Cedar Creek State School

Student Code of Conduct

2021-2024

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 2020-2024

Contact Information

Postal address:	1A Chardon Bridge Road, Cedar Creek QLD 4207
Phone:	07 5549 7333
Email:	admin@cedarcreekss.eq.ed.au
School website address:	www.cedarcreekss.eq.edu.au
Contact Person:	Mike Meier (Principal)

Endorsement

Principal Name:	Mike Meier
Principal Signature:	*Mike Meier*
Date:	21-01-2021

P/C President Name:	Deborah Clarke
P/C President Signature:	*Deborah Clarke*
Date:	21-01-2021

Contents

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

The Cedar Creek 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.

To ensure that every student is succeeding at Cedar Creek State School, the following key parameters provide a context for enacting the Student Code of Conduct for our Community:

School Motto: Learning to Learn –We are 'Learning to Learn' in a globally focused yet community based school of choice, which is nestled in an idyllic natural ecological learning environment on the banks of the Albert River in South East Queensland at Cedar Creek.

School Vision: The Cedar Creek family is an inclusive, supportive and collaborative community of lifelong learners. We become self-monitoring, independent, resilient problem-solvers, who are adaptable and successful.

Values: I am Safe; I am Responsible; I am Respectful & I am a Learner.

Our Expert Others: We are a research based and informed learning community, utilising the Leading Learning Collaborative 14 Parameters of Lyn Sharratt & Michael Fulan, as well as other National & Global 'Expert Others' to lead and guide our collaborative decision making processes. Our aim is to maximise our effectiveness as a school community to meet the needs of our current and future students, who will be the future leaders of our country as global citizens.

Our Indigenous Acknowledgement: We commit to providing opportunities for every Aboriginal and Torres-Strait Islander child and student to achieve success by walking with First Nations people to teach and celebrate local histories and cultures.

Valuing Generations: Established in 1874, and with close to 150 years of history, we acknowledge the vast contributions and generations that have contributed to the fabric of this school community, making Cedar Creek State School what it is today. It is often the generational wisdoms that stand the test of time and it is for this reason that the on-going commitment and contributions of our senior members of the community is highly valued.

The Future: As we prepare students for a changing world, we keep in mind that young people are preparing for a very different world from the one we know.

Principal's Foreword

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

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

Cedar Creek State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Cedar Creek State School Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for **some students** (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common: • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

	If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of 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.

Student Wellbeing

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

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

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

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

Policy and expectations

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

Student Support Network

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

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

Role	What they do
Principal	• leadership of Student Support Network to promote an inclusive, positive school culture • lead role for implementation of Positive Behaviour for Learning (PBL) • monitors attendance, behaviour and academic data to identify areas of additional need.
HOC	• Shared leadership of Student Support Network to promote an inclusive, positive school culture • Significant role for implementation of Positive Behaviour for Learning (PBL) • monitors student attendance data, arranges intervention for students.
Early Years Coach	• Shared leadership of Student Support Network to promote an inclusive, positive school culture especially for the Early Years (P-2) • Significant role for implementation of Positive Behaviour for Learning (PBL) for the Early Years (P-2) • Monitors student attendance data, arranges intervention for students for the early years (P-2)
Classroom Teacher	• responsible for student welfare at each year level • provides continuity of contact for students and their families • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the year level and school
Teacher Aides	• Nurtures a sense of belonging • Ensures students feel safe and comfortable • Provide support to address student needs and also support other staff team members to nurture and de-escalate potential behvaiours
School Administration (Front Desk)	• Support individual students, families, visitors and staff team members with appropriate information regarding their specific needs • Handle in-coming reports and or complaints, directing these to the appropriate staff team members • First Aid and prescribed medication administration
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.

School Chaplain	• provides individual and, at times, group support to students to assist their engagement with education and training
	• support students to overcome barriers to education such as
	    ○ attendance at school
	    ○ relationships/social skills
	    ○ conflict with family/peers/teachers
	• social/emotional/physical wellbeing.

