week (recorded on One-School) Postcards home	End of Term celebration days

Refer to **Appendix D** for Comet Trading Menu Exemplar

Establishing Classroom Expectations

Our core expectations – **Be Safe, Be Respectful, Be Responsible** and **Be an Active Learner** – are used as a basis for all teachers to develop a set of **classroom expectations** with their students in relation to both behaviour and academics. Although some of the language and phrasing of these expectations will vary according to classroom, each set will be consistent with the values expressed by the school-wide expectations matrix.

This involves each classroom at Charleville State School having expectations that:

- Promote students' best interests in being and acting safe, being treated with and showing respect, and being able to learn and allowing others to do so.
- Protect and reinforce students' right to learn and the teacher's right to teach.
- Are formulated by teachers with their students to promote ownership.
- Are modelled by the staff members of the school.
- Are visually displayed in the classroom and are frequently referred to and reinforced.
- Are reviewed when necessary.

Charleville State School adopts some consistent approaches to systems and routines where procedures and language are consistent across specific areas of the school and both teachers and students are clear on expectations. Charleville State School is continuing to adopt further consistent approaches to systems and routines through their work with Teach Like a Champion.

Tier 2: Targeted Intervention

Charleville State School works collaboratively with both caregivers and students, when a students' behaviour may put their own learning and social success at risk, to find a successful solution (Tier II supports). Students are identified who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher. The team may consist of student, parent, teacher, other support staff and Principal if required.

Strategies used for targeted behaviour support could include:

- Curriculum adjustments
- Reinforcement of verbal and non-verbal cues
- Increased attention from teacher, staff and administration
- Increased communication with the parents/caregivers
- Targeted behaviour support which includes positive/encouraging communication
- Gradual Re-entry, or Supported Internal School Supervision
- Social skills training
- Guidance Officer support

Students whose behaviour does not improve after participation in the above process or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support (Tier III).

Student Support Committee (SSC)

A Student Support Committee(SSC) has been established for Teir II and III support consisting of Speech Pathologist, Guidance Officer, Admin, PBL Representative, Inclusion support and Classroom Teacher.

In order for a student to be put forward to the Student Support Committee (SSC), the classroom teacher must complete the below:

- Complete the SSC Referral Form
- Attend SSC meeting to discuss referral
- Collect relevant evidence sort after by committee i.e. Parent contact/permission, Differentiation/tools already used. Implement suggestions from the committee within the classroom.
- One School records must provide evidence of the consistency of the behaviour and differentiation

SSC committee then identifies the need for:

- Personalised Learning Plans, Risk Management Plans, Crisis Management Plans, Function of Behaviour Assessment.
- Guidance Officer, Speech Language Office to identify areas of assistance
- SSC identifies areas of support and work for teachers
- Plan moving forward

Tier 3: Intensive Behaviour Support

Charleville State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Principal, HOD, HOSES and GO work with other staff members to develop appropriate behaviour support strategies.

This is done through a referral process through the Leadership Team. Following referral, the Principal/HOD contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In some cases the support team may also include individuals from other agencies including district-based support staff such as Speech Pathologists, Occupational Therapists and Regional Behaviour Coaches.

Students at this level may have intervention and plans that include:

- Crisis Management Plans
- Risk Management Plans
- Discipline Improvement Plans
- Individual Behaviour Support Plans
- Managed Attendance

Consideration of Individual Circumstances

To ensure alignment with the Code of Conduct for student behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Charleville State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the Code of Conduct for student behaviour ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socio-economic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time

- work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and receive adjustments appropriate to their learning and/or impairment needs

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, 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.

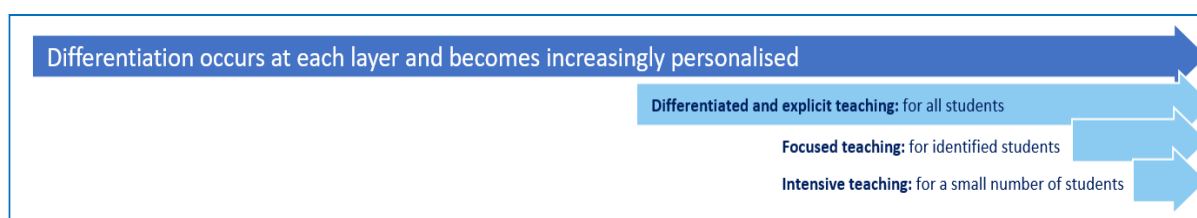
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Charleville 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 Charleville 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 discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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.

