

Grovely State School

Student Code of Conduct 2020-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

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

The Grovely State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote strong, respectful relationships and effective teaching and learning to engage learners to learn in a safe, calm and predictable environment.

The Grovely State School Student Code of Behaviour outlines the high expectations that we have for all of the community and the way that we respond to and explicitly teach our expectations.

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Principal Name: Leanne Duncan

Principal Signature: 

Date: 25-11-2020

P/C President and-or School Council Chair Name: Annette Moffitt

P/C President and-or School Council Chair Signature: 

Date: 25-11-2020

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Principal's Foreword

Introduction

Grovely is a vibrant and growing school that offers both Mainstream and Montessori pathways to learning. All staff support learners to support every child to be successful in their lifelong learning journey. Our staff work collaboratively in response to data to ensure that all learners achieve. The development of meaningful relationships with learners and staff are imperative to this process as we work together to engage learners in their education and growth as an individual.

Our Narrative

We believe each child can learn and reach their potential. We care deeply and commit to the social, emotional and academic development of our learners and enact this through high expectations and authentic relationships. We commit to ensuring our learners are self-managed, critical and curious thinkers through working collaboratively to achieve high quality access to learning. We celebrate diversity. We are proudly an Independent Public School.

These values and underlying beliefs 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 learners to achieve the goals of the Melbourne Declaration: successful learners, confident creative individuals and active and informed citizens.

Our school staff believe that positive relationships are the core of what we do. We embed the Social and Personal Capabilities of the Australian Curriculum to develop the whole child and believe that all learners deserve unconditional positive regard. This is reflected in our proactive approach to learner behaviour.

- Our Student Code of Conduct provides an overview of the school's local policies on the use of mobile phones and other technology, removal of learner property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate learners about these policies and how learners are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when learners breach the expected standards of behaviour, including the use of suspension or exclusion.
- I thank the learners, teachers, parents and other members of the community for their work in bringing the Grovely State School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have supported the work that we do.

Consultation

Community Consultation involved asking our community for feedback on our current behaviour processes. We invited community members to become a part of this consultation process using our school newsletter, class newsletters and school social media.

Members of the Grovely Community were invited to answer questions about behaviour at Grovely, including what we do well and feedback on what could be done differently. The Ready to Excel team rang a random group of parents to ask these questions. The same questions were asked of members of the P&C, the school council and parents who made contact because of information in the school newsletter and class newsletters.

Information sessions were held via P&C meetings as well as School Council. During these times we shared the work that we had been doing around school culture and behaviour. We asked attending members to also provide feedback.

Staff (teaching and non-teaching) have been involved in consultation as we have worked collaboratively to establish and embed the Grovely Learner Assets over the past two years. This work has involved us reviewing our processes for responding to learner behaviour as well as the consequences that we have used.

Learners were also included in providing feedback regarding their thoughts around behaviour at the school and how we approach this. We value learner voice and often ask our learners for feedback on the Grovely Learner Assets and their learning.

The school has a Ready to Excel team who meet to analyse behaviour data and to collect, collate and review school processes around behaviour patterns and strategies. They reviewed responses from the community, staff and learners.

Communication Strategy

The Student Code of conduct was shared with the P&C and School Council once it was completed in 2020.

During 2021, the Student Code of Conduct will be available on the school website and will be provided to new enrolments at our school.

During 2021, Parents and Community members will be provided with information about the Student Code of Conduct using school and class newsletters, the school Facebook page and school website.

Face to face sessions will be planned in line with the Operating Guidelines and COVID Safe Practices.

Learning and Behaviour Statement

Grovely State School is committed to providing a calm, safe, predictable learning environment for all learners. All staff support learners, so that every child is succeeding in their lifelong learning journey. We expect staff to work collaboratively in response to data to ensure that all learners achieve. The development of meaningful relationships with learners and staff are imperative to this process as we work together to engage learners in their learning and growth as an individual. We believe "if they could they would" and we must teach learners and give them an opportunity to practise skills to be successful.

We believe each child can learn and reach their potential. We care deeply and commit to the social, emotional and academic development of our learners and enact this through high expectations and authentic relationships. We commit to ensuring our learners are self-managed, critical and curious thinkers through working collaboratively to achieve high quality access to learning. We celebrate diversity. We are proudly an Independent Public School.

"We can't hold kids accountable for things we've never told them we expect. Behaviour should be treated like academics.

Learners have to be taught the skills they need"

Eric Green

The underlying beliefs to our Vision: Engage – Ignite – Excel are:

Every Learner Matters

All learners, regardless of their achievement level, have a minimum of one year of academic growth and social growth in literacy and numeracy as defined in our school's data plan in an inclusive environment with improved levels of learner engagement.

Lifelong curious learners through Quality Teaching

Learner learning is increased with evidence-based practices and increased with coaching and monitoring problems of practice.

We work in Collaborative communities

Teacher quality is focussed on the success of each learner through collaborative empowerment and evidence-based practice supported by processes including data response, coaching and feedback.

Mutual Respect is expected

Learner achievement is everybody's responsibility. Our school Learning Culture is framed by the:

Grovely Learner Assets

- Self-Managers – Resilient, Responsible and Reflective
- Thinkers – Open minded, Flexible and Persistent
- Collaborators – Empathetic, Compassionate and Reliable
- Communicators – Confident, Responsive and Reflective

These assets are used to teach learners the Personal and Social Capabilities of the Australian Curriculum they will need to prepare them for their futures. Each Learner Asset has skills and dispositions that teachers explicitly teach during the year. Learners have opportunities to practise these skills and dispositions in a variety of ways including in the classroom, in small groups or targeted one on one/group support and during break times using Rainbow Room and lunchtime clubs.