STLAN & SWD	• Provide individual learning and emotional support, especially for students who a most vulnerable • Support information and data gathering to ensure that resources and equitably distributed • Support families and staff team members in a team approach to best meet the needs of students in their care • Support the CARES Team process with decision making

CARES Team	• Support a Case Management approach to support student academic, physical, social & emotional needs • Make significant resource and support decisions to ensure that staff, students and families have full access to the wide network of support services available • Implement specific programs and intervention where required
School Wellbeing Team	• meet for a minimum of twice per Term to determine wellbeing needs and resource allocation across the school • research and source proactive resources and or programs that enhance student wellbeing • Coordinate the annual Wellbeing Festival for the school community.
Student Leaders	• Support other students in the classroom and in the playground • Raise identified needs and or concerns with stat team members • Set and model high standards of behaviour related to the 4 PBL values and standards
Indigenous Champions	• provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Additional Regional & State-wide Support Services	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, Advisory Visiting Teachers and Senior Guidance Officers.
Other Community based Support Services / Resources	We also have access to: Health Services (Nurse); Community Elders; QLD Police- (Adopt a Cop); Department of Communities (Child Safety Services); Evolve; and other agencies as required.

Whole School Approach to Discipline

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

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

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

PBL Expectations

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

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 and visitors understand the expectations and meet the standards we hold for everyone at Cedar Creek State School.

EXPECTATIONS	BEHAVIOURS
I am SAFE	• Walk on hard surfaces • Keep hands and feet to yourself • Sit properly on chairs • Use equipment safely and properly
I am RESPECTFUL	• Be polite • Show respect • Use polite language
I AM A LEARNER	• Work quietly • Follow instructions • Have a go • Be on time
I AM RESPONSIBLE	• Listen to others • Put rubbish in the bin

Differentiated and Explicit Teaching

Cedar Creek 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 Cedar Creek 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.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students
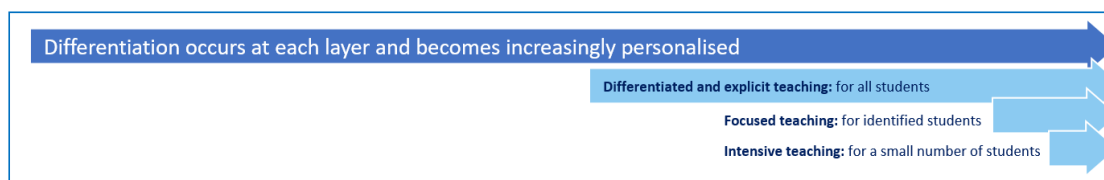
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the Cedar Creek State School PBL Behaviour Matrix, illustrated below, 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. (Please Refer to full Exemplar in the Appendix Section- 1A.)

Cedar Creek State School PBL Behaviour Matrix

PBL Expectation	Whole School	Classroom	Play Areas	Toilets	Bus Line	Excursion Incursions Camps	Tuckshop	Transitions Movements Lining Up	Computers & ICT Devices
I am Safe									
I am Respectful									
I am Responsible									
I am a Learner									

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Cedar Creek State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:
- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Creek State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

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

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

Delegations

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

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

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:
- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

Disciplinary Consequences

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

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

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

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

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- 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
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention
- Referral to PBL Refection Room during first break

Focussed

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 Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network 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
- 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)
- 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)

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 Cedar Creek 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, or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension
Students who are suspended from Cedar Creek 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 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. The inclusion of support staff, such as guidance officers, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

- illegal items, weapons or imitation guns (e.g. guns, knives,)
- 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).

Responsibilities

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

Parents of students at Cedar Creek 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 Cedar Creek 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 Cedar Creek 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 Cedar Creek 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.

Cedar Creek State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while

developing digital literacy is a responsibility shared between parents, school staff and students.

Responsibilities

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

There is blanket expectation that all mobile phones brought to school by students are handed in at the office at the beginning of the day and then collected by the student at the end of the school day. This is managed by the front office staff team and failure to do so could result in students being disallowed from bringing a mobile phone to school.

The explanations that follow, refer to the use of mobile phones in general, especially in out of school hours, as personal mobile phones are not generally used during instruction. The responsibilities outlined are an overall explanation to guide the appropriate use of digital devices across the school network and also when using these devices outside of school hours.

