



Leyburn State School

Student Code of Conduct 2020-2023

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:	Jack Mathewson
Principal Signature:	
Date:	TBA
P/C President and-or School Council Chair Name:	Belinda Williams
P/C President and-or School Council Chair Signature:	
Date:	TBA

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Purpose

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

The Leyburn 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.

Principal's Foreword

Leyburn State School has a long and proud tradition of providing high quality education to students from across the Darling Downs South West Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Leyburn State School has four core values; Be Safe, Be Responsible, Be Respectful and Be Resilient.

Be Safe	To act in a safe manner and to model safe behaviours at all times.
Be Responsible	To make responsible decisions and choices and to act with integrity at all times and in all areas.
Be Respectful	To show self-respect at all times and then respect all members of the school community in showing regard for the feelings, wishes and rights of others.
Be Resilient	To show resilience at all times in being able to withstand or recover quickly from difficult situations.

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.

Leyburn 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 Leyburn State School Student Code of Conduct together over the last twelve months. 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.

P&C Statement of Support

As president of the Leyburn State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Jack Mathewson and his team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Leyburn State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Leyburn State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Leyburn State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart [on page 39](#) provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Leyburn State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Leyburn State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

School Captains/Leaders Statement

On behalf of the student body at Leyburn State School, we endorse the Student Code of Conduct for 2020. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Leyburn State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

School Captain Name: Machallan Williams

School Captain Signature:

Date: 6th October, 2020

School Captain Name: Ned Churchward

School Captain Signature:

Date: 6th October, 2020

Data Overview

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

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

School Opinion Survey

Parent opinion survey

Item Description	2017	2018	2019
S2035 This is a good school	50.0	DW	100.0
S2034 I would recommend this school to others	50.0	DW	100.0
S2016 My child is getting a good education at this school	62.5	DW	100.0
S2012 Student behaviour is well managed at this school	50.0	DW	100.0
S2021 Teachers at this school are interested in my child's wellbeing	75.0	DW	100.0
S2017 My child's (Literacy) English skills are being developed at this school	62.5	DW	100.0
S2018 My child's (Numeracy) Mathematics skills are being developed at this school	62.5	DW	100.0
S2006 Teachers at this school provide my child with useful feedback about his or her school work	75.0	DW	100.0
S2028 This school provides me with useful feedback about my child's progress	50.0	DW	100.0
Overall rating for all survey items	61.8	98.6	99.3

Student opinion survey

Item Description	2017	2018	2019
S2068 This is a good school	93.3		91.7
S2067 I would recommend my school to others	92.9		100.0
S2048 I am getting a good education at my school	93.8		100.0
S2044 Student behaviour is well managed at my school	68.8		100.0
S2063 My teachers care about me	81.3		100.0
S2049 My English skills are being developed at my school	93.3		100.0
S2050 My Maths skills are being developed at my school	92.9		100.0
S2040 My teachers provide me with useful feedback about my school work	100.0		91.7
S2059 My teachers encourage me to do my best	87.5		100.0
Overall rating for all survey items	87.0		97.7

Staff opinion survey

	Item Description	2017	2018	2019
Teaching Staff	S2122/S3241: I feel that students receive a good education at this/my school *	100.0	DW	100.0
	S2118/S3239: I feel confident engaging all of my students in learning at this/my school *	100.0	DW	100.0
	S2116/S3238: I feel confident using student assessment data to improve student achievement at this/my school *	75.0	DW	100.0
All Staff	S2108: This is a good school	100.0	100.0	100.0
	S2107: I would recommend this school to others. S3231: I would recommend my school as a good place to work #	88.9	100.0	100.0
	S2074: Student behaviour is well managed at this school	100.0	85.7	100.0
	S2072: Students are encouraged to do their best at this school	100.0	100.0	100.0
	S2086: I have access to quality professional development.	100.0	100.0	100.0
	S2084/S3222: I feel that staff morale is positive at this/my school *	100.0	100.0	100.0
	Overall rating for "All Staff" survey items	97.1	98.1	99.9

School Disciplinary Absences (SDA)

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

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

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

LEYBURN STATE SCHOOL DISCIPLINARY ABSENCES				
Type	2017	2018	2019	2020 (Jan-Sep)
Short Suspensions – 1 to 10 days	12	7	1	4
Long Suspensions – 11 to 20 days	0	0	0	0
Charge related Suspensions	0	0	0	0
Exclusions	0	0	0	0

Consultation

The consultation process used to inform the development of the Leyburn State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between January and September 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to all students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in October 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in December 2020 for endorsement. The P&C Association unanimously endorsed the Leyburn State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Leyburn State School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email footer links of staff emails. Any families who require assistance to access a copy of the Leyburn State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

The Leyburn State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

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

All areas of Leyburn State School are teaching and learning environments and it is our firm belief that all students should have the same opportunity to learn. We consider behaviour management to be an opportunity for valuable social learning, as well as a means of maximising the success of academic education. To this end, Leyburn State School is a Positive Behaviour for learning school.