Learners needs and backgrounds are taken into consideration and differentiation is used accordingly.

Multi-Tiered Systems of Support

Grovely uses a multi-tiered approach to learning and behaviour. This is a proactive and preventative differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Staff work collaboratively with the school inclusion team and leadership team to support learners with their unmet needs.

Tier One – Universal support for all learners – preventative and proactive.

Tier One is supported by the Ready to Excel team and supports all learners with whole school agreed practices. They are proactive and support the culture that promotes learning by reducing the risk of unacceptable behaviours and enhancing learner engagement in learning.

Tier One supports teachers to build positive relationships and a positive classroom environment allowing maximisation of classroom instruction time. It sets clear expectations of what teachers are expected to do to ensure learners are "Ready to Learn". Proactive strategies support teaching the Australian Curriculum including the cross-curriculum priorities, general capabilities, and support consistency across the school. This includes:

- Strong and Positive teacher-learner relationships.
- Calm, safe, predictable classroom environment.
- Unconditional Positive Regard
- Explicit teaching of Grovely State School Learner Assets.
- Effective Teaching and Learning. – Teachers know their learners well and differentiate the learning to support learners.
- Explicit Teaching of the Social and Personal Capabilities.
- Parent communication.
- Essential Skills (toolkit for teachers)

Tier Two – Targeted Support for some learners – responsive and supportive

These supports involve targeted instruction and supports for some learners (approx. 10-15%). They build on Tier One supports and require more time and specialisation in services and involve a range of school-based staff. These supports involve explicitly teaching learners the Social and Personal skills that they require to have success in learning and play environments. They also plan for time to practise and improve.

The types of interventions offered at this level will vary according to the needs of the learners and reflect:

- A clear connection to the Grovely Learner Assets, Personal and social capabilities
- Are evidence based and matched to the learners' needs
- Are developed Collaboratively to support what is best for a learner
- Are documented and support teachers to ensure consistency and clarity of expectations for the learner.

If school data indicates more than 10-15% of learners require targeted services, then a review of Tier One is needed to identify and adjust to ensure quality of instruction.

Tier Three – Intensive support – this is individualised services for a few learners (2-5%)

Support at this level is designed specifically for the targeted learner and will use one to one or small group interventions. This builds on the work already put in place for learners. A team of people support the learner to be successful at school and meet regularly to review and plan for appropriate interventions.

Complex Case Management

Complex Case Management refers to learners who have extensive needs and require highly specialised case support. This process involves a multi-disciplinary approach, where other agencies are working with the learner/family also. Learners deemed as complex cases are endorsed by the Senior Guidance Officer and there are significant inputs by a number of agencies.

Learner Wellbeing and Support Network

Grovely State School offer a range of programs and services to support the wellbeing of learners in our school. Parents and learners are encouraged to speak with their class teacher, inclusion or leadership team if they would like individual advice about accessing particular services. As part of the tiered support, programs and services offered to learners, parents and families as a form of support.

Learning and wellbeing are inextricably linked — learners learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning and have positive, respectful relationships with adults. The [learner learning and wellbeing framework](#) supports state schools

with creating positive school cultures and embedding learner wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

The Australian General Capabilities of Personal and Social Capabilities are the basis for the work we do in all supports for all learners. We use the capabilities to help learners develop self-awareness, self-management, social awareness and social management. This includes explicitly teaching expectations in each area as well as setting goals for learners who require more support and guidance.

Policy and Expectations

There are specific health and wellbeing issues that will need to be addressed for the whole school, specific learners or in certain circumstances:

Specialised health needs

Grovely State School works closely with parents to ensure learners 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 learners with specialised needs, that staff are aware of the learner's medical condition and that an appropriate number of staff have been trained to support the learner's health condition.

Consultation with the school nurse is available as required to ensure the necessary support is in place.

Medications

Parent consent and medical authorisation to administer any medication (including over the counter medications) to learners. If a learner requires medication to be administered during school hours, the school can provide further information and relevant forms.

Learners 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.

The school has an adrenaline auto injector and asthma puffer stored at the office as part of a first aid kit to provide emergency first aid if required.

Learner Support Network

Grovely State School has a Learner Support network in place to help the social, emotional and physical wellbeing of every learner. In the addition to the assistance provided by class teachers, we have a team whose dedicated roles help to ensure our school is inclusive and has a nurturing environment.

Role	What they do
Leadership Team	<ul style="list-style-type: none">• Leadership that promotes an inclusive and positive school culture.• Monitor attendance, behaviour and academic data to identify areas of additional needs.
Deputy Principal	<ul style="list-style-type: none">• Support staff to understand learners' unmet needs and collaborate to provide appropriate support for these learners.
Inclusion team	<ul style="list-style-type: none">• Provide support to all learners with a focus on social, personal development and developing academic success.• Lead understanding of learners needs and support teachers with differentiation and supporting learners to be successful.
Chaplin	<ul style="list-style-type: none">• Provides individual and small group support to learners• Monitors the social and emotional wellbeing of learners and staff• Liaises with leadership team, parents, teachers and other providers as required to support learners and families.• Provides support-using programs to target specific supports as required for learners and families.
Guidance Officer	<ul style="list-style-type: none">• Provides a learner support service within the school environment including counselling.
School Nurse	<ul style="list-style-type: none">• Works with the school to build staff competence and confidence to safely manage procedures and interventions required by learners with specific health needs.• Provides health management planning, training and ongoing support as required.

Grovely State School has access to a range of regional and state-wide support services to supplement the work at the school. For more information on these please speak with the Principal.