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.

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

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

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

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

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

Charleville State School's Behaviour Management Flowchart provides a consistent systemic approach to inappropriate behaviours. (See Appendix B for current Behaviour Management Flow Chart). Behavioural incidents are grouped according to the One School format. Instances are divided into those considered Universal, Minor and Major behaviours.

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

Universal behaviours:

- Are those that are considered to be common occurrences and should be addressed by the staff member on site with immediate re-teaching / re-direction, they are not part of a pattern of problem behaviour.

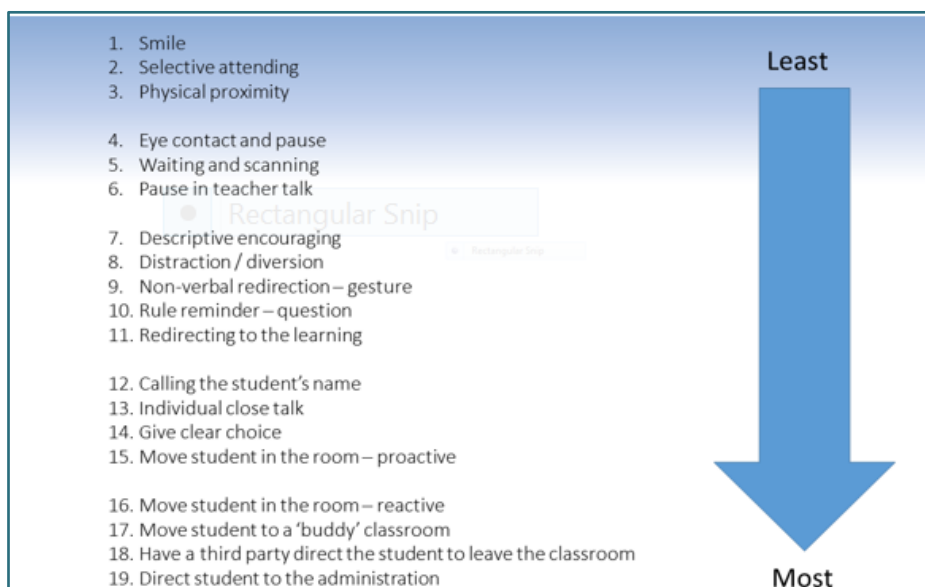
Minor behaviours:

- Are handled by staff members at the time it occurs (strategies for these may include fix, mend, repair, student conference, providing choice, make up time or work completion)
- Are those that do not significantly disrupt the learning of others,.
- Are recorded on One-School by the staff member who initially engages with the student.
* For minor behaviour to be escalated to a major the minor behaviour must be recorded/observed at least three consecutive times in one day.

Major behaviours

- Are referred directly to the school Principal/Officer in Charge
- Significantly violate the rights of others;
- Put others/self at risk of harm;
- Are recorded on One-School within 24hrs of the incident
- Parent/Guardian communication occurs within 24hrs of the incident by the referring teacher or Administration staff.

Charleville State School acknowledges that behaviour management interventions are most effective when using a least to most intrusive strategies:



It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. **Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

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).

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).

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).

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).

Debrief

(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).

Welcome the student back to your classroom / lesson.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/her self or to others.

Appropriate physical intervention may be used to ensure that Charleville State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response will resolve the situation
- the underlying function of the behaviour

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:

- be reasonable in the particular circumstances
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student

Record keeping

The use of physical restraint should always be consistent with departmental procedure [Safe, Supportive and Disciplined School Environment](#). It is the responsibility of the principal/manager/supervisor to ensure that employees working with students with disabilities have appropriate, up to date training in the management and restraint of students who engage in or exhibit challenging physical behaviours. Each instance involving the use of physical intervention must be formally documented.

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

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

Arrangements

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

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

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate

arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

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

Reasonable adjustments

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

School Policies

Charleville 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

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 Charleville State School and will be removed if found in a student's possession:

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

- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)

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

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

Responsibilities

State school staff at Charleville 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 (e.g. 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
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency)
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination

Parents of students at Charleville 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 Charleville 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 Charleville 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 Charleville 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.