Multi-Tiered Systems of Support

Leyburn 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	<p>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:</p> <ul style="list-style-type: none">• 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.• The explicit teaching of the Zones of Regulation program to all students as a part of Health and wellbeing lessons.

<p>2</p>	<p>Targeted instruction and supports for <u>some students</u> (10-15%) are more intense than 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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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). • small group interventions delivered by a teacher around social skills, self-regulation and de-escalation strategies. <p>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.</p>
<p>3</p>	<p>Individualised services for <u>few students</u> (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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>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.</p>

Positive Behaviour for Learning (PBL)

Leyburn State School PBL Mission Statement: Leyburn State School is committed to developing respectful, resilient, responsible and safe students with embedded values towards lifelong wellbeing and learning.

(Level 1) Whole of school behaviour levels. (updated weekly)

LEVEL	INDICATORS
GOLD	Student follows all classroom and playground rules consistently (no recorded time outs) Student upholds Leyburn SS values consistently and independently Student upholds high industry in class Student completes homework consistently Student upholds explicit pride in work and care of materials consistently working in class No Removal from classroom / Playground
SILVER	Student follows classroom and playground rules the majority of the time (no more than one time out recorded) Student upholds Leyburn SS values the majority of the time Student completes homework the majority of the time Student upholds explicit pride in work and care of materials majority of time working in class No Removal from classroom / Playground
BLUE	Entry level at the beginning of a school year and for new students
AMBER	Student incurs three removals from classroom / Playground (Referred to Principal) <i>Classroom teacher gives parents written notification when student is Amber - request for parent/teacher meeting</i>
RED	Student incurs five removals from classroom / playground (Referred to Principal) <i>Classroom teacher gives parents written notification of Red status which details the following restrictions: Student may not access off campus activities for the remainder of the current school term: Camps, Excursions, Swimming, Inter school sport, Zone/Regional sports trials, School Discos, Choir Performances, Band Performances, Other planned activities as determined by Administration Team.</i>

Gold Rewards: When students have completed a Semester filling the requirements for Gold level, they are rewarded with a trip off campus: such as an excursion to the movies, ten pin bowling, or a trip to an adventure park, depending on the decision made by PBL leadership team members.

(Level 2) Classroom behaviour levels.

- All students start on 'Green'
- If a student is showing acceptable behaviour, they move to 'Yellow'
- If a student is showing acceptable behaviour and is working well, they can be moved to 'Blue'. Students are then challenged to remain on 'Blue'
- If unacceptable behaviour, student is given one warning and moved to 'Light Green' (warning). Behaviour is addressed by the teacher immediately, giving reason to the student.
- If student continues unacceptable behaviour, they are to move to 'Orange' with five minutes out
- When a student returns and continues to display unacceptable behaviour, they move to 'Red' and into the cool off area. The Student must speak to the teacher before returning to class ready to learn. (teacher to perform 'check ins')

- If they are sent to 'Red' again, they are sent to administration and parents are contacted.
- It is important to note that all students have the ability to move themselves back up the chart when acceptable behaviour is met.

(Level 3) Individual – (tangible reinforcers – racing cars)

When a student is displaying expected behaviours within the whole school environment a tangible reward (racing car) is to be given straight away or once 'Blue' level behaviour has been obtained within the classroom.

- Students are to collect and be responsible for their racing cars (zip lock bag in their desk), which are to be counted weekly (in their second lunch break on Friday).
- Once a car is received, students are to initial on the back and place in their 'wallet' (zip lock bag).
- There is a rewards shop (Super Rewards Store) that will be open on Friday afternoon 2.15pm – 2.30pm where students who have collected 30, 60, 90 etc, can 'shop' for their prize.
- The larger the prize, the more racing cars it will cost.
- Students are given the choice to save their cars (for a larger prize) or to spend them.
- If students are saving, once they reach 30 they will be given a 'blue' car, which will represent 30 cars and will trade 30 green racing cars.
- Once prize is received students go back to zero and restart collecting cars for the next level.
- Students are to sign for their prize and count the number of rewards with the Principal, who will record prizes and number of cars collected.
- A raffle ticket will be given to each child to go into a draw at parade. If a students' ticket is drawn, they will become the special helper for parade.
- Students will continue to receive certificates on parade for acknowledgement of displaying expectable behaviours at 30 racing car intervals.
- At the end of each day, students are awarded tangibles for the colour that they finish on, on the chart. i.e. Blue= three cars, Yellow = two cars and Green = one car.

Whole School Rewards Days

Whole School Rewards Days occur at the end of each Term. The whole school works towards achievement of an agreed upon goal. When that goal is reached, a Rewards Day is given to all students in recognition. Each Term, selected student groups decide what the reward should be.

- Term 1 – Upper Class vs Lower Class
- Term 2 – House Colours (Blue or Gold)
- Term 3 – Year Levels
- Term 4 – Girls vs Boys.