Whole School Approach to Discipline

Grovely State School uses a multi-tiered system of support for our approach to school behaviour. This is a whole school approach used in every classroom, including specialist classes, sporting activities, incursions and excursions.

We use evidence-based practices to:

- Analyse and improve learner behaviour and learning outcomes
- Create an inclusive environment involving participation and engagement from all learners.
- Provide continual support for staff (teaching and teacher aides) to develop an understanding of the Grovely approach to behaviour and to maintain consistent school and classroom improvement practices.
- Collaborate with staff and outside agencies as required to continue to review and refine our approach and the evidence-based practices used at the school.

We believe that all learners are learning. We believe that for learners to learn what is expected in classrooms and social situations they need to be explicitly taught and modelled what is expected. Staff provide role models and make their expectations clear. They use incidents as opportunities to re-teach and provide opportunities to practise.

Our teachers:

- invest in building strong respectful relationships with learners to ensure they have every opportunity to be successful in their academic and personal development.
- use unconditional positive regard to support learners to understand that there are consequences for their actions, but this does not mean they are not a valued member of our school community.
- take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use incidents as an opportunity to develop an understanding on the child's effect on others and to re-teach the expectations required to be successful.
- Consider individual circumstances when planning, teaching and assessing learners. This includes using Oneschool to document learners supports including personalised Learning plans and ICP's.
- Our aim is to prepare children for their future. To do this we must support the development of the whole child.

Any learners or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with your class teacher or one of the leadership team.



Self Managers

We are in control of ourselves. We know ourselves as learners and can set and work towards personal goals. We know we can continually improve.

Resilient	Responsible	Reflective
Being brave enough to participate. We face challenges head-on and bounce back from difficult situations.	Being responsible is understanding and accepting your role in the community and the impact on self and others. A responsible person is accountable and takes ownership of their actions.	We can think deeply about our own and others actions and point of view. We accept feedback and can show courage in our decisions.



Communicators

We can communicate ideas confidently in different ways and for different purposes. We listen thoughtfully to what others communicate to us. We can adapt our communication style to different contexts.

Confident	Responsive	Respectful
Confident communicators value their own point of view and their right to express it. They trust what they are saying and are secure that others will receive it appropriately.	Responsive communicators actively participate and can adapt their skills to different contexts. They are mindful of the message they convey and how it is conveyed.	Respectful communicators value what others have to say. They are open to other points of view and honour everyone's right to privacy and dignity.



Collaborators

We can work with others on shared goals, questions and challenges. We know how to be a constructive part of a team, to use different roles for different tasks and to actively listen to and respect other people's views. We understand how our behaviour affects others.

Empathic	Compassionate	Reliable
Being able to put yourself in someone else's shoes or situation. Actively listening to others' concerns without judgement. It is about understanding your own emotions, sharing your own experiences and being vulnerable.	Compassion is feeling or showing sympathy for others. It is the ability to be caring, helpful and kind towards others. It is noticing when others are hurting and being moved to help them.	Reliable is being on time and respecting other people's time. It is managing set tasks and following through, so others can count on you. The ability to demonstrate integrity and being true to yourself and others.



Curious Thinkers

We can think logically, creatively and reflectively. We think about *how* we use our thinking and have different strategies for making our thinking visible to others. We remain open-minded and know that our thinking changes as we learn.

Open minded	Flexible	Persistent
An open-minded thinker has an inclusive mindset that accepts diverse ideas and ways of thinking from different people, cultures and environments.	A flexible thinker has the ability to unlearn old ways and try new ones by adapting and responding to change.	A persistent thinker has the ability to contribute in spite of difficulty, opposition, frustration or fatigue. They will show stamina, endurance and motivation to achieve the goal.

Consideration of Individual Circumstances

Staff at Grovely State School take into consideration each learner's individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when they are teaching the Grovely Learner Assets and when they respond to learner behaviours or apply disciplinary consequences.

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

Our staff understand that all of our learners come from different backgrounds and experiences. This is taken into consideration when teaching expectations as well as responding to behaviour.

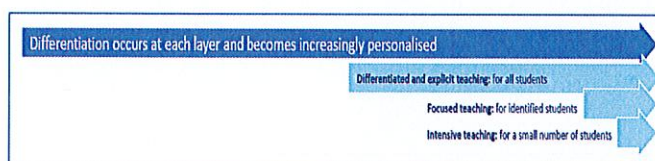
Our teachers are obliged by law to respect and protect the privacy of individual learners. We understand the interest of other learners, staff and parents to know the consequences or result of behaviours for a learner; we will not disclose or discuss this information with anyone but the learner's family or carers. Staff take all matters that impact on other learners and staff very seriously and we assure our community that they will be dealt with and addressed appropriately. We expect that parents and learners will respect the privacy of others.

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

Differentiated and Explicit Teaching

The whole school approach to differentiated teaching and learning for ALL learners means that staff understand and meet the diverse needs of the school community, cohorts, classes, groups and individuals. These needs are identified using school data and analysis of this data as well as day to day monitoring of learners.

Staff respond to the diverse learning needs of all learners by identifying differentiated teaching and learning in all three levels of planning. This model is the same for pedagogical and academic differentiation.



These three levels reflect the tiers described earlier.

Differentiation and explicit teaching for all learners (linked to tier one). This involves teaching the expected skills and dispositions to all learners and providing opportunities to practise.

Each Learner asset and disposition has identified expectations that teachers explain to support learners to understand what each expectation looks like, sounds like and feels like in their classroom and in the playground.

Teachers reinforce expected behaviours by providing feedback, reteaching and appropriate reminders and support.