Responsibilities

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

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

- use a mobile phone whilst at school
- all mobile phones must be handed into the front office upon arrival at school and collected at departure from school

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 Charleville 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

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

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

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:

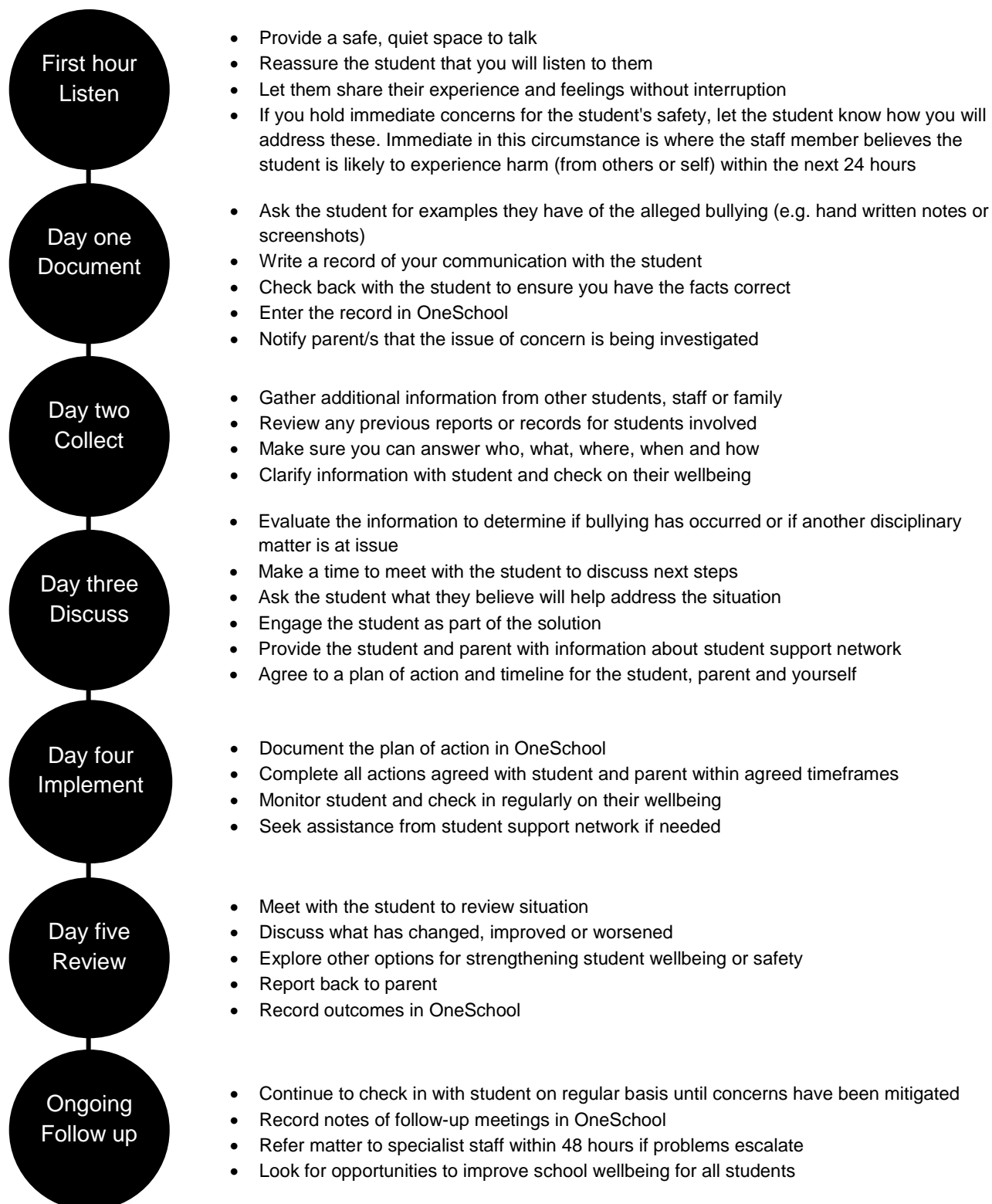
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence

However, these conflicts are still considered serious and need to be addressed and resolved. At Charleville 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 Charleville 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.