It is **acceptable** for students at Cedar Creek State School to:

- use mobile phones or other devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Cedar Creek State School to:
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone during the official school hours, unless directed by a staff member
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat

- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Cedar Creek 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

Cedar Creek State School promotes 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 Cedar Creek 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 Cedar Creek 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.
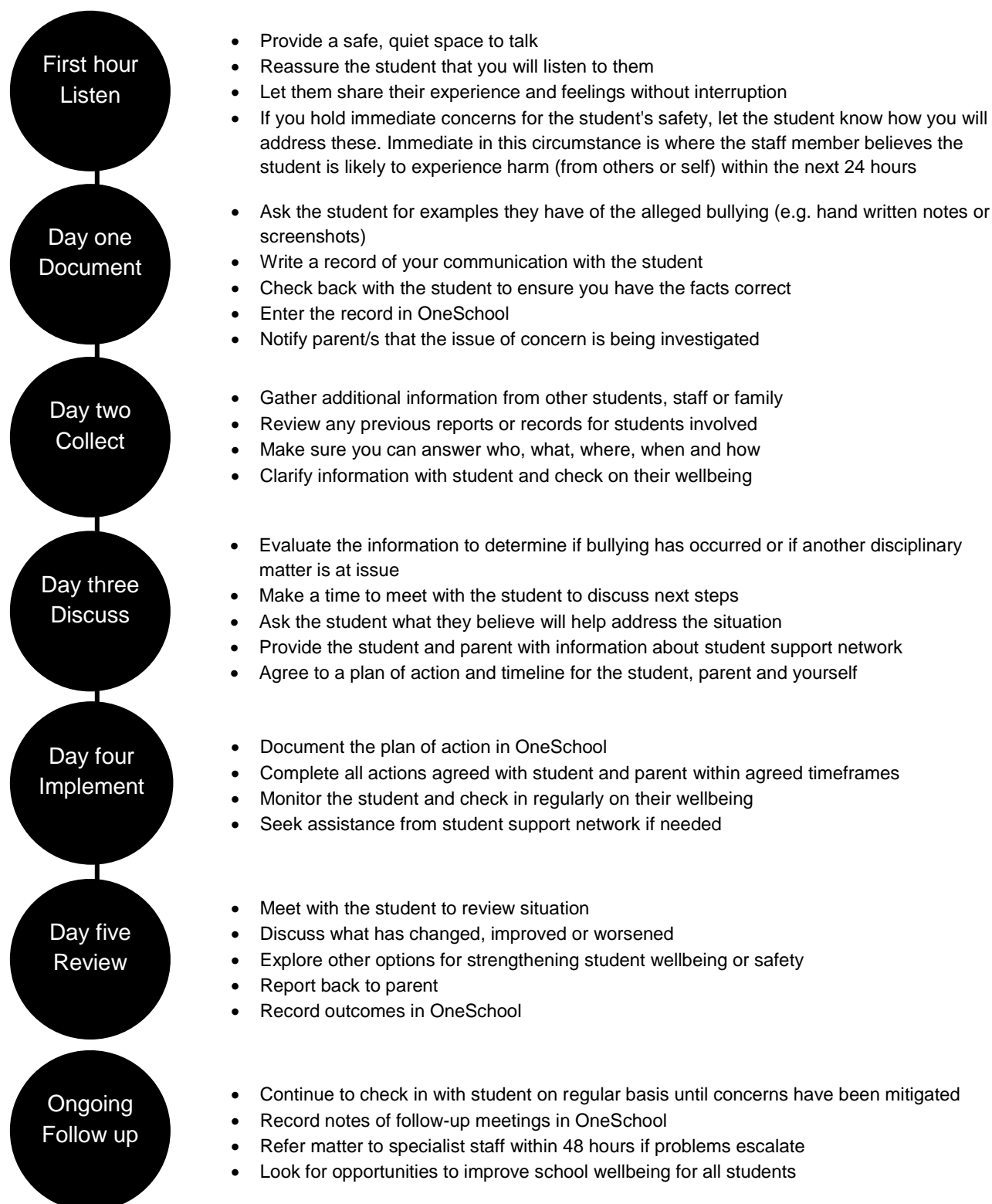
Cedar Creek State School - Bullying response flowchart for teachers
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher, Administration

**First hour
Listen**

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

**Day one
Document**

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

**Day two
Collect**

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

**Day three
Discuss**

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

**Day four
Implement**

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

**Day five
Review**

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

**Ongoing
Follow up**

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher and or the administration team.
It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