Focused Teaching

Focused Teaching for learners with identified needs (linked to tier two). This may be with particular learning activities, times of day or places of learning. Focussed teaching is provided to support them have a better understanding of themselves and what is expected so that they can develop the skills and dispositions necessary to be successful. This may involve developing specific goals for the learner. Focussed teaching involves collaboration with support staff and class teacher.

Intensive Teaching

Intensive teaching provides more personalised support for learners (linked to tier three). Research shows that even in an effective, well-functioning school there will always be approximately 5% of the learner populations that require intensive teaching to achieve the expectations. Intensive teaching involves having a specific plan for the learner that involves clear goals and opportunities for frequent and explicit instruction with individuals or small groups. The school collaborates with outside agencies and regional supports to assist learners who require intensive teaching. Some learners are considered complex cases and will involve the senior guidance officer.

Legislative Delegations

Legislation

In this section, Grovely State School Code of Conduct provides links to relevant legislation that inform the overall Learner discipline procedure.

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

Delegations

Under the education (general provisions) act 2006, state school principals are responsible for “controlling and regulating learner 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 learner 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 approach taken by Grovely State School is a proactive and responsive approach to learner behaviour. Staff proactively teach the skills and dispositions that we believe learners need to prepare them for their futures.

The majority of learners will be confident and capable of learning and using these skills and dispositions that are clear to learners through explicit teaching and practice in their classrooms and playground environments. Staff will use timely feedback, reminders, non-verbal and visual cues to support all learners to be successful.

Some learners will require additional support, time and opportunities as reflected in focussed teaching expectations. Continual low-level behaviours can interrupt teaching and learning and teachers will seek support from the leadership team and/or inclusion team by collaborating together to create a Ready to Learn Plan. The intention of this plan is to identify unmet needs the child may have and to collaborate on strategies to try. Ready to Learn Plans are reviewed and uploaded to Oneschool for future reference.

A small number of learners will require a high level of differentiated support or intensive teaching to support them to be successful. The determination of this need will be made by the Principal in consultation with staff and other relevant stakeholders.

On occasion, the Principal may determine an out of school suspension or exclusion is necessary as a consequence for a learner's behaviour. This course of action is only taken when the behaviour is either so serious to warrant immediate removal of the learner for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses are also organised into the three tiers, identifying the increasing intensity of support for learners as well as appropriate responses to support the behaviour to change. Every child's situation and history is taken into account when supporting a child to become self-aware and to develop self-management as they learn and grow in their environment. Each situation is considered individually and a natural or logical consequence used as appropriate. Restorative practices also play a large role in the work that we do as we help learners to understand different social situations and learn a better way to manage them.

Differentiated

Class teacher or support staff provide reminders to assist with self-awareness of situations including:

- Use of essential skills - **1. Establishing expectations**– Grovely Learner Assets **2. Giving instructions**– Telling learners what to do. **3. Waiting and scanning**- Stopping to assess what is happening. **4. Cueing with parallel acknowledgement**- Praising a particular learner to prompt others. **5. Body language encouraging**- Smiling, nodding, gesturing and moving near. **6. Descriptive encouraging**- Praise describing behaviour. **7. Selective attending**- Not obviously reacting to certain behaviours. **8. Redirecting to the learning**- Prompting on-task behaviour. **9. Giving a choice**- Describing the learner's options and likely consequences of their behaviour. **10. Following through**- Doing what you said you would.
- Greetings
- Morning circles
- Positive relationships
- Calm, safe, predictable environment
- Ready to Learn chart to indicate where a learner is at (for the learner to be self-aware and indicate if they need support)
- Reminders
- Acknowledgement of Learner Assets being used well
- Recognition of Learner Assets that are required for success and supporting the learner to focus on or have a goal to work on.
- Nonverbal and visual cues
- Positive reinforcement
- Proximity
- Tactical ignoring

- Individual positive reinforcement/ acknowledgement of positives
- Acknowledge other learners being role models
- Redirection
- Take up time
- Break down of tasks into manageable smaller chunks
- Start with a simple achievable task to begin with success
- Preferred activities
- Provide choice
- First, then
- Visual timetables
- Calming zone/strategies/techniques i.e. bean bag, sensory tools
- Brain Breaks
- Learner voice
- Selected seating arrangements
- Individual discussion – seek first to understand
- Revisit expectations
- Time reminders
- Transition preparation, routines, reminders and practice
- Short clear instructions
- Visual cues
- Peer teaching/partnering
- Practicing skills
- Follow up
- Ready to Learn Plan
- Individual Conference

Focused

The class teacher is supported by other school-based staff to support the development of self-awareness and self-management of persistent, concerning or reoccurring behaviours.

This may include:

- Co-regulation with learner
- Coaching and mentoring of school staff
- Meetings with parents
- Functional Behaviour Assessment
- Targeted skills teaching/support in small group classroom or playground
- Goals to explicitly target change
- Natural Consequences
- Logical consequences
- Restorative practices
- Counseling, chaplain, guidance support
- Learner behaviour plan
- Check in strategies
- Communication book with parents
- Time away to calm – in class (peace table) out of class (buddy class)
- Physical breaks out of the classroom – walking, heavy work. Purposeful job to do
- Sensory room
- Rainbow room
- Playground support plan
- Playground clubs
- Referral for administration support (CCC'S)
- Administration follow up
- Risk assessment
- Development of an Individual Learner Safety Plan
- Support and Intervention

Intensive

School leadership team work in consultation with other agencies and families to address persistent or ongoing serious behaviour concerns. This may include:

- Functional behaviour Assessment based individual support plan
- Complex Case management and review
- Stakeholder meeting with parents and external agencies.
- Risk Assessment
- Individual Learner Safety Plan
- Short term Suspension (up to 10 school days)
- Long Term Suspension (up to 20 school days)
- Exclusion (learner excluded from a particular state school site, for a period of time or permanently)

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland State School, applied by the Principal as a consequence to address learner behaviour that has impacted on the good order and management of the school, the learners who are enrolled in the school, misbehaviour or disobedience.