PBL Team

Team Leader – Doreen Grant

Internal Coach – Rebecca Forrest

Secretary – Alison Kowitz

Data Manager – Jack Mathewson

Communication Coordinator – Natasha Hilton

Parent and Community representative – Tanya Guest

Expectations Matrix
At Leyburn State School
Safe, Respectful, Responsible, Resilient

Schoolwide behaviour Expectations Teaching Matrix – Leyburn State School				
All Students Succeeding				
School Contexts	Be Safe To act in a safe manner and to model safe behaviours at all times.	Be Responsible To make responsible decisions and choices and to act with integrity at all times and in all areas.	Be Respectful To show self-respect at all times and then respect all members of the school community in showing regard for the feelings, wishes and rights of others.	Be Resilient To show resilience at all times in being able to withstand or recover quickly from difficult situations.
All Settings – Including all extra-curricular events (Sport, music etc)	<ul style="list-style-type: none"> - Look after equipment - Clean up after yourself. - Be hygienic - Keep hands feet and objects to yourself. (KAHFOOTY) - Walk on hard surfaces. - Walk safely, sensibly and quietly around the school. - Be in the right place at the right time. - Stay in school grounds. - Recognise, react and report. 	<ul style="list-style-type: none"> - Ask permission to leave. - Be in the right place at the right time. - Follow instructions straight away. - Wait your turn - Have your equipment ready. - Make the choice to do what is right. - Be honest all the time. - Attend school all day every day. - Restore my mind and body (Sleep) - Report all safety concerns to staff. 	<ul style="list-style-type: none"> - Hand up to speak and stand - Treat others how you would like to be treated - Use equipment appropriately. - Use polite language - Respect others and selves - Show self-respect - Respect uniform and work. - Represent your school and yourself positively. - Tell the truth - Use good manners. - Respect others' space and property. - Share and wait your turn. - 'Own' your own behaviour. 	<ul style="list-style-type: none"> - Think before you act. - Take turns. - Use and accept feedback. - Keep trying. - Accept others' ideas. - Use self-control - Accept consequences. - Resolve conflict.

Classrooms Office Library	<ul style="list-style-type: none"> - Respect others' right to learn - Enter and exit room in an organised manner. - Keep work space tidy and organised. - Ask for help when needed. - Be an active participant. - Follow classroom rules, routines and expectations. 	<ul style="list-style-type: none"> - Complete set tasks to the best of your ability. - Participate in classroom activities. - Keep work space tidy. - Work independently. - Be prepared for learning. 	<ul style="list-style-type: none"> - Allow teachers to teach and students to learn. - Listen to the speaker. - Raise your hand to speak and stand. - Ask permission to leave the classroom. - Use whole body listening. 	<ul style="list-style-type: none"> - Take responsibility for my actions and work. - Try your best at all times. - Celebrate the success of others.
Playground	<ul style="list-style-type: none"> - Sit to eat - Wear shoes and socks at all times. - Be sun safe; wear a broad brimmed hat. - Take turns and invite others to join in - Follow the rules. - Care for the environment. - Calm my body and mind. 	<ul style="list-style-type: none"> - Return equipment to the appropriate place at end of breaks. - Eat healthy food. - Try new activities – take safe and calculated risks. - Ask others to stop. - Ignore and do not react. 	<ul style="list-style-type: none"> - Participate in school appropriate games. - Play others' games. - Follow rules and play fairly. 	<ul style="list-style-type: none"> - Treat others how you would like to be treated. - Solve problems independently and with help. - Be flexible. - Apologise and let things go. - Communicate problems. - Self manage strong feelings and emotions. - Bounce back.
Transitions	<ul style="list-style-type: none"> - Walk quietly. - Keep to the left. - Move in single file. - Keep walk ways clear at all times. 	<ul style="list-style-type: none"> - Be ready for class on time. - Go straight there and straight back. - Enter and exit all classrooms in an orderly manner so others are not disturbed. 	<ul style="list-style-type: none"> - Rails are for hands and walk one step at a time. - Carry items. 	
Toilets	<ul style="list-style-type: none"> - be hygienic and wash hands. - Walk. - Use facilities correctly. 	<ul style="list-style-type: none"> - Use toilets before and after lessons. 	<ul style="list-style-type: none"> - Respect privacy of others - Use toilets appropriately. 	

Online	<ul style="list-style-type: none"> - Participate in the use of approved online sites. 	<ul style="list-style-type: none"> - Post only appropriate content online. - Report unacceptable behaviour to the teacher. - Be courteous and polite in all online communications. 	<ul style="list-style-type: none"> - respect others' right to use online resources free from interference or bullying. - Keep usernames and passwords private. - Keep private information off online sites. - Hand electronic devices/mobile phones into the office for safe keeping. 	
Before & After School	<ul style="list-style-type: none"> - Prepare for the day - Be on school grounds with permission only. - keep myself and others safe. 	<ul style="list-style-type: none"> - Leave non-school items at home. 	<ul style="list-style-type: none"> - Obey road rules. - Walk bikes, scooters, skateboards in school grounds. 	
Lines/Racks	<ul style="list-style-type: none"> - Keep your belongings orderly. - Walk bike/scooter to the gate. - Wait inside the gate until the bus stops. 	<ul style="list-style-type: none"> - Have your name marked on the bus roll. 	<ul style="list-style-type: none"> - Use own bike / scooter - Wait quietly for teachers 	

Wellbeing and Support Network

Leyburn 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 or Principal 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, social skilling, *Zones of Regulation* and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

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

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention

Leyburn State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Leyburn State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Leyburn State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during

school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Leyburn State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

Leyburn 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](#).

