



## Richmond Hill 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:	Mark Bray
Principal Signature:	
Date:	3.12.2020
P/C President and-or School Council Chair Name:	TBA
P/C President and-or School Council Chair Signature:	
Date:	3.12.2020

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## Purpose

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

The Richmond Hill 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.

Richmond Hill State School follows 4D practises developed by Caroline McCartney and Restorative practices developed by Adam Voight. Staff are trained and will continue to be trained using these behaviour support methods.

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

Richmond Hill State School has a long and proud tradition of providing high quality education to students from across the Charters Towers Region of Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Through educational excellence, we are committed to developing future focused critical thinkers in an educational environment where high expectations of student behaviour is seen as the foundation to all learning. Richmond Hill State School is an inclusive school that caters for all students and promotes success through the following behaviour expectations:

*Be Safe*  
*Be Respectful*  
*Be a Learner*

These expectations have been used in the development of this *Student Code of Conduct* with the commitment to building the skills of all of our students to be confident, self reflective, valued members contributing positively to society.

This document provides a collaborative and clear explanation of what we expect from our students and how we will support every student to meet those expectations.

Our school community believes in -

- *accepting* the traditions, habits, cultures, beliefs and differences of individuals whilst *respecting* the traditions of school, state and nation,
- *encouraging* all school members to reach their potential,
- *respecting* the rights of everyone to learn and teach to the best of their ability without fear of ridicule or disruption
- *supporting* each person as they learn to become socially and personally responsible citizens
- *negotiating* conflict resolution in a fair and equitable manner through peaceful behaviours, practices and procedures
- *trusting* and *supporting* one another in ways that demonstrate respect for the safety and well-being of all its members, and
- actively *listening* as essential if we really care for others and our school.

## P&C Statement of Support

As president of the Richmond Hill State School P&C Committee, I am proud to support the new Student Code of Conduct.

We encourage all parents to familiarise themselves with the Richmond Hill 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 Richmond Hill 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 33 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Richmond Hill 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 Richmond Hill 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.

## Consultation

Richmond Hill State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during Term 3 and 4 in 2020. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2016 - 2019 also informed the development process. As part of this process, consideration of Year 6 students transitioning to the secondary school has taken place and this Responsible Behaviour Plan is closely aligned with our Charters Towers State High School.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director (Schools) in November 2020, and will be reviewed in December 2021 as required in legislation.

### **Review Statement**

The Richmond Hill 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.

Richmond Hill State School expectations are communicated to students via a number of strategies, including:

- Behaviour expectations discussions conducted by classroom teachers;
- Reinforcement of learning from classroom discussions on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Explicitly teach effective classroom and playground practices using the Essential Skills for Classroom Management
- Explicitly practice quality behaviours for all areas of the school e.g. lining up, toilet usage, playground equipment usage

Richmond Hill State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Updates in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Induction programs in the Richmond Hill State School Responsible Behaviour Plan for Students delivered to all students as well as all staff annually.
- Individual behaviour support plans developed for students with high behavioural needs.
- One School behaviour data is reviewed and shared with staff every 5 weeks to gauge future behaviour strategies
- Staff are trained to develop a schoolwide culture of Restorative Practise
- Defining school, classroom and teacher behavioural expectations and effective rule development that is taught, modelled and is visible in every classroom.
- Staff using Teacher Behaviour Correction Interventions including the 4 R's Model
- Positive Relationship Development with students
- Differentiated Teaching and Learning with Active Supervision
- Consistency and Follow Up
- Effectively using the 4D program schoolwide.

## Multi-Tiered Systems of Support

Richmond Hill 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><b>All students</b> (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 Schoolwide expectations. This involves:</p> <ul style="list-style-type: none"> <li>• teaching behaviours in the setting they will be used</li> <li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li> </ul>
2	<p>Targeted instruction and supports for <b>some students</b> (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"> <li>• there is a clear connection between the skills taught in the interventions and the school-wide expectations.</li> <li>• interventions require little time of classroom teachers and are easy to sustain</li> <li>• variations within each intervention are limited</li> <li>• interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).</li> </ul> <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>
3	<p>Individualised services for <b>few students</b> (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>

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

## **Student Wellbeing and Support Networks**

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

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

### ***Curriculum and pedagogy***

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

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

### ***Policy and Expectations***

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***

Richmond Hill 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***

Richmond Hill 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***

Richmond Hill 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.

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

### ***Mental health***

Richmond Hill 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***

Richmond Hill 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, Richmond Hill 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, Richmond Hill 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, Richmond Hill 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.