There are four types of SDA:

- Short suspension (1-10 school days)
- Long suspension (11-20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently)

At Grovely 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 learners behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

The Principal will take reasonable steps to enable the learner to continue their education during their suspension.

Parents and learners 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 family to present their case in the matter. Time is afforded for collection and 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 the appropriate supports are in place to ensure learners can continue to access their education while completing the SDA.

Re-entry following suspension

Learners who are suspended from Grovely State School will be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the learners and their parent/s back to the school. It is a time to set the learner up for future success and to strengthen home-school communication.

The re-entry meeting is organised with the learners' parents at an appropriate time and may occur prior to the day of return for the learner if required. It is communicated via a phone conversation. Re-entry meetings are short and small with only the Principal or their delegate attending with the learner and their parents. If appropriate inclusion support or the class teacher may also attend for a part of the meeting. The purpose for this is to strengthen the relationship and support future success.

In planning the re-entry meeting, school staff will consider any reasonable adjustments needed to support the attendance and engagement of the learner. This may include organising an appropriate time and space, translation or interpretation services.

A record of the meeting is saved in Oneschool as a contact, including any notes, discussion or re-entry agreements.

School Policies

Grovely State School uses school discipline policies to ensure learners staff and visitors work co-operatively to create and maintain a supportive and safe learning environment.

Please ensure that you familiarise yourself with the responsibilities for learners, staff and visitors outlined in the following policies:

- Temporary Removal of learner property
- Use of mobile phones and other devices by learners
- Preventing and responding to Bullying
- Appropriate use of social media

Temporary removal of learner property

The removal of any property in a learner's possession may be necessary to promote the caring, safe and supportive learning environment of the school and to maintain and foster mutual respect between all state school staff, learners and visitors. The [Temporary removal of learner property by school staff](#) procedure outlines the processes, conditions and responsibilities for principals and state school staff when temporarily removing learner property.

The following items are explicitly prohibited at Grovely State School and will be removed if found in the learner's possession:

- Illegal items or weapons
- Imitation guns or weapons
- Potentially dangerous items – no knives of any type are allowed at school.
- Drugs (including tobacco) - administration of medications require medical authorisation.
- Alcohol
- Aerosol deodorants or cans
- Flammable solids or liquids
- Poisons
- Inappropriate or offensive material

Temporary removal of learner property

Property may be temporarily removed from a learner if the principal or state school staff are reasonably satisfied the removal is necessary to

- ensure compliance with the Student Code of Conduct
- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and learners at the school
- encourage all learners to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the learners of the school.

Return of temporarily removed learner property

Principal or state school staff determine when the temporarily removed learner property can be returned, unless the property has been handed to the Queensland Police Service

Ensure temporarily removed learner property held by the school is made available for collection by the learner or parent within a reasonable time period

If the learner is a child, the principal or school staff member may choose to make the temporarily removed property available for collection to the parent only if it is more appropriate to do so, given

- its condition, nature or value, and/or
- to ensure the safety of learners or staff, and/or
- for the good order and management, administration and control of the school.
- where the learner is independent or mature age, it may be appropriate to return the temporarily removed property directly to them
- ensure temporarily removed learner property made available for collection is in the same condition as when the property was removed.

Retention of temporarily removed learner property

Principal and state school staff may retain temporarily removed learner property if

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

Deciding a reasonable time to retain or make property available for collection

In deciding a reasonable time to retain or make property available for collection, principals and school staff will consider the

- condition, nature or value of the property
- circumstances in which the property was removed
- safety of the learner from whom the property was removed, other learners or staff members
- good management, administration and control of the school.

Responsibilities:

Principal

Ensures state school staff are aware of the responsibilities outlined in this procedure that must be followed when temporarily removing learner property, including that

- **consent is not required** to search school property such as lockers, desks or laptops that are supplied to the learner through the school.
- **consent is required** from the learner or parent to open, examine or otherwise deal with the temporarily removed learner property. For example, without the consent of the learner or parent, principals or state school staff who temporarily remove a mobile phone from a learner are **not authorised to unlock the phone or to read, copy or delete messages stored on the phone**.
- where there is suspicion that the learner has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the learner's access **prior to seeking search consent** or calling the police. Under no circumstances should the learner be permitted to go into the bag themselves.
- under normal circumstances, principals and state school staff members **are not permitted to search learner property** (e.g. a learner's school bag) unless they have the consent of the learner or their parent.
- under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, principals or state school staff may need to search a learner's property without the learner's consent or the consent of the learner's parents.
- principals or state school staff do not have the authority to search the person of a learner, if a search is considered necessary the police should be called to make such a determination.

Ensures parents and learners are

- informed of the procedure which enables state school staff to temporarily remove learner property and the expectations in relation to property learners may bring to school
- aware of the right to refuse permission for state school staff to search learner property, and that police may be called if consent is not provided
- provided with clear communication to inform what learner property can be temporarily removed and the expectations in relation to property learners may bring to school.

