



Goomeri State School P-10

# Student Code of Conduct 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

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## Endorsement

Principal Name: Leon Doorackers

Principal Signature: 

Date: 1/12/2023

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

P/C President Signature: 

Date: 1/12/2023

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## Purpose

Goomeri State School P-10 is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their life long wellbeing.

This "Student – Code of Conduct" is designed to facilitate high standards of behaviour so that the teaching and learning in our school can be effective and students can participate positively within our school community.

## Principal's Foreword

### Introduction

Goomeri State School P-10 has a long and proud tradition of providing high quality education to students in the Goomeri district. As a school community we believe strong, positive relationships between all members of our school is the foundation to supporting the success of all students.

Goomeri State School P-10's vision is "Everyone Learning & Achieving" and this is supported by three school rules:

Be a Learner

Be Safe

Be Respectful

Our vision and rules 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.

All areas of Goomeri State School P-10 are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Goomeri State School P-10 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 the 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 Goomeri State School P-10 Student Code of Conduct together. Your interest and views shared have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

# Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at Goomeri State School P-10.

## Systems of Support

### **UNIVERSAL BEHAVIOUR SUPPORT**

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Goomeri State School P-10 we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The schoolwide expectations teaching matrix below outlines our agreed rules and specific behavioural expectations in our school setting.

These expectations are communicated to students via a number of strategies, including:

- “TEAM” lessons.
- Reinforcement via school assemblies.
- Form lessons
- Active supervision by staff during classroom and non-classroom activities.

	ALL AREAS	CLASSROOM	PLAYGROUND	TOILET	BUS LINES / BIKE RACKS
BE A LEARNER	<ul style="list-style-type: none"> <li>▪ Be on time</li> <li>▪ Be in the right place at the right time</li> <li>▪ Follow instructions straight away</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be prepared</li> <li>▪ Complete set tasks</li> <li>▪ Take an active role in classroom activities</li> <li>▪ Always ask for permission to leave the classroom</li> <li>▪ Be a problem solver</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be a problem solver</li> <li>▪ Follow the rules of the games being played</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use toilets during breaks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Move promptly to the bus area and be on time</li> <li>▪ Remember who is on your bus</li> <li>▪ Inform teacher on duty if not on the bus</li> <li>▪ Inform teacher on duty if you need to leave e.g. to go to the toilet</li> </ul>
BE SAFE	<ul style="list-style-type: none"> <li>▪ Respect others' personal space and property</li> <li>▪ Care for equipment</li> <li>▪ Clean up after yourself</li> <li>▪ Use polite language</li> <li>▪ Wait your turn</li> <li>▪ Know emergency procedures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk</li> <li>▪ Sit still</li> <li>▪ Enter and exit room in an orderly manner</li> <li>▪ Use specialised equipment in the correct manner e.g. science, manual arts &amp; home economics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play fairly – take turns, invite others to join in and follow rules</li> <li>▪ Return equipment to appropriate place at the end of breaks</li> <li>▪ Care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wash hands with soap provided</li> <li>▪ Walk</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wait your turn quietly with the others on your bus</li> <li>▪ Keep your belongings nearby</li> <li>▪ Abide by road safety rules</li> </ul>
BE RESPECTFUL	<ul style="list-style-type: none"> <li>▪ Use equipment appropriately</li> <li>▪ Keep hands, feet and objects to yourself</li> <li>▪ Be honest</li> </ul>	<ul style="list-style-type: none"> <li>▪ Raise your hand to speak</li> <li>▪ Respect others' right to learn</li> <li>▪ Talk in turns</li> <li>▪ Be a good listener</li> <li>▪ Keep your work space tidy</li> <li>▪ Leave other people's belongings alone</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in school approved games only</li> <li>▪ Wear shoes and socks at all times</li> <li>▪ Be sun safe; wear the school hat</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use own bike/scooter only</li> <li>▪ Walk bike/scooter to the gate</li> <li>▪ Wait under the building until you are dismissed by the teacher to go to your bus</li> </ul>

### PROACTIVE & PREVENTATIVE PROCESSES AND STRATEGIES TO SUPPORT STUDENT BEHAVIOUR

Goomeri State School P-10 implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section in the school newsletter enabling parents to be actively and positively involved in school behaviour expectations.
- Leadership team members' regular provision of information to staff and parents, as well as support to others by sharing successful practices.
- Comprehensive induction programs in the Goomeri State School P-10 Student Code of Conduct delivered to new students, new staff, relief teachers / teacher aides and volunteers.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The use of Personal Technology Devices at School.
  - Procedures for Preventing and Responding to Incidents of Bullying.
  - The use of ICT's at school.
  - Plagiarism.
  - Sun Safety.