Suicide prevention

Leyburn State School school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Leyburn State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Leyburn State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Leyburn State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Leyburn 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 Leyburn 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.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal, Jack Mathewson on the school phone number.

Role	What they do
Principal	<ul style="list-style-type: none"> • leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need.
Guidance Officer	<ul style="list-style-type: none"> • 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-Based Youth Health Nurse	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs.
Teachers	<ul style="list-style-type: none"> • responsible for student welfare at each year level • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the class, year level and school.
SWD/STLAN	<ul style="list-style-type: none"> • provide social skilling program and interventions • oversee the case management of individual students
Teacher Aides	<ul style="list-style-type: none"> • Assist in providing individual and small group intervention programs.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal, Jack Mathewson.

Consideration of Individual Circumstances

Staff at Leyburn State School consider 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.

Whole School Approach to Discipline

Leyburn 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. (please see above)

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 Leyburn 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 Leyburn 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, to Be Safe, Be Respectful, Be Responsible and Be Resilient. (Four B's)

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 Leyburn State School.

Be Safe
Be Respectful
Be Responsible

Be Resilient

For more detail, please see PBL Behaviour Matrix above

Parents and staff

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

Be Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Be Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child. All contact with the school will be realistic, amicable and respectful.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you. All contact with home will be informative, solutions focussed, amicable and respectful.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

Be Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the school newsletter as the primary means of notifying parents about school news, excursions or events.

You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to address any complaints or concerns about the behaviour of staff, students or other parents, in a timely manner.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Be Resilient

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving issues or complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Consideration of Individual Circumstances

Staff at Leyburn 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.

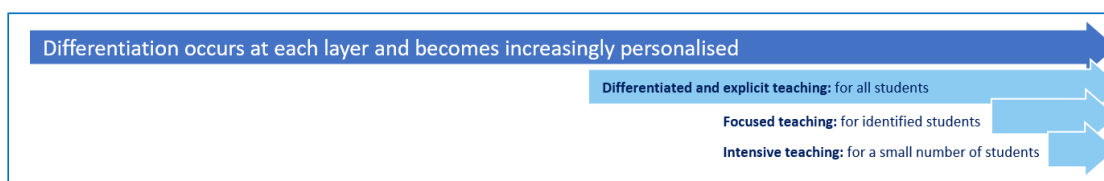
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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



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

Every classroom in our school uses the PBL Expectations 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.

Leyburn State School staff collaboratively develop a range of PBL focus lessons, through interrogating data, which are presented to the school on a Monday morning parade as well as reinforced throughout the week in the classrooms through the use of positive rewards. Positive behaviour is also acknowledged on Friday afternoon parades.

10 Essential Skills in Classroom Management

1. Establish expectations – Making rules
2. Give clear instructions – Telling students clear instructions on what they need to do
3. Wait & scan – Stopping to assess what is happening
4. Cueing with parallel acknowledgement (Thanks for sitting so well _____. when you're targeting another child who is not sitting so well)
5. Body language- (nodding, smiling, thumbs up, moving near, etc)
6. Descriptive encouraging- (about work or behaviour)
7. Selective attending – (looking at child doing the wrong thing, make sure they see you look away)
8. Redirect to learning- (Do you understand what to do? or Do you need a hand?)
9. Giving choices- (You can do this now or at lunch time)
10. Follow through! Doing what you said you would do.

Supporting and Responding to Student Behaviour-Essential Skills to Classroom Management.

Strategy:	Explanation:
Proximity	The strategic placement / movement by the teacher in order to encourage positive behaviour.
Signal, Non-verbal cue	Signals the teacher is aware of the behaviour and prepared to intervene if it continues.
Ignore, Attend, Praise	Praise an appropriately behaving student in the proximity of a student who is not following expectations. No eye contact.
Re-teach	Specifically instruct the student on exactly what should be done to follow the matrix / classroom expectation.
Provide Choice	Stating two alternatives, the desired behaviour and a less preferred choice.
Student Conference	An individual re-teaching or problem solving opportunity

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 Leyburn 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.

Leyburn State School has a range of staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Zones of Regulation
- Social Skilling
- Individualised Behaviour Plans
- Functional Based Assessment.

For more information about these programs, please speak with the Principal, Jack Mathewson.

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 Leyburn State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Leyburn 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 (teacher)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives – Racing Cars and rewards shop
- 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)
- Movement down the behaviour chart
- Time out (Cool off area)
- Detention

Focused

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

- Functional Behaviour Assessment
- Creation of individual behaviour profiles
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy (Racing Cars for positive reinforcement)
- 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 Support Networks 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)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood

so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Leyburn State School are 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. This may include, through the analysis of student behaviour, a Individual Behaviour Plan, with proactive supports moving forward.