Ensures information about this procedure is clearly detailed in the Learner Code of Conduct, including

- that state school staff may in certain circumstances remove learner property without the consent of parents or learners
- the limits on state school staff accessing information from temporarily removed learner property, such as mobile phones
- examples of property that may be temporarily removed, such as bags, mobile phones, jewellery or prohibited items such as knives
- examples of the amount of time certain property may be temporarily removed (e.g. end of day or school week)
- that learner property may be seized by the police.

State school staff

Follow appropriate processes outlined in the Learner Code of Conduct regarding

- temporary removal of learner property
- access to information on temporarily removed learner property (e.g. messages or photos on learner mobile phone)
- return of temporarily removed learner property
- circumstances where temporarily removed learner property need not be made available for collection
- deciding a reasonable time to make temporarily removed learner property available for collection.

Learners

Must not bring property onto school grounds or other settings used by the school (e.g. camp, or sporting venues) that

- is prohibited according to the school's Learner Code of Conduct
- is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines)
- puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
- does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
- does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda).

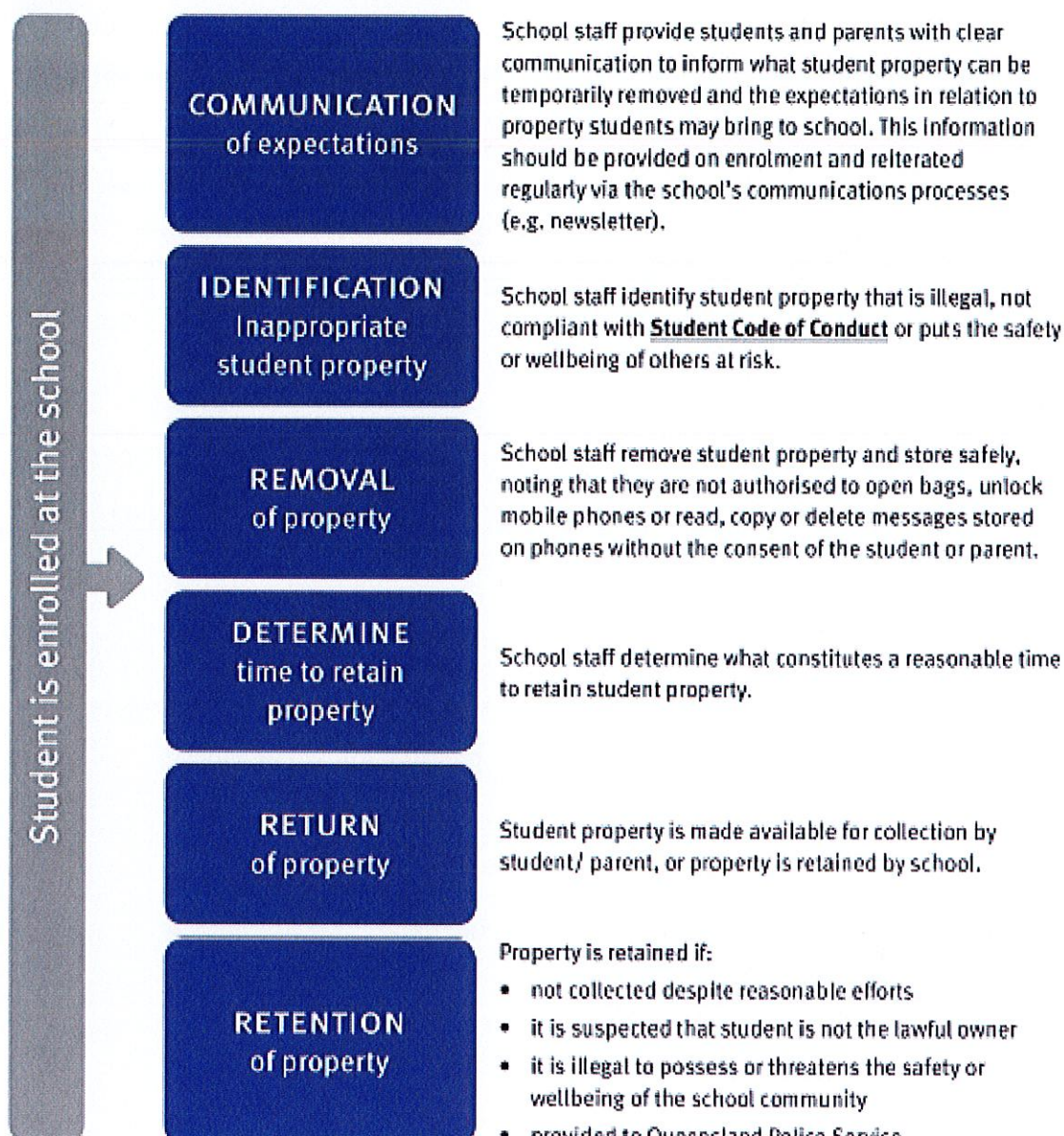
Collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Parents

Ensure their children do not bring property onto school grounds or other settings used by the school that

- is prohibited according to the Learner Code of Conduct
- is illegal (e.g. drugs such as cannabis, ecstasy, amphetamines)
- puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
- does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
- does not maintain and foster mutual respect (e.g. printed materials with offensive language).

Collect temporarily removed learner property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.



Use of mobile phones and other devices by learners

This policy reflects the importance the school places on learners displaying courtesy, consideration and respect for others whenever they are using technology devices.

Grovely State School provides devices including laptops and Ipad's for learners use at school. There is no expectation that a child is required to bring any personal devices into the school unless for educational or medical purposes. This is organised as part of a plan for this learner.

Personal Technology Device Etiquette

Learners must not bring valuable personal technology devices to school as there is a risk of damage or theft. If a learner brings a device to school it is to be kept in the school office where it is safe. It will be collected after school to take home. If learners do not follow this process they may not be able to bring their device to school and parents will be contacted about the learner's responsibility to place their device in the office.