### REINFORCING EXPECTED SCHOOL BEHAVIOUR

At Goomeri State School P-10, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition system has been developed, implemented and fully supported by students, parents and staff. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are required to give consistent and appropriate acknowledgement and rewards.

## **GOOMERI "GOLDS"**

Staff members hand out Goomeri "Golds" each day to students they observe following the school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When teachers "catch" a student following the rules they can choose to give them a Goomeri "Gold". When students are given a Goomeri "Gold" their teacher reflects this by signing their "Brag Book" in years P to 3 or their diary in years 4 to 10.

When students accumulate the appropriate number of Goomeri "Gold" signatures they bring their Brag Book and / or diary to the office, where the principal / deputy principal / admin staff give them a wristband which signifies their behaviour achievements. Although the wristband colours change from semester to semester, an example of the structure is: 100 Goomeri "Golds" – navy blue wristband (I'm a Learner, I'm Safe, I'm Respectful printed on it), 200 Goomeri Golds – maroon wristband (I'm a Learner, I'm Safe, I'm Respectful printed on it) plus a free slushi weekly if wearing their wristband, 300 Goomeri Golds – gold wristband (I'm a Learner, I'm Safe, I'm Respectful printed on it) plus weekly slushi and access to computer room at second break if wearing their wristbands. Then upon reaching 400 Goomeri Golds, students receive a rainbow coloured wristband (I'm a Learner, I'm Safe, I'm Respectful printed on it), weekly slushi, access to computer room (if wearing wristbands) and an invite to the end of semester reward. At each wristband level a positive comment is recorded in OneSchool and a certificate presented to the student on parade. The end of semester reward is negotiated with the Student Council at the end of both semesters to ensure it as a true student reward.

## **Whole School Approach to Discipline**

### **RESPONDING TO UNACCEPTABLE BEHAVIOUR**

Students come to school to learn. Behaviour support represents an opportunity for learning how to get along with others.

### **RE-DIRECTING LOW-LEVEL AND INFREQUENT PROBLEM BEHAVIOUR**

When a student exhibits low-level and infrequent problem behaviour, the first response of the school staff members is to remind the student of the expected school behaviour, then ask them to change their behaviour so that it aligns with the school's expectations (see Appendix 1).

Our preferred way of re-directing low-level problem behaviour is to ask the student in question to think of how they might be able to act more safely, more respectfully or to be a learner. This encourages students to reflect on their own behaviour, evaluate it against the expected school behaviour and plan how their behaviour could be modified so as to align with the expectations of our school community.

Students can also be referred to the Goomeri 'Behaviour Consequences Ladder" displayed in each classroom (see Appendix 2).

### **CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES**

Staff at Goomeri State School P-10 take into account a student's 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 practice 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, deputy principal 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.

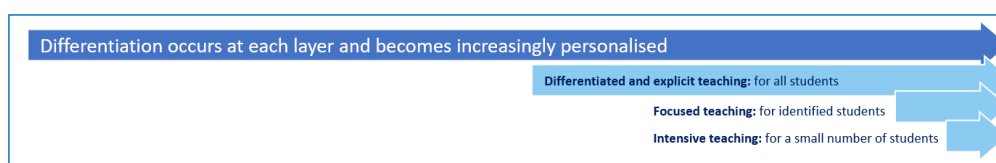
If you have any concerns about the behaviour of another student at Goomeri State School P-10, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

## DIFFERENTIATED AND EXPLICIT TEACHING

Goomeri State School P-10 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 practice these behaviours. Teachers reinforce expected behaviours, provide feedback and correction and opportunities for practice.

Teachers at Goomeri State School P-10 vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students, assist them to achieve the expected learning and to demonstrate their learning.

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



These three layers map directly to the tiered approach outlined earlier – re-directing low-level and infrequent behaviour, targeted behaviour support – focused teaching and intensive behaviour support – intensive teaching. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the “Classroom Expectations” as a basis for developing their behaviour standards. The class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom.

### TARGETED BEHAVIOUR SUPPORT – FOCUSED TEACHING

Each year a small number of students at Goomeri State School P-10 are identified through our data collection and analysis processes as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not immediately be regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

When a student is identified for targeted behaviour support, an “Individual Management Plan” for that student is prepared. This plan is developed in consultation with the student, parent / carer, form teacher and principal / deputy principal. All teachers of the student are then informed of this student’s plan so there is a consistent approach to dealing with the student’s specific behaviour issues. The student has increased daily opportunities to receive positive contact with adults, additional support from their form teacher and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

All staff members are provided with continuous professional development with respect to targeted behaviour support, the referral and response processes and the reporting responsibilities of all staff involved in this process.

Students whose behaviour does not improve after targeted behaviour support or whose previous behaviour indicates a need for specialist intervention, are provided with intensive behaviour support.