Charleville State School - Bullying response flowchart for teachers

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



Cyberbullying

Cyberbullying is treated at Charleville 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.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Student Intervention and Support Services

Charleville 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 Charleville 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.

Charleville 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](#).

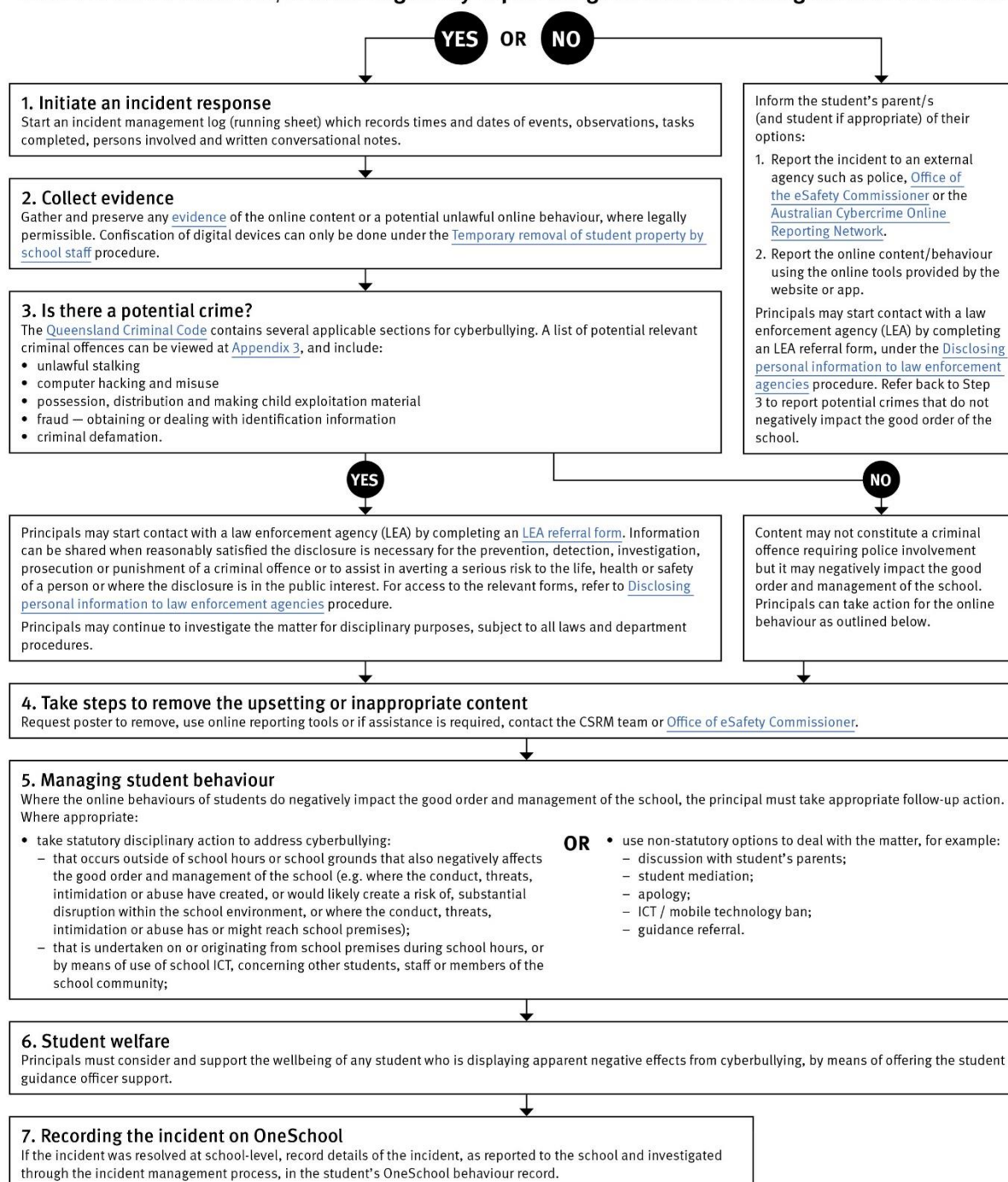
Explicit images

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?