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

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

Cedar Creek State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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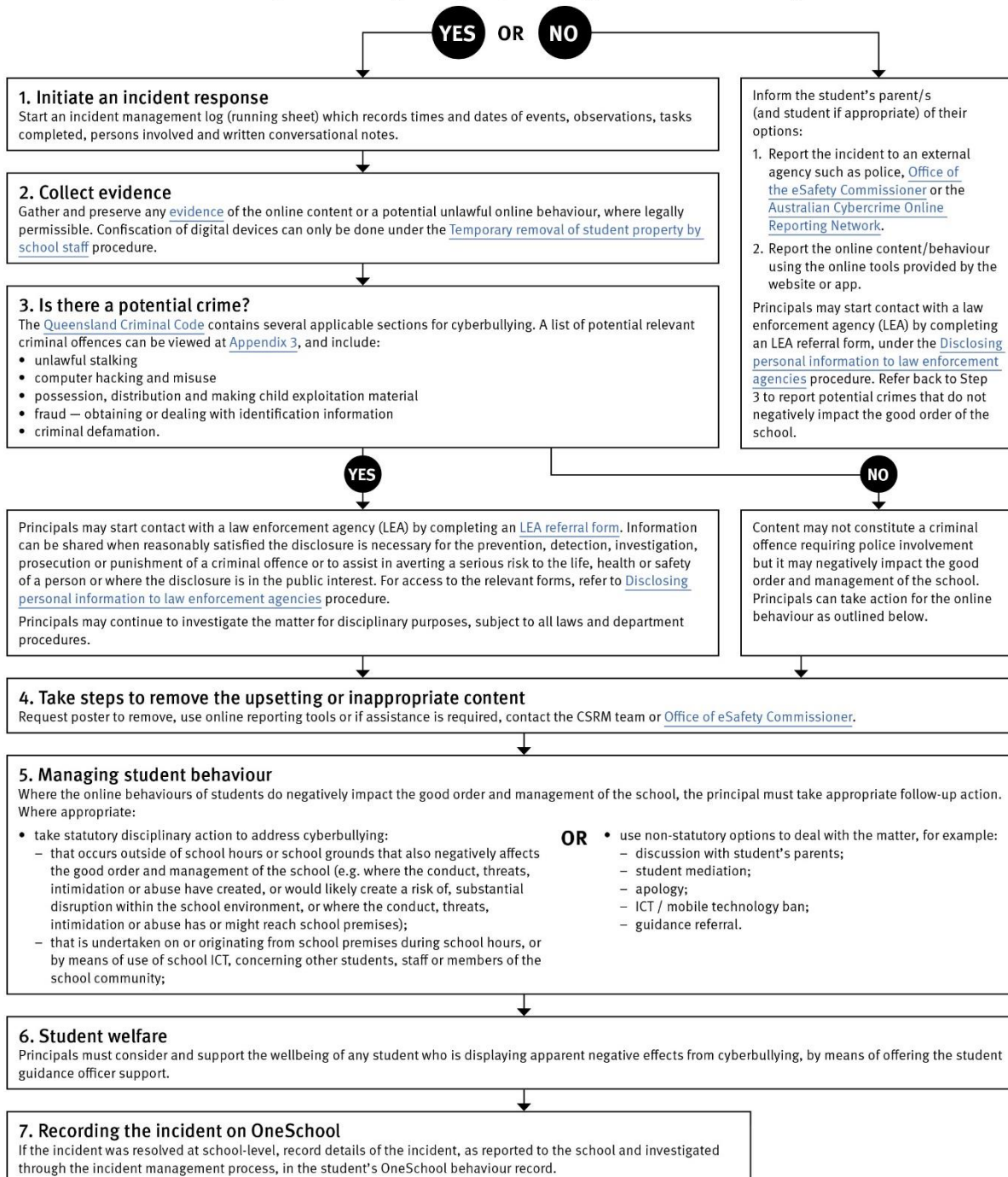
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process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

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

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

YES OR **NO**

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

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

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

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

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

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:
- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Cedar Creek 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 Cedar Creek 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

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.