## **Consideration of Individual Circumstances**

Staff at Richmond Hill 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.

Richmond Hill State School uses School Wide Positive Behaviour reinforcement and restorative practises as 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.

At Richmond Hill 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 Richmond Hill State School Student Code of Conduct is an opportunity to explain our School Wide Positive Behaviour Framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of SWPB 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 SWPB are encouraged to speak with the class teacher or make an appointment to meet with the principal.

## Clear Expectations

Every classroom in our school uses the SWPB 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, is used as the basis of teaching expectations throughout the year and is revisited regularly to address any new or emerging issues.

### Parents and staff

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

# Matrix of Expectations

## Schoolwide Positive Choices for Richmond Hill State School

	Be Safe	Be Respectful	Be a Learner
All Areas	<ul style="list-style-type: none"> <li>Keep your hands, feet and objects to yourself</li> <li>Walk on concrete areas</li> <li>Enter building only when a teacher is present</li> <li>Solve problems with words</li> <li>Use equipment safely</li> <li>Follow staff directions</li> <li>Be where your meant to be</li> <li>Sensible and safe walking/moving around</li> <li>On time</li> </ul>	<ul style="list-style-type: none"> <li>Use manners and polite language</li> <li>Follow adult instructions</li> <li>Respect the differences in others</li> <li>Respect and care for our school environment</li> <li>Respect others personal space and property</li> <li>Be Honest – tell the truth</li> <li>Keep the school clean and tidy</li> <li>Keep hands feet and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Be in the right place at the right time</li> <li>Be prepared and organised</li> <li>Be a problem solver</li> <li>Attempt all tasks</li> <li>Model correct learning behaviours</li> <li>Attend school every day</li> <li>Be honest</li> <li>Ask for help if you need it</li> </ul>
Classroom	<ul style="list-style-type: none"> <li>Be a good listener</li> <li>Move quietly around the classroom</li> <li>Use equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>Sit still</li> <li>Raise your hand to speak</li> <li>Respect others' right to learn</li> <li>Be a good listener</li> <li>Be patient</li> <li>Help others if you can</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared and prompt</li> <li>Complete set tasks</li> <li>Take an active role in classroom activities</li> <li>Keep work spaces tidy</li> <li>Be responsible for own learning</li> </ul>
Learning Areas	<ul style="list-style-type: none"> <li>Enter a room only if a teacher is present</li> <li>Walk</li> <li>Sit on chairs correctly</li> <li>Ask permission to leave the room</li> <li>Keep floors and walkways clear</li> </ul>	<ul style="list-style-type: none"> <li>Raise your hand to speak</li> <li>Respect others right to learn and the teachers right to teach</li> <li>Encourage others</li> <li>Stay in your space</li> <li>Be an active listener</li> <li>Follow class rules</li> </ul>	<ul style="list-style-type: none"> <li>Be organised</li> <li>Listen to instructions</li> <li>Try your best</li> <li>Be persistent</li> <li>Stay on task</li> <li>Participate fully in learning activities</li> <li>Ask for help when needed</li> </ul>
Online	<ul style="list-style-type: none"> <li>Keep username/passwords private</li> <li>Participate in use of approved online sites</li> <li>Leave games/or downloads on USB's from home at home -no place for use at school</li> </ul>	<ul style="list-style-type: none"> <li>Be polite online</li> <li>Use school devices appropriately</li> <li>Respect other's rights to use online resources from bullying</li> <li>Think before you post/email</li> </ul>	<ul style="list-style-type: none"> <li>View and post appropriate content online</li> <li>Report any unacceptable behaviour to teacher</li> </ul>
Eating Areas	<ul style="list-style-type: none"> <li>Sit in the correct area to eat</li> <li>Use good hygiene</li> <li>Put lunch boxes away</li> <li>Put rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>Use manners</li> <li>Wait until the staff member directs you to leave the eating area</li> </ul>	<ul style="list-style-type: none"> <li>Know the rules</li> <li>Be a problem solver</li> </ul>