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Minor and Major Behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, 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 Administration 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 other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is 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), individual meeting with the student, apology, restitution or detention for work completion.
- 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 expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program;
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Category Definition of Minor and Major Problem Behaviours

Behaviour Categories from OS	Minor (Managed by Staff)		Major (Managed by Admin/Principal)	
	Definition	Examples	Definition	Examples
Bullying/ Harassment	Student engages in low level, repeated behaviour intended to annoy, bother or belittle another student	Excluding others Insults "Go away we do not like you" "You play like a girl"	Student engages in threats, intimidation, negative comments or personal attacks based on race, gender, religion, appearance, ethnicity, disability or other personal matters	Sexual comments intended to intimidate Verbal or physical threats to harm another person Inappropriate touching Encouraging/instigating others to fight
Defiance/ Threats to adults	Refusal to follow adult direction (or comply with redirection)	Walking away when being spoken to by an adult	Repeated and defiant refusal to follow adult directions. Student threatens an adult when given a direction	Yelling at an adult and refusing to follow directions Abusive/threatening language or gestures towards an adult
Disruptive	Low-intensity inappropriate behaviour that disrupts or disturbs teaching and learning	Inappropriate non-related talking Calling out, talking over teacher Tapping objects/playing with objects Wandering physically around room	Repeated behaviour that deliberately disrupts teaching and learning for a prolonged period of time	Sustained loud talking Constant noises with materials Out of seat behaviour that continually deliberately disturbs others
Dress Code	Wearing items of clothing that are not part of the school uniform	Denim shorts Hooded jumpers Clothing with offensive imagery Jewellery, makeup, adornments	Wearing of clothing that does not comply with expected standards of dress including immodest, offensive or inappropriate clothing	Student refuses to comply with dress code despite being offered assistance to solve problem
IT Misconduct	Student engages in non-serious but inappropriate use of personal or school technology	Sending inappropriate emails Use of personal technology without permission Refusal to turn off devices when asked	Student engages in serious misuse of personal or school technology	Sending malicious emails or offensive video material Accessing or displaying pornographic material Recording students (self and others) engaging in socially unacceptable behaviour Uploading recording of behaviour violations

Late	Arrives late to class (or school) without adequate reason	Arrival after commencement of class (school day)	Repeatedly arrives late for class (or school)	Repeated arrival after commencement
Lying/Cheating	Engaging in minor, low level, lying or cheating	Starting stories Consistently cheating to win eg during a game	Student tells lies, spreads rumours, denies behaviour violations despite evidence Obtaining answers unfairly or covertly, accessing information for significant academic gain or advantage	Spreading stories/gossip, rumours about others with the intention to hurt or harm other's reputation Plagiarism Using technology to access information
Misconduct involving object	Using objects in ways that are unsafe or could potentially harm self or others	Inappropriate throwing objects (stones, sticks ,balls) Swinging or climbing on stairs or part of a building	Using objects, equipment as weapons with the intention of causing harm to self, others or property	Using an object to threaten others or risk harm to others Deliberately damaging property or causing injury to others
Non-compliant with routine	Brief or low-level failure to follow known rules, routines or expectations	Running on hard surfaces/buildings Talking loudly while moving between classes In the wrong place at the wrong time Student not handing electronic devices to office by 9.00am	Repeated refusal to follow or comply with expected (and taught routines)	Temper tantrums Verbal defiance Ignoring direction to follow expected routine Walking out of class and not reporting to office or leaving school grounds Refusal to hand phone in when directed
Other conduct prejudicial to good order and management of the school	Unsafe or disruptive behaviour outside classrooms (not hurting anyone else)	Running on stairs and verandas Sliding down stair railings Riding bikes/scooters/skateboards Entering out-of-bounds areas	Dangerous behaviour in/out of school Conduct that damages the school's good name, particularly whilst wearing school uniform	Ongoing breach of minor definition Climbing on top of buildings Smoking in/outside school in uniform Repeatedly in out of bounds areas
Physical Misconduct	Non-serious, but inappropriate physical contact/touching which does not result in injury	Pushing/shoving Inappropriate physical contact Rough play Throwing objects, food Tripping others Spitting on ground	Actions involving serious physical misconduct contact where injury may occur. Intent to cause injury, harm to others or threaten others Knowingly being present at a fight	Fighting, punching, kicking, scratching Hitting with an object Playing tackle football Using sharp/dangerous object/weapon Slapping/Choking Tackling/Slinging to ground Spitting at or on another person Dacking Throwing objects