Restrictive Practices

School staff at Creek 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 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

- [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

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

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

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

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

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

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

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

   Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.
3. **External review**: contact a review authority
   if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

Appendix: 1A

TEACHING RESPONSIBLE BEHAVIOUR EXPECTATIONS

Cedar Creek State School firmly believes in a whole-school approach to teaching and reinforcing appropriate and positive behaviours and also that all students need to be taught the behaviour expectations of our school

Cedar Creek State School has four Behaviour Expectations which are taught to all students:

I am SAFE	I am RESPONSIBLE
I am RESPECTFUL	I am a LEARNER

OUR EXPECTATIONS:

- Recognise and focus on **positive practices and behaviours**
- Are fair, clear and worded in a **positive** way
- Are **specifically taught** by all staff, so that there is **consistency** across our school community
- Are continually **revisited** and **corrected** when needed
- Are **positively reinforced** and **recognised** continually in class, on parades, newsletters etc.
- Are **modelled** by staff
- Are clearly **displayed** and **referred** to
- Are implemented in a **consistent**, **fair** and **just** manner
- Reflect the **values** of our wider school community
- Use a **common language** across the whole school by all staff

TEACHING OUR BEHAVIOUR EXPECTATIONS

As well as our 4 Behaviour Expectations, the individual behaviours we teach our students are detailed in our **Behaviour Matrix**.

PROCESS FOR TEACHING EXPECTED BEHAVIOURS

Cedar Creek State School has developed lesson plans for the individual behaviours that are to be taught to all students. These lessons were developed collaboratively by the staff and include many teaching ideas and strategies to assist teachers.

- At the beginning of each term, it is decided which behaviours will be the **focus** for the term, as well as using the PBL meeting process to determine the focus as evidenced by the behaviour data collected from across the school on a weekly basis.
- Each behaviour is taught **separately**
- **A new behaviour is taught 1-2 weeks**, depending on the complexity of the behaviour
- Every teacher **teaches and positively reinforces the same behaviour** during the 1-2 week period
- Teachers use a **variety of strategies and lessons** to teach and positively reinforce the behaviours\

    - Discussion about the behaviour – What does it mean? What does it look like?

    - Role plays

- Design charts/posters etc.

- Display the expected behaviour in the classroom

- Review the behaviour on a daily basis

- Reinforce and reward students who exhibit the positive behaviour

- All staff will use **common language** when talking about behaviour – this will be demonstrated during assembly on Monday afternoon.
- The behaviour for the week will be **reinforced** on the school bulletin board, newsletters and on parades
- **Reinforcers** such as *Cool Choices* will be given to those students who are observed following the expected behaviour

Recognising Positive Behaviour

Teachers at Cedar Creek State School recognise positive behaviour regularly in the classroom and understand that a positive ratio of language drives a positive classroom environment.

The following are suggested ways that staff at Cedar Creek State School can recognise positive behaviour choices. Also included is the appropriate procedure for recording positive behaviour on a learner's file. *This list is by no means exhaustive and will change to suit the individual teaching style of the teacher and be differentiated to meet the needs of individual learners.*

Positive Praise	
Cool Choices Cool Choices Rewards 100 Cool Choices Principal Morning Tea Gold Award 50 Cool Choices Book Silver Award 25 Cool Choices Certificate Bronze Award	At Cedar Creek State School, **Cool Choices** are awarded to individual learners who demonstrate the four school expectations. They can be awarded by any staff member in the school. When giving a **Cool Choice** award, the staff member is encouraged to use the following language: "_____, you are being safe/respectful/a learner/responsible by (speaking nicely to your classmates). You have earned a **Cool Choice**. Well done!" Each term, the Cool Choice point tallies are re-set to allow learners to set term goals. Bronze Award = 25 cool choice points Silver Award = 50 cool choice points Gold Award = 100 cool choice points