If learners are asked to bring a device to use for a particular school focus this will be monitored and devices looked after by the teacher involved.

Recording voice and Images

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

We uphold the value of respect and the right to privacy at Grovely State School. Learners using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Learners must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher and for educational purposes.

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

The school will not allow images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Learners involved in:

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

Breach of this policy will be subject to consequences appropriate to the action. This may involve suspension and proposal/recommendation for exclusion.

Learners should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Text communication

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Learners need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Learners who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Inappropriate behaviour outside of school hours

Learners may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

ICT and the curriculum

Learners use ICT as an integral part of their learning and to equip them to live and work successfully in the digital world. In the Prep to Year 10 Australian Curriculum in all learning areas, learners develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem-solving, decision-making, communication, creative expression and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others.

Learners develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.

Responsibilities for using the school's ICT facilities and devices

Learners are expected to demonstrate safe, lawful and ethical behaviour when using the school's ICT network as outlined in the [Student Code of Conduct](#).

- Learners are to be aware of occupational health and safety issues when using computers and other learning devices.
- Parents/guardians are also responsible for ensuring learners understand the school's ICT access and usage requirements, including the acceptable and unacceptable behaviour requirements.
- Parents/guardians are responsible for appropriate internet use by learners outside the school environment when using a school-owned or school-provided mobile device.
- The school will [educate learners](#) regarding cyber bullying, safe internet and email practices, and health and safety regarding the physical use of ICT devices. Learners have a responsibility to adopt these safe practices.
- Use of the school's ICT network is secured with a user name and password. The password must be difficult enough so that it cannot be guessed by other users and is to be kept private by the learner and not divulged to other individuals (e.g. a learner should not share their username and password with fellow learners).

Teachers and principals will:

- exercise a duty of care regarding learner access to and use of the school's ICT facilities
- provide guidance for use of their ICT facilities and devices within the classroom, including ensuring learners understand and follow the school's policies and guidelines.

Preventing and responding to bullying

Mutual Respect is expected at Grovely State School. Staff actively and explicitly teach and model the social and personal general capabilities of the Australian Curriculum. We value the development of the whole child – academic, social and personal. The school proactively promotes positive relationships with staff, learners and community members.

Our staff know learner learning is optimised when they feel connected to others and experience safe and trusting relationships.

Learners 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 learners and build stronger connections within the school community.

Parents who are positively engaged with their child's education lead to improved learner self-esteem, attendance and behaviour at school. Enhancing the wellbeing of learners and their educators delivers overall long-term social, health and economic benefits to the Australian community.

We ask parents and carers to speak with the Principal or Deputy Principal if their child is worried or shares any information that is concerning about bullying so that actions can be taken to ensure they feel safe and the situation can be dealt with appropriately.

The school uses the Bullying No Way website to prevent and address bullying.

The school also teaches the Australian Curriculum Health and Physical Education which supports learners understanding of learner safety and online safety.

The social and personal capabilities are taught throughout the school as part of each curriculum area as well as explicitly according to learner and cohort needs.

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 Grovely State School our staff will work to quickly respond to any matters raised of this nature in collaboration with learners and parents. We use a restorative approach to support learners to understand that their actions and words have an impact on other people and how they can change what they are doing to restore the relationship between learners. This may also involve consequences for their actions as each child and adult in our community deserves to feel safe in our community.

The following flowchart explains the actions Grovely State School teachers will take when they receive a report about learner 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 learner/s.

If a learner reports bullying to a staff member:

- reassure them that you will try to **help them**
- **avoid minimising** the issue, or saying dismissive things that imply the issue is not important
- find a **suitable place** to talk, or make a time to discuss the problem privately
- ensure that your **voice is calm** and your body language is open as you listen
- **listen** without interrupting, using only encouraging questions or sounds to show you are listening
- only after you have **heard their whole story** should you ask specific questions if you need more details
- if they haven't already told you, ask the learner **when, how and where** the bullying happens, including:
 - what words have been said or written
 - has anyone been physically hurt and how
 - who is usually around
 - who else have they told about this
 - if it is happening online ask if there is any evidence of what has happened
- ask questions to help you **distinguish** between single incidents of conflict and an ongoing pattern of bullying
- **write down** the information, or ask an older learner to write down the details themselves and give it to you
- **reassure** the learner it's never okay to be bullied
- reassure the learner it is **not their fault** that the other person is behaving in such a way
- **praise** the learner for speaking out, acknowledging that talking about it takes lots of courage
- ask the learner what **they want you to do** and whether they want you to do anything at this stage
- if they want your assistance to stop the bullying, tell them you will now start **your school's procedures** to investigate and respond to their report
- reassure them that the school takes this seriously and that you will **get back to them** as soon you can
- ask the learner if they **feel safe in the short term** in case you need to take preventative safety measures.

Cyberbullying

It is important for learners, parents and staff to know that state school principals have the authority to take disciplinary action to address learner behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and learners 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.

Learners enrolled at Grovely State School may face in-school disciplinary action, such as playground support plans, 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 learners 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 learners that is directed towards other community members or learners from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards learners, 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.

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](#).