			without making any effort to discourage it or inform a teacher and/or adding to or inciting it by calling out in encouragement to fight. Relaying to others that a fight is to occur	
Prohibited Items	Student uses and shows other students non-dangerous but prohibited items	Eating chewing gum Disposing of chewing gum inappropriately	Student uses/shows weapons or inappropriate published material on their person or contained within their property eg bags	Weapons Spray cans/aerosols/firecrackers Inappropriate published/downloaded material eg pornography
Possess prohibited items	Student found in possession of prohibited items (but not using them)	Cigarette lighter/matches in student's possession Chewing gum Water bombs	Student wilfully damages or misuses property that results in substantial destruction or disfigurement of property	Weapons Spray cans/aerosols/firecrackers Inappropriate published/downloaded material e.g. pornography.
Property misconduct	Low intensity misuse of property by using school or other equipment inappropriately without causing damage or harm	Playing with scissors Kicking furniture over Scribbling/writing in inappropriate areas Hiding student belongings or taking others things (but not stealing) Throwing waste on floor	Student repeatedly and defiantly refuses to comply with teacher requests to begin work/tasks	Deliberate breaking or damage to property (own or others) Deliberate sabotage of equipment or property including graffiti Deliberate vandalism Stealing property of others or school
Refusal to participate in program of instruction	Student does not engage in lesson by passive inaction; fails to do set tasks or respond to instructions	"I am not doing this" Refusing to bring required materials Task avoidance/doing other activities other than set learning Arms folded and head on desk	Student repeatedly and defiantly refuses to comply with teacher requests to begin work/tasks	Leaving or moving away from class activities without permission Continuing verbal defiance/refusal Temper tantrum Angry outburst/defiant refusal to attempt work causing major learning disruption
Substance misconduct involving illicit substances			Student in possession or supporting another student accessing illicit substances (illegal drugs)	Using mobile devices to make contact with other(s) dealing in drugs
Substance misconduct involving tobacco and			Student is using, in possession or assisting	Alcohol Tobacco Prescription medication Sniffing aerosols/glues

other legal substances			another student to access inappropriate legal substances.	
Third Minor Referral	Repeated problem behaviour despite staff support, correction or intervention	Three or more incidents in one category for additional staff assistance in one week	Repeated problem behaviour despite staff support, correction or intervention	As per Minor behaviours on this list Three or more incidents in one category for additional staff assistance in less than one week
Threats to others	Student threatens to harm another student(s) (low likelihood of it being carried out)	Aggressive body language Verbal taunts Written taunts	Student threatens with the intention of causing physical or emotional harm in a more aggressive manner	Encouraging/instigating others to fight Making verbal threats to others eg "I'll get you after school"
Truant/skip class	Student in school ground but not in timetabled class	Student wandering around school Attending a non-timetabled lesson without permission Hiding in toilets/other locations	Unexplained absence (with or without parent/guardian knowledge)	Leaving school without permission Repeated failure to attend classes or school without permission Early departure without permission
Verbal Misconduct	Student engages in low level intensity repeated use of inappropriate language	"Shut up", "idiot" Swearing to self Inappropriate language in any mode Disrespectful tone or raised voice	Swearing or curse words directed towards others in a demeaning, provoking or aggressive manner	Verbal message to individual or group Inappropriate, abusive, sexual, racist, foul language, aggressive, with intent to defame, harm, slander, demoralise Arguing with an adult
Other	Student engages in any other minor behaviour which does not fall into the above categories	Rolling eyes Inappropriate hand gestures	Problem behaviour causing this referral is not listed above. Staff using this area will specify the problem behaviour being observed.	Aggressive body language

Leyburn School Behaviour Flowchart

Be Responsible

Be Respectful

Observe Behaviour

Be Safe

Be Resilient

Ten Essential Skills

- Establish expectations
- Give clear instructions
- Wait & scan
- Cueing with parallel acknowledgement (Thanks for sitting so well ____, when you're really targeting another child is not sitting so well)
- Body language (nodding, smiling, thumbs up, etc)
- Descriptive encouraging (about work or behaviour)
- Selective attending (looking at child doing the wrong thing, make sure they see you look away).
- Redirect to learning (Do you understand what to do? or DO you need a hand?).
- Giving choices (You can do this now or at lunch time).
- Follow Through !!

Warning / Conference with student

Is Behaviour Principal Managed?

No - Minor

Yes - Major

Use Classroom Consequence

Refer to principal

Complete behaviour plan (with students)
Enter on OneSchool

Does student have 3 minors / Behaviour plans for the same behaviour in a fortnight? Parent contact to occur.

Write the student a ORS & referral on One School and contact Principal and Parent

Classroom / Teacher Managed

- name calling
- exclusion
- not following instructions
- disturbing other people
- fiddling
- constant low level activity - 3 minors = 1 major
- back chatting
- not following school rules
- IT misconduct / electronic devices

Principal Managed

- consistent medium activity
- fighting or aggressive physical contact
- punching / pushing / kicking
- swearing, inappropriate comments
- bullying
- vandalism
- high level physical violence
- Harassment of student, parent or Teacher
- high level swearing
- consistent high level activity
- IT misconduct / electronic devices
- repeated minor behaviours
- prohibited items eg. weapons, guns
- leaving school grounds

Principal determines consequence

Principal follows through on consequence

Principal provides Teacher Parent and Student feedback.

Minor Incident Reports

- Issue warning when student does not respond to pre-correction, re-direction or verbal warning
- Take action to correct behaviour eg. complete behaviour reporting slip, see change in behaviour

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to 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 expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

Ensuring consistent responses to problem behaviour

At Leyburn State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for 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, and usually unexpected, or an occasion requiring immediate action.