### INTENSIVE BEHAVIOUR SUPPORT – INTENSIVE TEACHING

Goomeri State School P-10 is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The principal / deputy principal:

- Works with other staff members to develop appropriate behaviour support strategies.
- Monitors the impact of support for individual students through continuous data collection.
- Makes adjustments as required for the student.
- Works with the school leadership team and staff to achieve continuity and consistency.

The principal / deputy principal have a referral system in place. Following referral, the principal / deputy principal contacts parents / carers and any relevant staff members to form a support team and begin the assessment and support processes. In many cases the support team also includes individuals from other agencies already working with the student and their family as well as district-based behavioural support staff.



# Legislative Delegations

This section of the Goomeri State School P-10 Student Code of Conduct provides links to relevant legislation that inform the overall student discipline procedure.

- [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 \(Cwth\)](#)

# Disciplinary Consequences

Goomeri State School P-10 makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences (see Appendix 2). Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A leadership team referral form (see Appendix 3) is used to record all minor and major problem behaviour.

## MINOR AND MAJOR BEHAVIOURS

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

- **MINOR** problem behaviour is handled by staff members at the time it happens
- **MAJOR** problem behaviour is referred directly to the school leadership team.

**MINOR** behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist staff or the leadership team

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time
- partial removal (time away)
- a re-direction procedure – the staff member takes the student aside and:
  1. names the behaviour that the student is displaying
  2. asks the student to name the expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for the expected school behaviour
- individual meeting with the student
- apology
- restitution
- detention for work completion
- the completion of a behaviour referral slip by the classroom teacher which is given to the deputy principal
- the completion of a 4W form (see Appendix 4) by the student which is taken home and signed by their parents.

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of the school leadership team

Major behaviours result in an immediate referral to the leadership team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of the expected school behaviour. The staff member then fills out the behaviour referral slip, ticking the major problem behaviour and escorts the student to administration.

Major problem behaviours may result in the following consequences:

### Level One

- time in administration
- alternate lunch activities / loss of break time
- restitution
- warning regarding future consequence for repeated offence

### Level Two

- parent contact
- referral to Guidance Officer / Behaviour Support Teacher
- internal suspension from school
- external suspension from school

- development of a “Behaviour Management Plan” for the student involved – particularly if there is a reoccurrence of similar major problem behaviours

### Level Three

- students who engage in very serious major problem behaviours such as violent physical assault, sexual assault or the use or supply of weapons or drugs can expect to be recommended for exclusion from Goomeri State School P-10, following an immediate period of suspension.

The following table outlines examples of minor and major problem behaviours:

	Area	Minor	Major
<b>Being a Learner</b>	Class tasks	<ul style="list-style-type: none"> <li>• Not completing set tasks that are at an appropriate level / poor work ethic</li> <li>• Refusing to work / defiance</li> </ul>	<ul style="list-style-type: none"> <li>• Overt defiance</li> <li>• Plagiarism</li> </ul>
	Being in the right place	<ul style="list-style-type: none"> <li>• Not being punctual (eg: lateness after breaks)</li> <li>• Not in the right place at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving class without permission (out of sight)</li> <li>• Leaving school without permission</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>• Low intensity failure to respond to adult request / defiance</li> <li>• Non compliance</li> <li>• Unco-operative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Overt defiance</li> </ul>
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>• Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>• Major dishonesty</li> </ul>
<b>Being Safe</b>	Movement around school	<ul style="list-style-type: none"> <li>• Running on concrete or around buildings</li> <li>• Running on stairs</li> <li>• Not walking bike / scooter in the school grounds</li> </ul>	
	Play	<ul style="list-style-type: none"> <li>• In correct use of equipment</li> <li>• Not playing school approved games</li> <li>• Being in the wrong part of the grounds during play time</li> <li>• Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing objects</li> <li>• Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>• Minor physical contact (e.g. pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>• Serious physical aggression</li> <li>• Fighting</li> </ul>
	Correct attire	<ul style="list-style-type: none"> <li>• Not wearing the school hat in the playground</li> <li>• Not wearing shoes outside</li> <li>• Not being dressed appropriately for Science, Manual Arts &amp; Home Economics lessons e.g. if hair is long it must be tied back etc</li> </ul>	<ul style="list-style-type: none"> <li>• Repetition of minor behaviours</li> </ul>
	Other	<ul style="list-style-type: none"> <li>• Wearing of fake/artificial fingernails</li> </ul>	<ul style="list-style-type: none"> <li>• Possession or selling of drugs</li> </ul>
<b>Being Respectful</b>	Language	<ul style="list-style-type: none"> <li>• Inappropriate language (written/verbal)</li> <li>• Calling out</li> <li>• Poor attitude</li> <li>• Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>• Offensive language</li> <li>• Aggressive language</li> <li>• Verbal abuse / directed profanity</li> </ul>
	Property	<ul style="list-style-type: none"> <li>• Petty theft</li> <li>• Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Stealing / major theft</li> <li>• Wilful property damage</li> <li>• Vandalism</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>• Littering</li> </ul>	
	Mobile Phone	<ul style="list-style-type: none"> <li>• Mobile phone in student’s possession – not left at office for the day</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated refusal to follow the school’s mobile phone policy</li> </ul>
	Others	<ul style="list-style-type: none"> <li>• Not playing fairly</li> <li>• Minor disruption to class</li> <li>• Minor defiance</li> <li>• Minor bullying / cyber-bullying / harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Major bullying / cyber-bullying / harassment</li> <li>• Major disruption to class</li> <li>• Blatant disrespect</li> <li>• Major defiance</li> </ul>