Positive Note or Phone Call home	
Student of the Week award on Assembly	Each week the class teacher selects 2 learners who have excelled during the week. The class teacher CAN make this decision in consultation with teacher aides, other members of staff, parents or students. Class teachers may use a nomination system in their classroom for learners to peer select students of the week. However, this will depend on the individual classroom climate and age of the learners. 1. BEFORE Thursday 4 pm, class teachers record their weekly award winner in OneSchool. Behaviour Support>Record Positive Behaviour > Awards > Student of the Week (to ensure their awards print correctly, class teachers are encouraged to use this category sequence in OneSchool) 2. Class teachers are to email the administration officer the names of these learners and send a personal email to the parents of the student receiving the award. 3. The administration officer prints individual awards using the print certificate function in OneSchool. These are printed in colour using the office printer. The certificated include the principal's signature and the school logo. 4. Teachers award these certificates at parade on Monday.
Creek Cup House Points / Master Chef	Student Cool Choice points contribute to the overall sporting house points each Term. Students who receive 40 or more Cool Choice Points per Term are also invited to a Master Chef session as a reward and celebration.
Positive Reward's Days	Positive Rewards Days reward children who have had minimal time away from the classroom. These days may take the form of negotiated activity. A child who has been suspended or has two or more PBL Room referrals in that term may be excluded from a reward activity.

Cedar Creek State School

Behaviour Matrix

		Whole School All Settings	Classroom	Play Areas	Toilets	Bus Line	Excursions Incursions Camps	Tuckshop	Transition/ Movements/ Lining Up	Computers
I am	Safe	• Wear our uniform • Respect personal space • Keep hands and feet to yourself • Put rubbish in bins • Follow directions	• Use all furniture/ equipment properly • Walk indoors • Play cooperatively • Be health conscious	• Be sun safe • Play safely • Cooperate • Walk on hard surfaces • Wear closed-in shoes • Sticks and stones stay on the ground	• Be health conscious • Use the toilets correctly • Wash hands • Keep water in the sink	• Stay in designated area • Line up properly • Walk to the bus • Be punctual • Follow directions • Keep all of your body inside the bus • Stay seated on the bus	• Walk on concrete • Use all furniture/ equipment correctly • Play safely • Play cooperatively • Know safety procedures	• Line up in one line along the balcony	• Line up properly • Walk on concrete • Move carefully • Stay to the left of the stairs and paths • Active listening to instructions	• My password is my own • Use the help button • Be cybersafe
I am	Respectful	• Be polite • Show respect • Show courtesy • Show tolerance • Listen to others • Speak nicely • Use polite language • Tell the truth	• Work quietly when needed • Listen to your teacher • Keep your classroom neat and tidy • Ask before borrowing equipment	• Take turns • Play fairly • Share equipment • Line up at the first bell • Invite others to play	• Go at an appropriate time • Be private • Ask permission to go to the toilet during class time • Walk quietly to and from the toilets	• Wait quietly • Be polite	• Use good manners • Great visitors politely	• Wait your turn in line • Use good manners • Use quiet voices	• Move quietly • Wait in line quietly	• Take turns • Use kind words

I am Responsible	• Make good choices • Accept consequences • Ask permission to leave an area • Electronics stay in the office • Put rubbish in the bin • Reduce electricity consumption • Use the High 5	• Be prepared to learn • Be on time • Keep work area tidy	• Listen to others • Cooperate • Eat your own food • Stay seated when eating • Keep balls away from buildings • Play in the correct area	• Use the toilets properly • Wait your turn • Be punctual • Report any damages or concerns to staff	• Listen to others • Cooperate • Be on time	• Listen to others • Follow directions • Have a go • Cooperate • Display pride in your achievement • Be organised • Be on time	• Line up and walk safely • Choose healthy food options • Manage your money	• Listen to others • Cooperate • Be on time	• Make your password strong • Use the school computers for school work • Keep your personal information private
I am a learner	• Control your learning • Growth mindset • Be a positive problem solver • Ask for help • Achieve goals	• Try your best • Don't give up • Accept feedback • Appropriate working noise • Complete all set tasks	• Learn new games • Accept the rules of a game	• Personal hygiene		• Discover new things • Learn about yourself			• Use computers to learn and discover