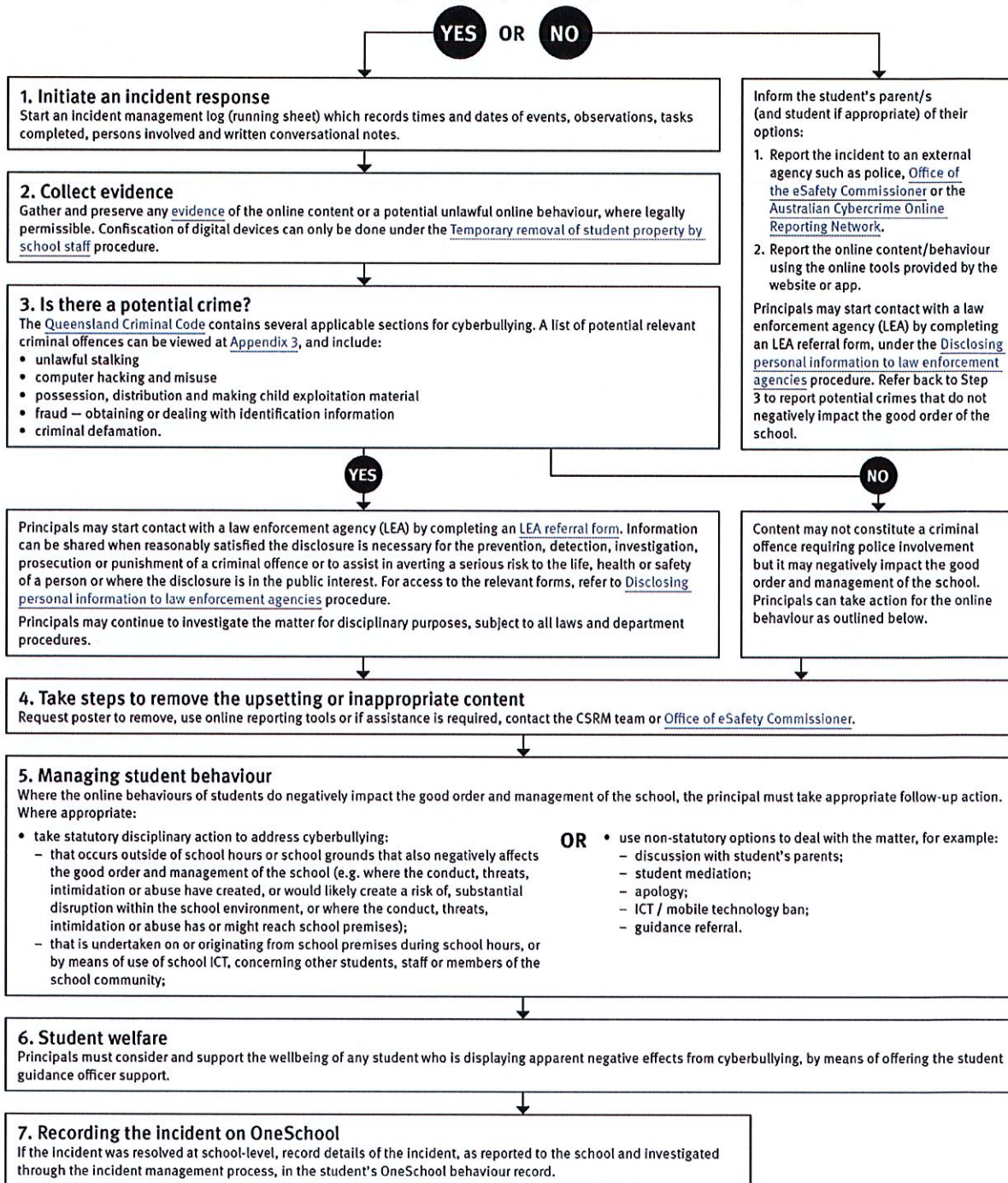
Explicit Images

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.

Learner Intervention and Support Services

Grovely State School recognises the need to provide intervention and support to all learners involved in incidents of bullying, including cyberbullying.

Learners who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Learner Support Network section earlier in this document. Learners 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 Grovely State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure learners' 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 learner.

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

Appropriate use of social media

The internet, mobile phones and social media provide opportunities for learners to network and socialise online. While these technologies provide 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 learners, 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 learners?

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 learners, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

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

In some very rare situations, where there is immediate risk of physical harm to the learner 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 learner, 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 learners
2. Safeguards learners, 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 learner. In such emergencies, a staff member will observe the learner 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

Grovely State School staff have a clear and consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures appropriate actions are taken to ensure that both learners 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 learner or others is likely to be placed in serious jeopardy. The aim in these situations is to bring the behaviour of the learner under rapid and safe control. It is not a time to try and to punish or discipline the learner; it is a crisis management period only.

Staff should follow the documented plan for any learner 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 learner, moving into the learner's space, touching or grabbing the learner, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. If necessary for safety reasons, other learners are temporarily removed from the space/area in which the critical incident is occurring.
3. Maintain calmness, respect and detachment: Model the behaviour you want learners to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the learner, be matter of fact and avoid responding emotionally.
4. Approach the learner in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the learner/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.
5. Follow through: If the learner starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other learners' attention towards their usual work/activity. If the learner continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
6. Debrief: At an appropriate time when there is low risk of re-escalation, help the learner 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.

Resources

- [Australian Professional Standards for Teachers](#)
- [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](#)
- [Learner Wellbeing Hub](#)

Conclusion

Grovely State School staff are committed to ensuring every learner 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.

It is important to us at Grovely that we all work together if there is a concern or problem at school. We ask learners and families to make sure they speak to their classroom teacher as a first point of call. If the issue is not resolved or continues please make sure you speak with the Principal or Deputy Principal.

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 learner:

1. Early resolution: discuss your complaint with the school

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

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

2. Internal review: [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

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

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

- issues about harm, or risk of harm, to a learner attending a state school, which must be managed in accordance with the [Learner 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](#).