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to the expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from the expected school behaviour
- describe the likely consequence if the problem behaviour continues; and
- identify what they will do to change their behaviour to be in line with the expected school behaviour

Should problem behaviours be repeated, the staff member may choose not to repeat the discussion / explanation process but simply remind the student of the consequences of their problem behaviour.

#### Ensuring Consistent Responses to Problem Behaviour

At Goomeri State School P-10 staff members are authorised to issue consequences for problem behaviours. They are provided with appropriate professional development and / or training for this task. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Staff refer to the "Behaviour Consequences Ladder" when making behaviour decisions (see Appendix 2).

Students also receive training about how to respond when other students display problem behaviour and the courteous way to respond when a staff member re-directs their behaviour, prior to consequences being applied for that problem behaviour.

#### **EMERGENCY OR CRITICAL INCIDENT RESPONSES**

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

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, is usually unexpected and requires immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

#### Basic Defusing Strategies

##### *Avoid Escalating the Problem Behaviour*

- avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

##### *Maintain Calmness, Respect and Detachment*

- Model the behaviour you want student to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

##### *Approach the Student in a Non-Threatening Manner*

- Move slowly and deliberately towards 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 and withdraw if the situation escalates.

##### *Follow Through*

- If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work / activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify the consequences of continued unacceptable behaviour.

##### *Debrief*

- Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint the decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations.

#### Physical Intervention

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

- physically assaulting another student or staff member
- posing an immediate danger to himself / herself or to others

Appropriate physical intervention may be used to ensure that Goomeri State School P-10's duty of care to protect students and staff from foreseeable risk of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of self and others is threatened and the strategy is used to prevent injury.

It is important that all staff understand:

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

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

- property destruction

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

Any physical intervention made must:

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

## **RECORD KEEPING**

For each incident of minor or major student behaviour a behaviour incident record must be completed in OneSchool. An action for this behaviour will also be completed by a member of the leadership team if one is imposed.

## **NETWORK OF STUDENT SUPPORT**

Students at Goomeri State School P-10 are supported through positive reinforcement and a system of universal, targeted and intensive support by:

- parents
- teachers
- support staff
- deputy principal
- principal
- administration staff
- guidance officer
- advisory visiting teachers
- behaviour support staff
- school welfare worker
- school adopt a cop
- school based youth health nurse

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

# School Policies

Goomeri State School P-10 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 student
- 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. As well as maintaining and fostering mutual respect between all 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 Goomeri State School P-10 and will be removed if found in a student's possession:

- mobile phones and other personal electronic devices
- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate and offensive material (e.g. racist literature, pornography, extremist propaganda)

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

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

## RESPONSIBILITIES

State school staff at Goomeri State School P-10:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school
- may seize a student's bag where there is suspicion that the student has a dangerous item (e.g. a knife) in their school bag, prior to seeking consent to search from a parent or calling the police
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. 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 Goomeri State School P-10:

- ensure your children 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 Goomeri State School P-10 Student Code of Conduct
  - is illegal
  - puts the safety and 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 Goomeri State School P-10:

- 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 Goomeri State School P-10 Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect
- collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

#### **USE OF MOBILE PHONES AND OTHER DEVICES BY STUDENTS**

From the beginning of Term 1 2024, all Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours. This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

#### **ALL PERSONAL TECHNOLOGY DEVICES ARE BANNED FROM GOOMERI STATE SCHOOL**

Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras, MP3 players or iPods to school as there is a risk of damage or theft.

Bringing personal technology devices to school is banned by the school because of the potential for theft and general distraction and / or disruption associated with them. However, if students must bring them to school for family reasons, they must be turned off and left at the school office before 8:50 am and collected after 3 pm.

#### **TEMPORARY REMOVAL OF DEVICES**

All personal technology devices on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices brought to school, potentially containing evidence of criminal offences, will be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact the Queensland Police Service (QPS) directly.

Parents of students who have a personal technology device confiscated more than once will be required to collect their student's device from the office.