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

Basic defusing strategies

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: 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.

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; or
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and 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; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;

- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at

<http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

School Policies

Leyburn 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
- Homework

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.

Power to remove property from students

As per the Education (General Provisions) Regulation 2017, the principal or state school staff member may remove from a student at the school any property in the student's possession if the principal or staff member is satisfied the removal is necessary—

- a. to promote the caring, safe and supportive learning environment of the school; or
- b. to maintain and foster mutual respect between staff members and students at the school; or
- c. to encourage all students attending the school to take responsibility for their own behaviour and the consequences of their actions; or
- d. to provide for the effective administration of matters relating to students of the school.

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

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

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

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

Responsibilities:

State school staff at Leyburn 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 Leyburn 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 Leyburn 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 Leyburn 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 Leyburn 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.

Retention of temporarily removed student property

- principal and state school staff may retain temporarily removed student property if o the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime and state school staff are in the process of notifying police
- police state that they will come to the school to investigate matters relating to the temporarily removed student property, then it is kept until police attend

- if police seize the property under the Police Powers and Responsibilities Act 2000 (Qld), advise the student and their parent of this action and that the temporarily removed student property is no longer in the possession of school staff
- if police decide not to seize the property, return the temporarily removed student property to the student or parent as soon as practicable.
- student or parent has not collected the temporarily removed student property despite reasonable efforts (multiple phone calls, emails or meetings) by the principal or state school staff to advise the student or parent it is available for collection
- where staff reasonably suspect that the student is not the lawful owner of the property.

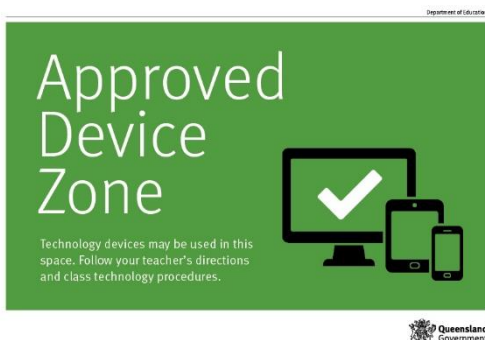
Please see [Temporary removal of student property by school staff procedure](#) for more information.

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.

In consultation with the broader school community, Leyburn 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.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

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

school should avoid bringing their mobile device altogether. The school will not accept responsibility if the phone is lost, stolen or damaged.

It is **acceptable** for students at Leyburn State School, who gain permission from administration 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
 - 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 for safe keeping in the school office, in the plastic box.
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

- to contact persons off school grounds, including parents, during school time. (Students are given permission to phone parents and carers, if required, from the school office).
- bully, harass, or intimidate other students using a device.
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times; such as classrooms or in learning time.
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material

- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

A device may include but is not limited to the following:

- mobile phones
- tablets
- slate
- laptop computers
- wearable technology or sensing devices
- gaming devices i.e. Nintendo switch.

Please see the [Advice for state schools on acceptable use of ICT facilities and devices](#) and [Use of IT systems](#) procedure for further information.

Preventing and responding to bullying

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

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



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for Leyburn State School is to contribute 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 Leyburn State School 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 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 Leyburn 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 Leyburn 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.

Bullying response flowchart for teachers

Please note that 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 will be discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – Jack Mathewson 07 4695 0172

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class. There is also a dedicated senior leadership officer, Principal, Jack Mathewson who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Leyburn 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, Jack Mathewson.