Appropriate use of Social Media

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

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

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

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

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

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

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.

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).

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

- [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

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

writing or over the phone. You can also make a complaint through QGov. Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.


































2. **Internal review:** contact the local Regional Office. If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. **External review:** contact a review authority. If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

Appendix A

	Be Safe		Be Respectful		Be Responsible		Be an Active Learner	
	<ul style="list-style-type: none"> I ask permission to leave and take a leave pass 		<ul style="list-style-type: none"> I always follow instructions 		<ul style="list-style-type: none"> I am responsible for my own belongings 		<ul style="list-style-type: none"> I use whole body listening 	
All settings	<ul style="list-style-type: none"> I keep my hands and feet to myself 		<ul style="list-style-type: none"> I use school talk 		<ul style="list-style-type: none"> I keep our school clean 		<ul style="list-style-type: none"> I allow others to learn 	
	<ul style="list-style-type: none"> I move safely 		<ul style="list-style-type: none"> I am respectful of school property 				<ul style="list-style-type: none"> I ask for help 	
	<ul style="list-style-type: none"> I am in the right place at the right time 		<ul style="list-style-type: none"> I am respectful of others and their property 				<ul style="list-style-type: none"> I try my best 	
	<ul style="list-style-type: none"> I stay seated in the COLA 				<ul style="list-style-type: none"> I go directly to the COLA 			
Eating Time	<ul style="list-style-type: none"> I stay seated during eating time 				<ul style="list-style-type: none"> I put rubbish in the bin 			
Classroom	<ul style="list-style-type: none"> I stay in my classroom 						<ul style="list-style-type: none"> I participate in activities 	
Outdoor areas/Playtime	<ul style="list-style-type: none"> I play in my area 		<ul style="list-style-type: none"> I problem solve with others 		<ul style="list-style-type: none"> I return borrowed equipment 		<ul style="list-style-type: none"> I am ready for learning 	
	<ul style="list-style-type: none"> I use the equipment safely 						<ul style="list-style-type: none"> I stay with my class 	
	<ul style="list-style-type: none"> I wear a wide brimmed hat 							
Toilets	<ul style="list-style-type: none"> Toilet business only 				<ul style="list-style-type: none"> I return straight to class 			
Transition/lining up	<ul style="list-style-type: none"> I walk in two straight lines 		<ul style="list-style-type: none"> I move quietly through the school. 		<ul style="list-style-type: none"> I use the toilets at the correct times 			
					<ul style="list-style-type: none"> I leave the playground at the bell 			



Charleville State School Response to Behaviour

BUILD POSITIVE RELATIONSHIPS

Positive, Proactive, Preventative.

Individual student circumstances and function of behaviour will always be taken into account, when determining logical consequences.

Observe Problem Behaviour- Problem solve with Student/s

Follow PBL Teacher/ Staff behaviour response

Is the incident major or minor?

Follow PBL Admin managed behaviour response

Step 1

- Prompt
- Redirect
- Retouch
- Choice
- Consequence

*Record behaviour OneSchool (no referral required)

Behaviour Stops → Behaviour continues

Give positive verbal/social acknowledgement

Step 2 Apply Behaviour Consequences- Logical Consequences

Classroom

- Loss of privilege
- Alteration of activity
- Take a break (logical consequence)
- Student conference
- Notification to parents

Playground

- Walk with Teacher
- Loss of privilege
- Community service

Student Conference – Responsible Thinking Questions

- What are you doing?
- What are our school expectations?
- What expectations have you not followed?
- What is a consequence for not meeting our expectations?
- What will you do now?
- Let me see you do the right thing

3 Minor Behaviour Records

Three minor incidents in one behaviour category within 2 weeks becomes a major behaviour.

Teacher to work with Admin and student, to form a behaviour goal. Student will be put on a Check-in card for a period of a week. This is to be signed by parents daily.