## RECORDING VOICE AND IMAGES

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Goomeri State School P-10. If a student/s were found to be using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination amongst the student body or outside the school, by any means (including distribution by phone or internet posting), they are in breach of our personal technology policy. Such behaviour also builds a culture of distrust and disharmony.

Students must not record images anywhere within the school grounds of Goomeri State School P-10; especially change rooms, toilets or any other place where privacy should be afforded. Recording of events in class is not permitted unless approved by the teacher and on a school's device.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing content matter capable of defaming an individual or bringing the school into public disrepute is considered to be in breach of this policy.

The school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others; if it is done for: the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment or where without such intent a reasonable person would conclude that such outcomes may have or will occur. The students involved in:

- recording; and / or
- disseminating material (through text messaging, display, internet uploading etc.); and / or
- knowingly being a subject of a recording

are in breach of this policy and maybe subject to disciplinary action (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indigent (such as nudity etc.), is against the law and if detected by the school will result in referral to the QPS.

## TEXT COMMUNICATION

The sending of text messages that contain obscene language and / or threats of violence may amount to bullying and or harassment or even stalking and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at **school** should ensure they keep the message as evidence and bring the matter to the attention of the school leadership team.

## **PREVENTING AND RESPONDING TO BULLYING**

Goomeri State School P-10 uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections with 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.

Goomeri State School P-10 has a **Student Council**, with diverse representatives from the student body, that meet regularly under the guidance of the deputy principal. The president and vice-president of the student council then discuss points of interest from these meeting with the school leadership team.

A priority for the **Student Council** is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018 and at Goomeri State School P-10 we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.





## **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 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 identified 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 Goomeri State School P-10 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 Goomeri State School P-10 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 judgement of the teachers who receive the bullying complaint and their assessment of the immediate risk to the student/s.

### *GOOMERI STATE SCHOOL P-10 – BULLYING RESPONSE FLOWCHART FOR TEACHERS*

Please note these timelines may be adjusted depending on the unique circumstances and the risk associated with each situation. This is at the professional judgement 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

**Year 7 to Year 12** – Form teacher

**Administration** – 41696200

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 Goomeri State School P-10 with the same level of seriousness as in-person bullying. The major difference with cyberbullying is however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evenings, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form teacher (for students in secondary year levels). The principal / deputy principal can also be directly approached by students, parents or staff for assistance in preventing or responding to cyberbullying.

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

Students enrolled at Goomeri State School P-10 may face in-school disciplinary action, such as detention or removing 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 or management of the school. This includes behaviour such as cyberbullying which occurs outside 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 referred to the school's leadership team.