Minor and Major Behaviours

	Area	Minor – Steps 1-4	Major – Step 5
I am Safe	Movement around school	• Running on concrete or around buildings • Running/playing in the stairwells • Walking and eating	• Repeated refusal to walk on hard surfaces • Repeated refusal to move around the school safely
	Play	• Incorrect use of equipment • Not playing school approved games ○ Tackling, Bull rush/Red Rover • Playing in toilets	• Throwing objects –with intent/to harm/aggressive/unsafe • Possession of weapons (weapon is anything used with intent to cause injury/damage)
	Physical contact	• Minor physical contact (eg: bumping)	• Serious physical aggression (with intent) • As above any punching, biting, hitting, kicking, choking, grabbing, head butting at others that involves contact to another. Spitting and 'snotting' at others. Any intimidation through sexual connotations • Severe intensity of fighting (ie gang mentality) police/parents will be notified
	Correct Attire	• Not wearing a hat in playground • Not wearing shoes outside	• Continual refusal to wear school uniform
	Other		• Possession or selling of drugs/alcohol/cigarettes
I am Responsible	Being in the right place	• Not being punctual (eg: lateness after breaks) • Not in the right place at the right time	• Leaving class without permission (out of sight) • Repeated not being punctual (after breaks) • Leaving school without permission • Repeated not in the right place at the right time.
	Accept outcomes for behaviour	• Minor dishonesty	• Major dishonesty • Repeated minor dishonesty
	Environment	• Littering • Wasting water/hand soap	• Repeated littering • Deliberate destruction of the environment/vandalism

I am Respectful	Electronic equipment	• Mobile phone, camera, computer, console etc switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	• Use of a mobile phone, camera, computer, console etc in any part of the school for email, text messaging or filming purposes without authorisation
	Property	• Petty theft (one-off eg. taking a pencil/crayon)	• Stealing / major theft • Repeated petty theft
	Follow instructions	• Low intensity failure to respond to adult request • Non-compliance	• Major/deliberate non-compliance • Repeated non compliance • Repeated uncooperative behaviour
	Language	• Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone	• Offensive language (pupil to pupil, pupil to adult) • Aggressive language • Verbal abuse / directed profanity • Repeated inappropriate language (written/verbal) • Repeated calling out • Repeated disrespectful tone
	Others	• Not playing fairly • Minor disruption to class • Minor defiance • Minor isolated harassment (verbal or physical)	• Repeated physical bullying / harassment with intent • Major disruption to class • Blatant disrespect • Major defiance • Repeated minor disruptions in class/playground • Repeated minor defiance • Repeated verbal bullying/harassment with intent
I am a Learner	Self	• Not completing set tasks that are at an appropriate level • Refusing to work	• Repeated refusing to work
	Others	• Distracting the learning of others • Refusal to participate in learning	• Refusal to hand in assessment with significant support
	ICT	• Use of another student's password/log in	• See Memorandum of Understanding – ICT • Intentionally damaging school ICT equipment

Responding to Inappropriate Behaviour

Minor Behaviours	Major Behaviours
Classroom Management Strategies - Managing minor incidents of behaviour Every class is taught our school rules and behaviour expectations. These are referred to on a regular basis. The teacher responds to low level misbehaviour and classroom disturbance bu using the following Essential Skills: • Establishing Expectations and Instruction Giving - giving clear directions, reinforcing positive behaviour using Body Language Encouraging, Descriptive Encouraging • Cuing and Parallel Acknowledgement - using non-verbal and verbal messages to alert or cue the student back to the task • Selectively Attending ignoring minor inappropriate behaviour where possible	**Step 5: Referral to the Office** **Students are referred to the office if they are exhibiting serious/major behaviours.** These behaviours are listed below. This is recorded on OneSchool by the Head of Curriculum/Principal.
STEP 1: Warning Restatement of the rule, giving a specific direction, giving the student a choice eg. to work/play appropriately or move to a different area/activity, visual or verbal cues using the following Essential Skills: • **Redirecting to Learning –** prompt the student who is off-task with a re-direction to re-engage to the task • **Giving a Choice –** if off-task behaviour continues after redirection, **g**ive the student a choice eg. "Paul, this work needs to be done this morning. It can be done here at your desk quietly or over here quietly. Your choice."	**Time Out in Another Room or In-School Withdrawal** When a student's behaviour is extremely disruptive to the class, or a serious incident has occurred, teachers may negotiate with the Principal some time out in another area of the school for the student. Parents/Caregivers will be contacted to discuss the student's behaviour.
STEP 2: Time Away/Time Out – In own class The student may be sent to a different part of the current classroom, or a different area until the student is willing and able to comply. It is critical to	**Communication between Home and School** Continued incidents of inappropriate behaviour may result in a plan of action developed by the teacher, student and parent/carer. This may include

support re-entry in a planned, solution focussed, non-punitive manner. Teachers work together to problem-solve and support each other. Timers are used in the classroom to assist in this process.

regularly monitoring behaviour using a home communication book, sticker chart, setting students goals to work on etc. Parents/carers are contacted and regular communication with student and home continues to support the student with improving his/her behaviour.