Play Areas	<ul style="list-style-type: none"> <li>• Be sun safe; wear school hat and shoes</li> <li>• Stay in your own play area</li> <li>• Play games safely, fairly and to expected rules</li> </ul>	<ul style="list-style-type: none"> <li>• Play fairly</li> <li>• Use Stop/Walk/Talk</li> <li>• Return borrowed equipment</li> <li>• Follow directions given by staff</li> </ul>	<ul style="list-style-type: none"> <li>• Know the rules</li> <li>• Play in appropriate parts of the school</li> <li>• Know the rules and only play approved games</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>• Take a buddy</li> <li>• Wash hands</li> <li>• Use toilets for their correct purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the privacy of Others</li> <li>• Keep toilets clean</li> </ul>	<ul style="list-style-type: none"> <li>• Use toilets before school and during breaks</li> <li>• Use toilets appropriately</li> </ul>
Stairwells/verandahs	<ul style="list-style-type: none"> <li>• Rails are for hands</li> <li>• Carry items</li> <li>• Bags on racks</li> </ul>	<ul style="list-style-type: none"> <li>• Move peacefully in a single line</li> <li>• Walk quietly in a safe manner, sensible walking and in a way that does not disturb others</li> </ul>	<ul style="list-style-type: none"> <li>• Drop items up to area and go not interrupting other classes</li> </ul>
Tuckshop	<ul style="list-style-type: none"> <li>• Line up single file</li> </ul>	<ul style="list-style-type: none"> <li>• Wait quietly</li> <li>• Use manners</li> </ul>	<ul style="list-style-type: none"> <li>• place orders before school</li> <li>• Collect orders before breaks</li> </ul>
Transitions	<ul style="list-style-type: none"> <li>• Move between classes in an orderly manner in two straight lines</li> <li>• Use arrows and walk on the left side of pathways and stairs</li> <li>• Enter and exit rooms in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>• Wait quietly</li> <li>• Walk quietly</li> <li>• Be respectful of other classes</li> </ul>	<ul style="list-style-type: none"> <li>• Line up sensibly at bell time</li> <li>• Move promptly from class to eating areas</li> <li>• Move promptly to class after breaks</li> </ul>
Bike Rack/Bus lines	<ul style="list-style-type: none"> <li>• Use own bike/scooter only</li> <li>• Walk bike/scooter in school grounds</li> <li>• Wait inside the gate until bus stops and directed by staff</li> </ul>	<ul style="list-style-type: none"> <li>• Leave school promptly</li> <li>• Be on time for the bus</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your belongings nearby</li> <li>• Listen to staff on duty</li> <li>•</li> </ul>
Before and After School	<ul style="list-style-type: none"> <li>• Follow bike and road safety rules</li> <li>• Use supervised crossings</li> <li>• Wear correct safety equipment</li> <li>• Sign in when late</li> <li>• Sign out when leaving early</li> <li>• Walk bike/scooter in school grounds</li> <li>• Go straight home or to an agreed location</li> </ul>	<ul style="list-style-type: none"> <li>• Represent your school with pride</li> <li>• Be respectful and courteous to everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Leave valuables at home</li> <li>• Stay in the undercover area until the first bell</li> <li>• Store bags, bikes, and scooters in the correct location</li> </ul>

## Reinforcing Expected School Behaviour

At Richmond Hill State School, communication of our 3 SWPB (School Wide Positive Behaviour) expectations is continually reinforced, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards. **Staff Training** will be undertaken at Pupil Free Days at the start of the year and will be reviewed each term at staff meetings. Further training will be undertaken as required to meet identified needs.

**Richmond Hill State School Gotcha Program, Parade Awards, Classroom Awards and End of Year Awards, Lunch Time activities**

Staff members deliver elements of the Richmond Hill State School Gotcha Program each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a Gotcha Card or Ticket.

Weekly Awards are presented on parade by classroom teachers to recognise students' progress in all areas focusing on the 3 Schoolwide Positive Behaviour Choices. Some classrooms also have their own reward system. e.g. sticker charts/ homework hero

Annual Awards are provided to students in the areas of Academic Excellence, Academic Improvement, Culture and All Round performance at a special parade at the end of the year. The awards may be provided to students who have made considerable progress in these areas, not necessarily for those performing at the highest level.

Lunchtime Activities Program – During the first lunch breaks, students are given the opportunity to undertake various board games, art and craft activities, sports training, Lego Club, Chess club and various social/sporting activities on the oval.

Behaviour Excellence certificates to be given out at the end of each term to students who have had no minor or major behaviour incidents both inside and outside the classroom. This is to be determined by the classroom teacher.