## 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](#).

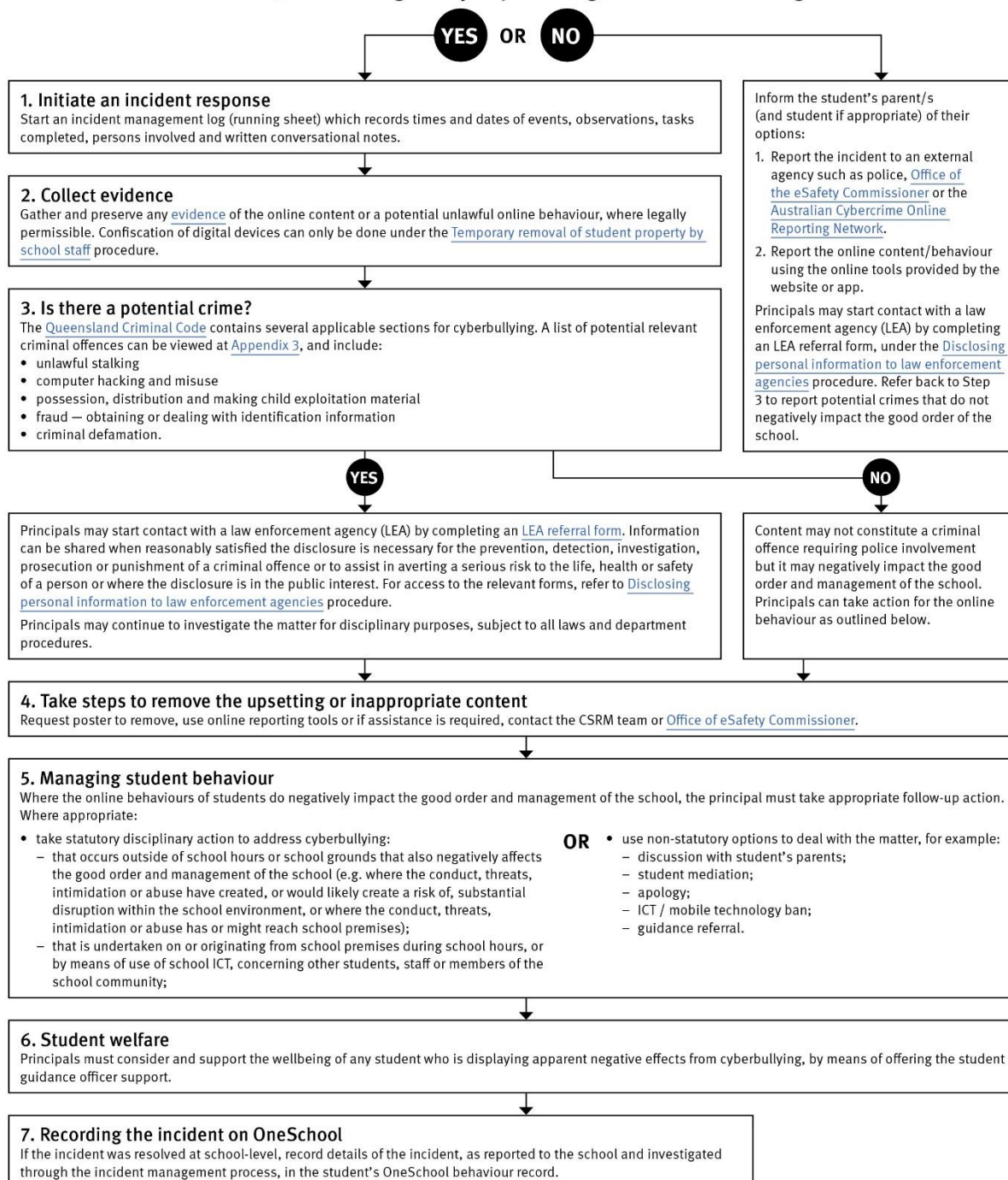
### Explicit images

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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## CYBERSAFETY AND REPUTATION MANAGEMENT (CRM)

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

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

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

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

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

## STUDENT INTERVENTION AND SUPPORT SERVICES

Goomeri State School P-10 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 Goomeri State School P-10 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.

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media. This section of the Student Code of Conduct should clearly detail what behaviour is expected of students, how this will be reinforced and possible consequences for failing to meet these standards.

It is also advisable for schools to consider including information about [cybersafety and reputation management](#) in this section of the Student Code of Conduct, including a flowchart about how incidents are managed.

## 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 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 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 offences 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 exploitive 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 Goomeri State School P-10 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 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 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 inline 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 the 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 the student(s) 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 towards 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 and 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.

## PLAGIARISM POLICY

Goomeri State School P-10 values excellence in learning and respect for the intellectual property rights of others. We regard plagiarism as academic dishonesty, theft and an ethical offence. A student who plagiarises is dishonest with their teacher, their peers and themselves. Goomeri State School P-10 regards plagiarism as an unacceptable behaviour.

### POLICY

All students are expected to adhere to the highest standards of personal honesty and integrity in their work. Submissions to teachers must be original, or respect the intellectual contributions of others through correct referencing. The school has adopted Harvard referencing and bibliographic formats. Any violations of this policy will have serious consequences.

### DEFINITION

Plagiarism is defined as stealing and passing off the ideas, words and pictorial material as one's own when in fact they come from another source. This source may be written, oral or electronic and includes copying / pasting from the internet.

### EXAMPLES OF PLAGIARISM

You are plagiarising when you deliberately or unintentionally:

- copy in any way (including copy and paste, paraphrase etc.) information, ideas, theories, opinions, concepts or graphics from another source (including the internet, books, novels, television shows, photographs, designs, films, CD's, etc.) without acknowledging the source.
- copy verbatim (exactly) material from another source without putting in quotation marks and acknowledging the source with a reference.
- fail to provide a correct bibliography with your assignment.
- fail to name a person you quote when presenting an oral report.
- copy part or all of another person's (parent, friend, tutor, other student) work and hand it in as your own.
- you purchase or obtain a paper from an internet research service or 'paper mill' and submit it as your own work.

### HOW TO AVOID PLAGIARISM

To avoid inadvertent plagiarism, you should try these techniques:

- **read** through your assignment **task carefully**.
- check with your teacher that you **understand** your task. You are less likely to copy if you feel confident that you know what to do.
- **understand** and **use referencing techniques**; acknowledge sources (by way of **referencing and a bibliography**).
- when taking notes always **jot down the bibliographic information** so you acknowledge it (and find it again) when writing your assignment later.
- when quoting, **put the words in quotation marks** "like this", and acknowledge the original author. Statistics, graphs and other illustrative sources need to be acknowledged.
- **use a large variety of sources**, this will strengthen your writing and make you less likely to plagiarise.
- don't waste time, give yourself enough time to research, take notes, think about and write your drafts and final piece. That's why you are given several weeks to research.
- **do not copy someone else's work** and hand it in as your own.
- **do not allow someone to copy your work** and hand it in as their own.