STEP 3: Turn Around Class – in a buddy classroom

If the student's behaviour is continually disrupting the learning of other students despite having time away in their own classroom, they will be escorted by two students to a turnaround class.

While in this space, students are to sit and reflect on why they have been removed from their own learning space. The teacher at the turnaround class is not to communicate to with the student unless they are not in the process of teaching.

The teacher may ask them the 5 restorative questions listed below.

The child is to return to their classroom after 10 minutes have passed OR they can demonstrate that they are ready to return to their regular classroom.

The child is to knock at the door of their classroom and ASK to come back in the learning space, apologising to their classroom teacher. Teachers are to keep a record of turnaround consequences in a mark book.

Intervention and Support – Secondary and Tertiary Intervention

The student may be referred to the **Well-being Team** and a Case Manager (usually the class teacher) will be appointed. The Well-being team in conjunction with the class teacher, parents/carers and student decide on the most appropriate intervention and support. The following may be implemented:

- Development of Individual Support Plan outlining support and intervention strategies and processes (includes   teaching and reinforcing appropriate behaviours, monitoring behaviour, adjustments in curriculum and pedagogy)
- Academic and Cognitive Assessments
- Regular communication with student and home continues to support the student with improving his/her behaviour.

STEP 4: TAP (Thinking about Problems)

Teachers may decide to give the student a TAP consequence which requires the student to present to the TAP area during a play break to discuss their behaviour and plan for improvement.

TAP room process

- Person giving TAP room referral fills out an incident on OneSchool using TAP 1 Day as a consequence. The person giving a TAP refers the TAP team on this incident record.
- TAP duty teacher asks the student the six restorative questions:
  - What happened?

External Assistance

Our school can access the services of a variety of external personnel or agencies which may include:

- Referral to the GO

- Observations

- Functional Behaviour Analysis (data gathering on behaviours of concern)

- Development of Individual Behaviour Plan

- What were you thinking? - What have been your thoughts since? - Who has been affected by what you did? - In what way have they been affected? - What do you think needs to happen next? - TAP duty teacher emails parent/carers that an incident involving their child has occurred and refers parent/carer to class teacher for further details. - Non-attendance at TAP will be followed up by the HOC/Principal	- Counselling services - Referral to Doctor and/or Paediatrician, Psychologist

Cedar Creek State School

CONSEQUENCES

1	**RULE REMINDER, REDIRECTION,** **WARNING**
2	**Time Out in the Classroom** **(5 minutes)**

	In Class	**Playground**

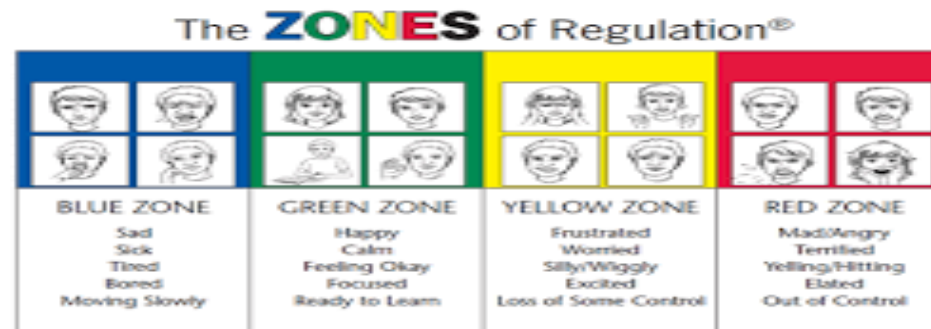|		
3	Buddy class (10 minutes) Recorded on OneSchool as a major	Time out of play (10 minutes) Recorded on OneSchool as a major
4	**PBL** Referral to PBL/SLT Parent contact	
5	**OFFICE REFERRAL** Major Behaviours are referred to the Principal	

Zones of Regulation Chart- Self Regulation: Students are explicitly taught how to identify, monitor and self-regulate their own behaviour.

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control