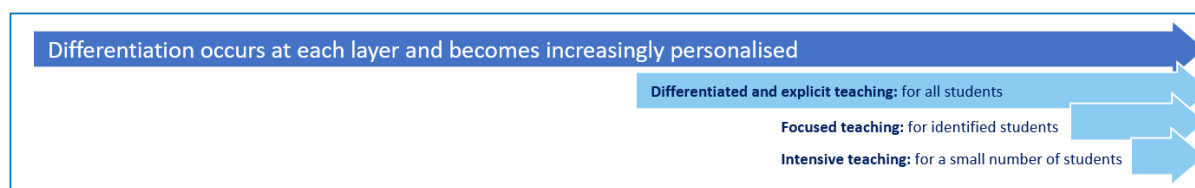
Goal Acknowledgement for each class at the end of each term

## Differentiated and Explicit Teaching

Richmond Hill 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 Richmond Hill 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, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

## Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Gilston State School to provide focused teaching. Focused teaching is aligned to the SWPB 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.

## 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 Exemplar State College 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 Richmond Hill State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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

### Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")

- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

## **Focussed**

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

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

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

### **Arrangements**

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

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

### **Structure**

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

Possible agenda:

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

### **Reasonable adjustments**

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

## School Policies

Richmond Hill State School State has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

### Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

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

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

The following items are explicitly prohibited at Exemplar State College 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 Richmond Hill 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 Richmond Hill 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 Richmond Hill State School Student Code of Conduct or parent Handbook
  - 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 Richmond Hill 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 Richmond Hill State School Student Code of Conduct or parent Handbook
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

**Use of mobile phones and other devices by students**

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, It has been determined that mobile phones are not to be used at School. If the child needs to bring a phone to school it should be handed to their classroom teacher on arrival and will be handed back to the student at 3pm.

## Preventing and responding to bullying

Richmond Hill 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.

### Preventing and Responding to Bullying

#### ***Purpose***

1. *Richie strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:*
  - *achieving overall school improvement, including the effectiveness and efficiency of our student support procedures*
  - *raising achievement and attendance*
  - *promoting equality and diversity and*
  - *ensuring the safety and well-being of all members of the school community.*
2. **There is no place for bullying in Gilston.** Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Ricie include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

#### ***Bullying may be related to:***

- **race, religion or culture**
- **disability**

- ***appearance or health conditions***
- ***sexual orientation***
- ***sexist or sexual language***
- ***young carers or children in care.***

At Richie there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

### ***Rationale***

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Richie are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

### ***Prevention***

- Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the school rules and have been taught the expected behaviours attached to each of the 4C's in all areas of the school
- All students have been or are being taught the *specific routines* in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms

All students are receiving high levels of *positive reinforcement* for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school

- A high level of quality *active supervision* is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

### ***Procedures for Preventing and Responding to Incidents of Bullying (including Cyber-bullying)***

#### ***Purpose:***

Richmond Hill State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- *achieving overall school improvement, including the effectiveness and efficiency of our student support procedures*
- *raising achievement and attendance*
- *promoting equality and diversity and*
- *ensuring the safety and well-being of all members of the school community.*

### ***Responsibility of Parents***

#### ***What Can Parents Do?***

- ***WATCH FOR SIGNS*** that your child is being bullied, e.g., unwillingness to walk to or from school, worries about coming to school, unexplained bruising, disappearance of property, etc.
- ***ENCOURAGE*** the child to talk it through as much as possible so you get the basic act
- ***KEEP AN OPEN MIND***, remembering you are getting one side of the story only
- ***ASK*** questions gently
- ***HELP*** the child reflect on what has been done so far
- ***HELP*** the child work out the best way of solving the problem

#### ***Some Important Next Steps to Consider:***

- ***NEVER*** try to sort out the bullies yourself – it rarely works and can make the situation worse
- ***WHEN YOU ARE CLEAR*** on the facts contact your child's teacher for an interview
- ***PRESENT*** your information as calmly as possible
- ***REMEMBER***, the school says NO to bullying and the best way to solve the problem is to work with the school as partners in finding solutions
- ***ASK*** your child's teacher about the school's policy on bullying and how they

#### ***Deal with it in their classroom***

- ***GIVE*** the teacher some time to investigate the problem and arrange a follow up time

#### ***The Next Steps May Then Include:***

- ***ENCOURAGE*** your child to develop friendships
- ***SUPPORT*** your child in developing sporting, cultural and other talents that will

build their confidence in a safe, supportive environment

- ***WORK*** at improving your child's self esteem
- ***SEEK*** counselling to enable the child to learn to be more assertive and resilient

and less likely to be bullied

- ***IF SEVERE ABUSE*** is evident, you may wish to consider police action

***Responsibilities of the Teacher in regards to Bullying***

- Make yourself available
- Treat incidents confidentially where necessary
- Treat incidents seriously
- Thoroughly investigate each incident
- Follow-up where necessary
- Proactively educate the children using Social Skills Programs