### CONSEQUENCES

If a teacher reasonably believes, based upon significant evidence, that a student has been guilty of plagiarism or assisted another student to do so, then that student may be subject to any of the following penalties, depending on the nature and extent of the plagiarism:

- Verbal warning.
- Plagiarised sections eliminated/ignored and assignment marked on what remains resulting in:
  - Reduction of marks for the assignment, or
  - No marks given at all for the assignment.
- Insistence on student re-writing the assignment (or a similar one), using original ideas or style.
- Written notification to parents/guardians, possibly with interview.
- Referral to Deputy Principal, Administration team or Guidance Officer for additional discipline/counselling. Incident recorded.
- Suspension of participation in designated school activities. Please note that the penalties for tertiary plagiarism are even more severe, and may include exclusion from a subject or course, even if fees have been paid.



## CONCLUSION

This policy has been developed for the protection of Goomeri State School P-10 students who observe the guidelines for honest authorship, and for the protection of our academic community's integrity.

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## SUN SAFETY POLICY

### RATIONAL

At Goomeri State School P-10 we believe that all members of our school community (students, staff, parents & visitors) have the right to feel safe and valued. A component of this is to be provided with information, structures and planning revolving around Sun Safety.

"Queensland has the highest incidence of skin cancer and melanoma in Australia and the world. Winter sun in Queensland is dangerous enough to cause sunburn and consequently contribute to skin cancer. Over exposure to the sun during childhood contributes to the development of skin cancers in later life. Melanoma can also occur as early as the teenage years." (Queensland Cancer Fund, p.2)

As "students spend approximately 42 weeks of the year at school and are often exposed to the sun for lengthy periods at times when the UV radiation is at its strongest" (Queensland Cancer Fund p.2), we have a responsibility to develop and maintain appropriate Sun Safety Strategies so as all members of the school community will gain greater knowledge and awareness of the need to be "Sun Safe".

### AIMS

Through the development and implementation of a shared Sun Safety Policy in a Supportive School Environment, we aim to create a positive and proactive attitude to Sun Safety amongst all members of the school community. Ultimately Sun Safety is a personal choice, we aim to develop life-long strategies and beliefs which will reduce the risks of skin cancer for the total school community.

### SUN SAFE STRATEGIES

1. Compulsory wearing of the school hat by all students and staff. Volunteer helpers involved with any outdoor movement or activities where exposure to the sun is imminent and extended e.g. moving between buildings which are not connected by a covered walkway, are also required to wear hats.
2. Compulsory wearing of collared shirts.
3. Uniform incorporates Sun Safety design features.
4. Utilise a range of educational programs to reinforce and educate students re Sun Safety, e.g. Health and Physical Education, Queensland Cancer Council information and Sun Smart Kits for younger students.
5. Provide SPF 30+ broad spectrum sunscreen to every classroom for use by students, staff and volunteers.
6. Encourage all school community members to utilise the SPF 30+ sunscreen provided.
7. Encourage students to play in shade areas whenever possible.
8. During swimming lessons all student will wear swim shirts.
9. Reinforce the need for all school community members to be appropriate role models.

10. Remind students to drink plenty of water as they can dehydrate quickly during hot weather.

#### *ROLES AND RESPONSIBILITIES*

##### STUDENTS

- wear school hat
- wear appropriate clothing
- utilise sunscreen
- play in shade areas where possible
- always bring swim shirts when required
- strive for sun safe practices

##### TEACHERS

- teach students about sun safe practices
- model appropriate sun safe practices
- wear school hat and clothing
- reinforce and encourage appropriate sun safe practices amongst other school community members, especially students
- plan for outdoor activities with sun safety in mind (where ever practical)
- support the implementation of sun safety strategies

##### TEACHER AIDES

- model appropriate sun safe practices
- wear school hat and clothing
- reinforce and encourage appropriate sun safe practices amongst other school community members, especially students
- support the implementation of sun safety strategies

##### ADMINISTRATIVE SUPPORT

- model appropriate sun safe practices
- wear school hat and clothing
- reinforce and encourage appropriate sun safe practices amongst other school community members, especially students
- support the implementation of sun safety strategies

##### PARENTS / COMMUNITY

- model appropriate sun safe practices
- wear appropriate hat and clothing
- reinforce and encourage appropriate sun safe practices amongst other school community members, especially students
- support the implementation of sun safety strategies
- reinforce sun safe practices external to school

#### *REFERENCES AND POLICY SOURCE*

1. *Queensland Department of Education – Sun Safety Strategy HS-03 DOEM Section 1 and 2.*
2. *Queensland Cancer Fund – Sun Safety Guidelines 1991, p.p. 2, 7.*

#### **CONCLUSION**

Goomeri State School P-10 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 and actions taken in a school and / or by the 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, email or over the phone.