Leyburn State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

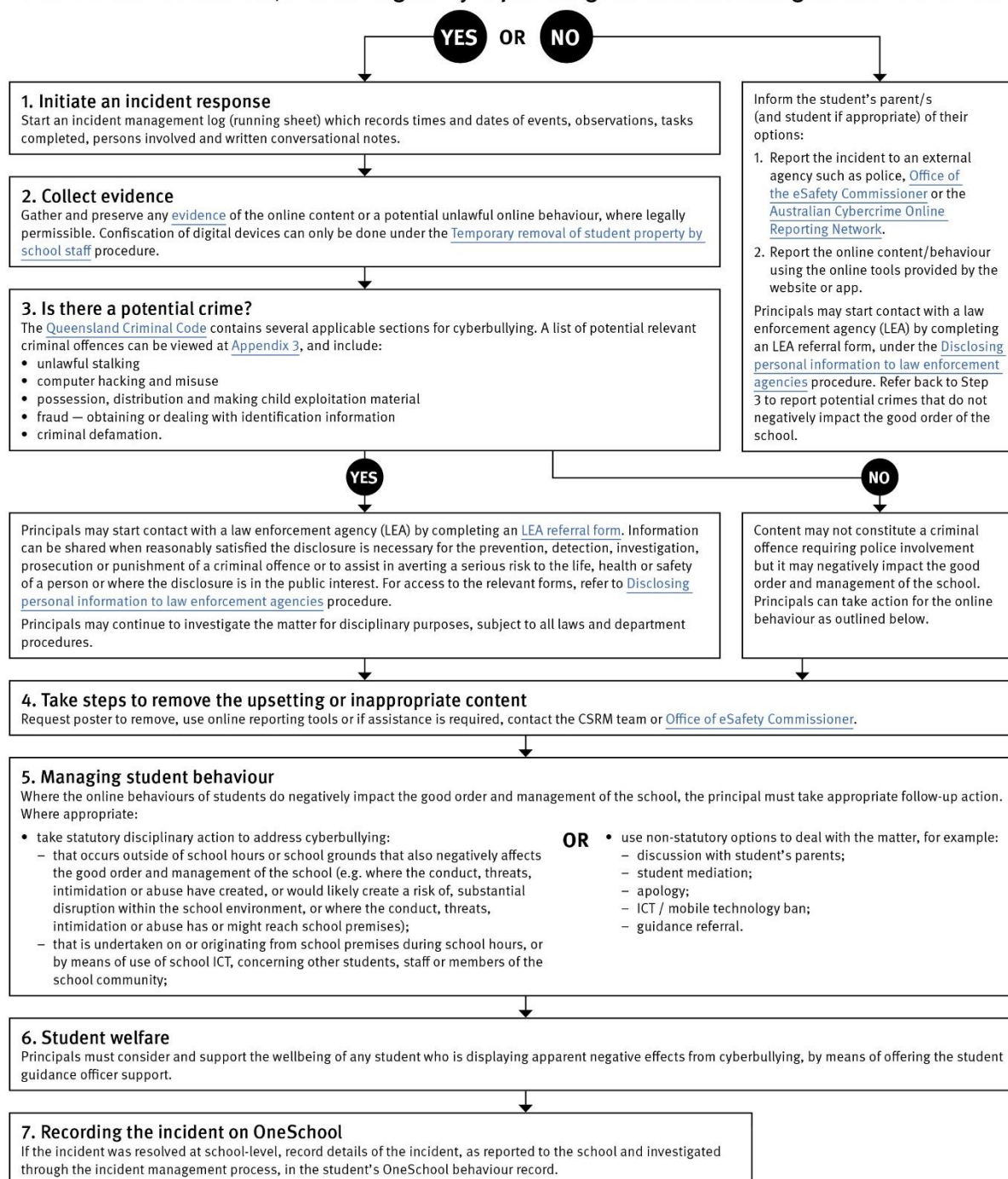
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Leyburn 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 Leyburn 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.

Leyburn State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Leyburn State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Leyburn State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Leyburn State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

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.

Homework

Homework which is thoughtfully assigned and checked can contribute to learning.

Objectives:

Homework is set to –

- Develop students self-discipline, independence and responsibility;
- Improve students' academic achievement;

Operating Principles:

Homework will be thoughtfully assigned for students each week.

At times, the amount of homework increases with the complexity of the students learning in subsequent grades.

Homework will generally be for –

- Practice – opportunities to apply recent learnings
- Extension – encourage the student's individualised and imaginative pursuit of knowledge.
- Revision – learning work recently covered in class in increase retention.
- Completion of assessment tasks or classwork

Types of homework may be varied between grades and individuals.

Differentiation will apply to homework.

The student's homework book should be used to record homework and communicate messages.

Homework will be checked.

Uniform Policy

Leyburn State School is a P&C endorsed uniform school therefore students are expected to wear full school uniform at all times, unless stated in formal communication from or to the school.

Leyburn State School must meet Workplace, Health and Safety requirements; therefore, we request parents and students assist in making this a safe and sun safe environment by ensuring student's shoes and hats comply.

Full coverage shoes must be worn at all times.

School approved board brimmed hats are required for all outside activities, including break times.

Uniform Guidelines

1. Students who are out of uniform must bring a note from their parents to the school. (notes are only valid for short term uniform variations).
2. Teachers to make note in OneSchool of student variation to uniform.
3. Student out of uniform, without a note from home, may be given a consequence determined by the senior teacher in charge.

Uniform

- School shirt with Leyburn State School Logo – Royal Blue
- Shorts, skirt, skort appropriate length – Royal Blue plain colour

Winter;

- School jumper or jacket with or without school Logo – Royal Blue



- Track suit pants - Royal Blue
- Enclosed shoes
- Socks
- Board brimmed hat – Leyburn State School Logo – Royal blue

Swimming;

Students must wear correct swimmers with an approved swim shirt.

Hair – Natural coloured, clean and tidy (appearance); hair must be tied back and out of face at all times while at school; or school events, if hair is longer then shoulder length.

Makeup – Makeup is not permitted for use at school. Wearing of sunscreen is encouraged.

Jewellery –should complement the uniform, not detract from it (appearance). Wearing jewellery is discouraged on the basis of safety. The only items of jewellery permitted are watch, religious pendant and/or 1 pairs of earrings (small studs or sleepers).

Some or all jewellery must be removed (health/safety/appearance), in certain environments.

- School excursions, or when representing the school in the community or on special occasions, such as school photos, presentation nights etc (appearance)
- Practical areas, (but not limited to) Health and Physical Education, Sport and other activities that may require interactions.

Restrictive Practices

School staff at Leyburn 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.

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

Leyburn 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.

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](#).