'Always Our Best'

Teacher Managed		Admin Managed	
Consequences	Minor	Major	Consequences
	Inappropriate behaviour that does not meet the 'ABC' Be Safe Be Respectful Be Responsible Be an Active Learner	Behaviour that is unsafe, illegal, highly disruptive to the learning of others, requires students to be removed from the learning space/playground and involves intervention of an administrator	
<ul style="list-style-type: none"> • School expectation reminder • Walk with Teacher/Teacher Aide • Logical consequences <ul style="list-style-type: none"> - Fix it - Mend it - Repair it - Loss of privilege - Take a Break 	<ul style="list-style-type: none"> • Inappropriate verbal language (not directed at a person) • Physical contact- non-serious but inappropriate • Disruptive (talking while teacher is speaking; loud voices or noises indoors) • Property misuse • Littering • Leaving the classroom without permission • Late to class • Out of Bounds Area • Others behaviours that do not demonstrate the CSS ABC's 	<ul style="list-style-type: none"> • Abusive language/profanity directed at a person • Physical aggression with/without equipment • Defiance/disrespect/non-compliance (continued refusal to follow directions) • Disruption (sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; sustained out of seat behaviour) • Spitting • Property damage • Stealing • Bullying/Harassment • 3 minors in one behaviour category in the last two weeks 	<ul style="list-style-type: none"> • Community Service • Logical Consequences <ul style="list-style-type: none"> - Fix it - Mend it - Repair it - Loss of privilege - Take a break • Admin referred
OneSchool referral completed within 24hrs		OneSchool referral by CDB, the same day where possible/ within 24hrs	

Response to ALL student problem behaviour is: calm, consistent, brief, immediate, respectful and private.

Immediate Positive Behaviours	Short Term Positive Behaviours	Long Term Positive Behaviours
Corner Cards Threshold greetings Verbal- "I like the way you..." Non-verbal: smiles, thumbs up, high five etc.	Student of the Week, Reading Rods awards, Principal Awards, Positive OneSchool Records, Phone Call/Email/Postcards Home	Week 5 Rewards Session Week 10 Rewards Day

Crisis Management

1. Verbally support student to move to a safe area away from other students (as per student support plan/s where applicable).
2. Staff member instructs class to move away from the unsafe student/s or area.
3. One staff member to remain within safe proximity of the student or student/s exhibiting the unsafe behaviour. If possible remove potentially unsafe objects.
4. If urgent emergency assistance is required staff member will contact Emergency Services CDB. Or, if urgent emergency assistance is not necessary
5. Staff member to contact Principal (Cares CDB/ BSA CDB) or delegate (Jenna CDB/ Dina S21).
6. Follow directions given by the Principal. This may require a school lockdown.
7. Principal, or delegate to contact parents/ carers.
8. If the situation escalates, the Principal (or delegate) may need to contact Emergency Services.
- NOTE: If students remove themselves from the school site, or group while off campus, staff will not chase the student/s, but will endeavour to keep the student/s in sight and attempt to minimise the risk of further danger or harm to self or others. Staff to remain in contact with the Principal at all times. Refer to Step 5.

Step 1

- Inform student of the rule violation
- State expected behaviour
- Contact parents
- Students report to RTC for consequence
- OneSchool as "Major" (refer to Admin)
- Consider ~~OneSchool~~ report (is it a safety concern?)

Step 2 Actions

- Review Incident
- Determine consequence

Step 3 Admin follows through on consequence

- Admin/ Teacher walks students to RTC
- Teacher on duty walks students to reflect on their impact on others/follows through logical consequence
- Restorative conversation with staff member involved
- Admin works with staff to develop appropriate interventions
- Admin provides staff feedback

Admin informs parent/ guardian

- Check Behaviour OneSched as major with input for staff member involved
- Record as OneSchool Contact
- Check-in card issued

If behaviour continues, Admin & Teacher:

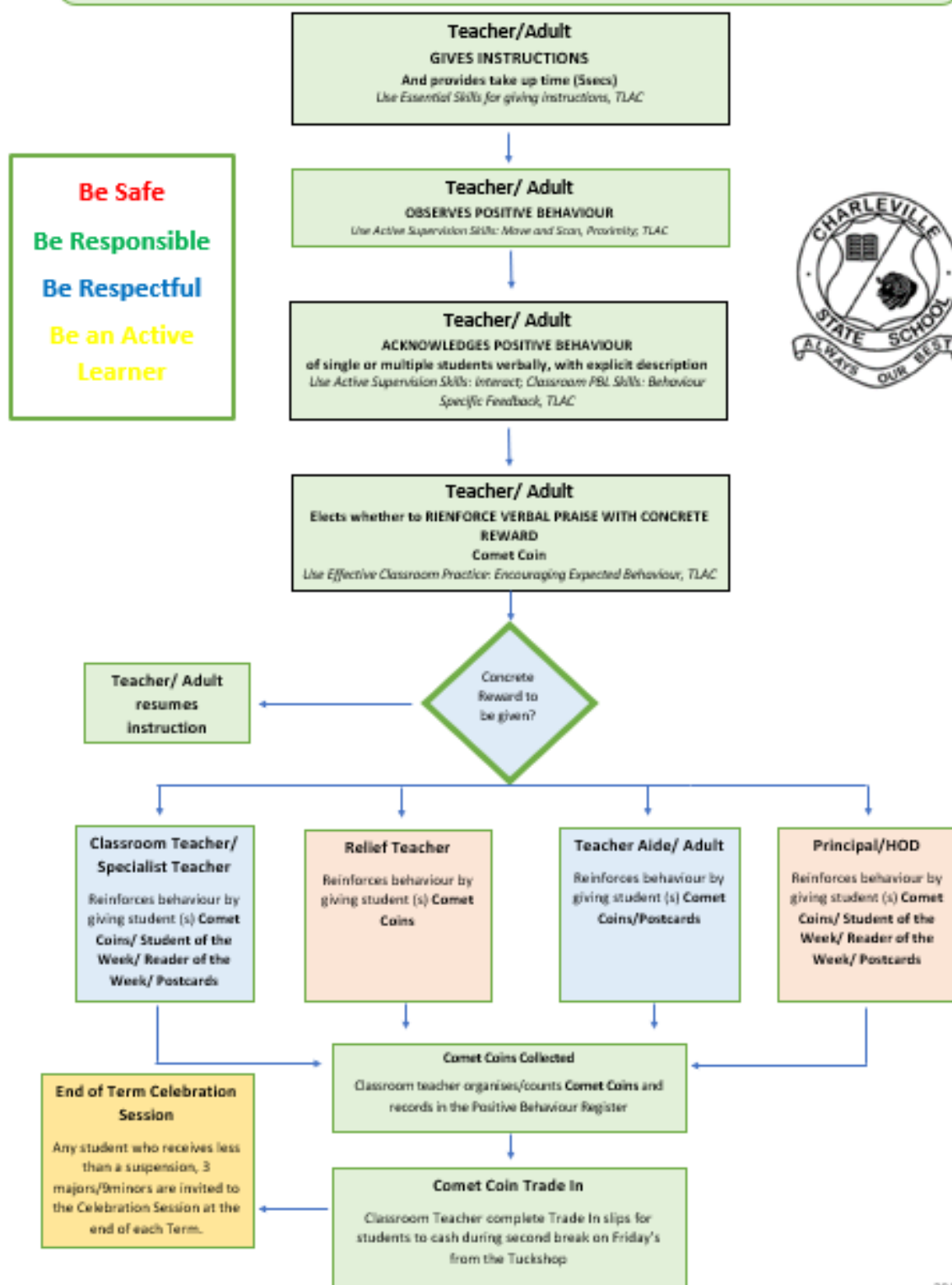
- Logical consequence Student/Parent interview
- Referral to SSC for Tier 2/3 intervention
- Continue Check-in Card
- Stakeholder meeting

Charleville State School Response to Behaviour

Rewarding Positive Behaviour









BUILD POSITIVE RELATIONSHIPS

Positive, Proactive, Preventative.



29/11/2021

Charlie Coin's Rewards Menu

15 coins	Sit with another class on parade 
15 coins	Stickers 
35 coins	Special guest on parade (sit at the front) 
35 coins	Eat at another area 
35 coins	Smelly Box 
35 coins	Red ripper or Milko 
35 coins	Lollipop 
50 coins	Zooper Dooper 
50 coins	Play at a different area 
80 coins	Mystery Lucky Dip ? 
80 coins	Visit another class for 30 minutes (Time to be decided by classroom teacher)
80 coins	Arts and Craft Box 
<u>Whole Class</u> 1000 Coins	Class Game outside (Teacher chooses time) 
<u>Whole Class</u> 1000 Coins	Class Movie (Third Session) 
<u>Whole Class</u> 1000 Coins	