2. **Internal review:** contact the 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 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 are available at [www.ombudsman.qld.gov.au](http://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.

# CLASSROOM EXPECTATIONS

1. **BELL RING = GET READY FOR CLASS**

This means:

- Students will quickly and quietly collect all required materials for the session (i.e. lesson 1 & 2, or 3 & 4) from bags/lockers.
- Materials = all books (text books, note book, brag book, Diary, pencil case and any other materials needed).

2. **STRONG START**

This means:

- Hats/beanies stored in the port racks.
- Secondary (7-10) - Two lines outside the classroom.
- Primary (P-6) – One line outside the classroom.
- Upon entry into the classroom, students will be greeted by the teacher and “check in” with respect to their readiness to learn and instructions given for the beginning of the lesson.

3. **DO IT NOW**

This means:

- Students will enter the room quietly and begin working on the “do it now” activity already prepared and organised.

4. **STAY IN YOUR CLASS AND DO YOUR BEST EVERY LESSON**

This means:

- Following all instructions and work to the best of your ability at all times.

5. **EXIT TICKET**

This means:

- Teacher will re-cap the objectives of the lesson (curriculum & behaviour).
- Teacher signs/stamps brag books/diaries and gives feedback to the student on their lesson.
- Write Homework in your diary.

6. **TIDY UP, PACK UP AND STAND BEHIND CHAIRS**

This means:







- When directed by your teacher, tidy up the room, pack up equipment, stand quietly behind your chair and wait to be dismissed.

**All Classes:**

*Learning time lost = Time made up in students own time*

*Bring a drink of water to class and place on desk or on floor near desks (water bottle permitted locations may vary between certain rooms, i.e. manual arts, computer or science rooms etc).*

## Behaviour Consequences

Step	Staff Responsible	Student Consequence	School Action
13	<i>Office</i>	Exclusion	
12		Student Discipline Improvement Plan / Return From Suspension Interview	
11		External Suspension	
10		Internal Suspension	
9		Daily Record Card	
8		Office 4W Form	
7		Office Detention	
6	<i>Classroom Teacher</i>	 Exit To Office	Contact Parents/ Blue Form – Major
5		 Class 4W Form	
4		 Time Out – At Lunch	Blue Form - Minor
3		 Time Out – In Class	Blue Form - Minor
2		 Second Verbal Warning	
1		 Verbal Warning	

*Depending on severity of behaviour, steps may not be followed in sequence.*

# Behaviour Consequences



**STEP 6:**  
*Exit To Office*



**STEP 5:**  
*4W Form*



**STEP 4:**  
*Time Out-Lunch*



**STEP 3:**  
*Time Out-Class*



**STEP 2:**  
*Second Verbal Warning*



**STEP 1:**  
*Verbal Warning*

warning



BE A LEARNER

BE SAFE

BE RESPECTFUL

**THE 4WS**  
**YEARS P-3**

**This sheet is to help you understand the consequences of your actions and take responsibility for them.**

NAME ..... YEAR .....

What did I do? .....

.....

.....

What is the school rule about this? .....

.....

.....

What will happen if I do this again? .....

.....

.....

Do I want this to happen? YES/NO

What is the right thing to do now? .....

.....

.....

Teacher Comments: .....

.....

.....

Student's Signature: ..... Date: .....

Teacher's Signature: ..... Date: .....

Parent/Guardian Signature: ..... Date: .....



**THE 4WS**  
**YEARS 4-6**

**This sheet is to help you understand the consequences of your actions and take responsibility for them**

NAME ..... YEAR .....

What did I do? .....

.....  
.....

What is the rule about this? (Refer to School Rights and Responsibilities) .....

.....  
.....

What is the consequence of breaking this rule again? .....

.....  
.....

Do I want this to happen?      YES/NO

What am I going to do now? .....

.....  
.....

.....  
.....

Teacher Comments .....

.....  
.....

Student's Signature ..... Date .....

Teacher's Signature ..... Date .....

Parent/Guardian Signature ..... Date .....





## WORKING IT OUT

YEAR 7-10

**This sheet is to help you to understand the consequences of your actions and take responsibility for them**

NAME ..... DATE .....

TEACHER ..... PERIOD .....

What was it about my behaviour that was inappropriate? .....

.....

.....

Which rule/s did I break? .....

.....

What is the consequence of breaking this rule again? .....

.....

.....

Is this what I want to happen? YES/NO

What am I going to do now? .....

.....

Teacher Comments .....

.....

.....

I discussed this with my teacher on .....(day) at .....(time)

Student's Signature ..... Date .....

Teacher's Signature ..... Date .....

Parent/Guardian Signature ..... Date .....