### ***Rights of Children with Respect to Bullying at School***

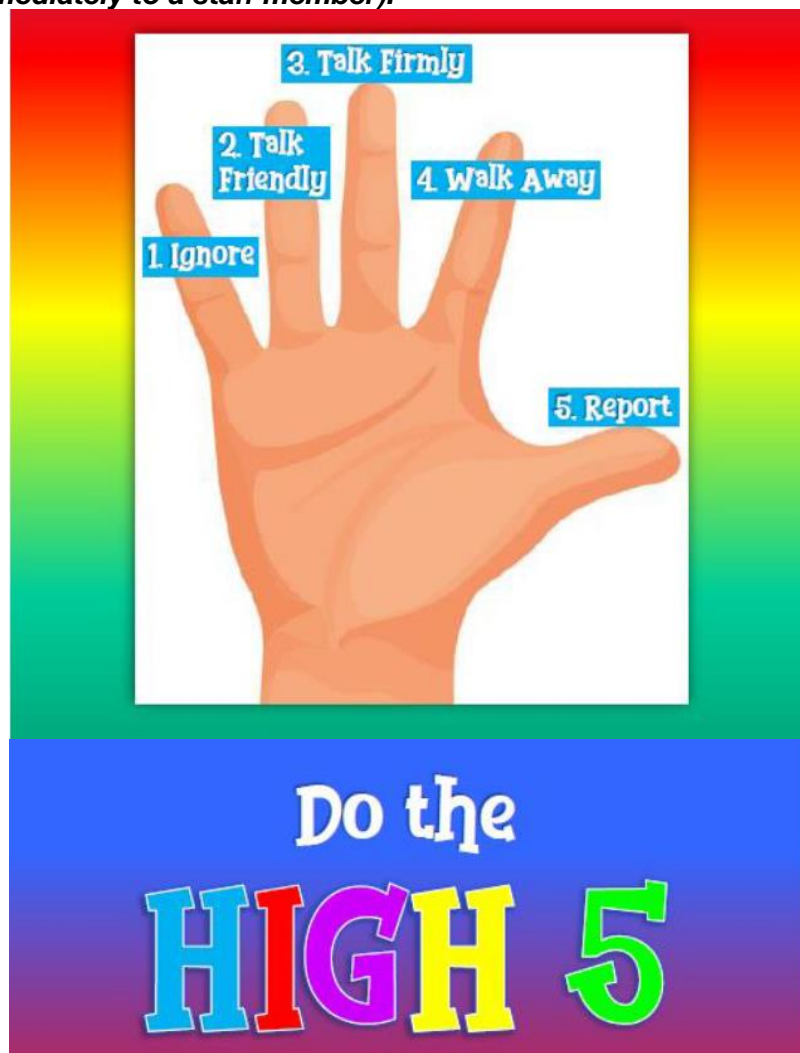
- *To know that they may talk in confidence to a liked and trusted Teacher/Administration*
- *team member about an incident/s and that they will be listened to and taken seriously.*
- *To know that help is available.*
- *To be confident that follow-up action will occur after reporting the bullying.*
- *That assistance will be given to help them deal successfully with any further bullying.*

### ***Responsibilities of Students***

At Richmond Hill State School, students are taught *The High Five Strategy* from Prep to Grade 6 to allow them to manage bullying and/or situations they feel uncomfortable as a result of another person's behaviours. This also supports them to develop resilience necessary not only in school life, but in life as an adult. Staff are taught and expected to act diligently and in a timely manner when a student makes a report to them. All staff are easily identifiable when rostered to provide supervision to assist students when reporting. High visible vests are worn to assist this process.

### ***High Five Steps include:***

- 1. Ignore***
- 2. Talk Friendly***
- 3. Talk Firmly***
- 4. Walk Away***
- 5. Report (Immediately to a staff member).***



### **Responsibilities of Children Who Witness Incidents of Bullying:**

As most bullying occurs in the playground, student involvement is essential.

Students are more likely to be aware of and be witnesses of bullying.

Students can -

- Inform teachers of places in the school grounds (eg behind the toilets) where bullying occurs
- Inform the classroom teacher or playground duty teacher where children are being bullied
- Witness incidents of bullying and report:

1. Who was bullying

2. Who was being bullied

3. What happened

4. Where the incident took place

- Offer support and friendship to the child who has been bullied
- Understand that telling the teachers is not dobbing.

## **Appropriate Use of Social Media**

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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 Richmond Hill 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.

## 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

Richmond Hill 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 Richmond Hill 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.

# Richmond Hill 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](#).

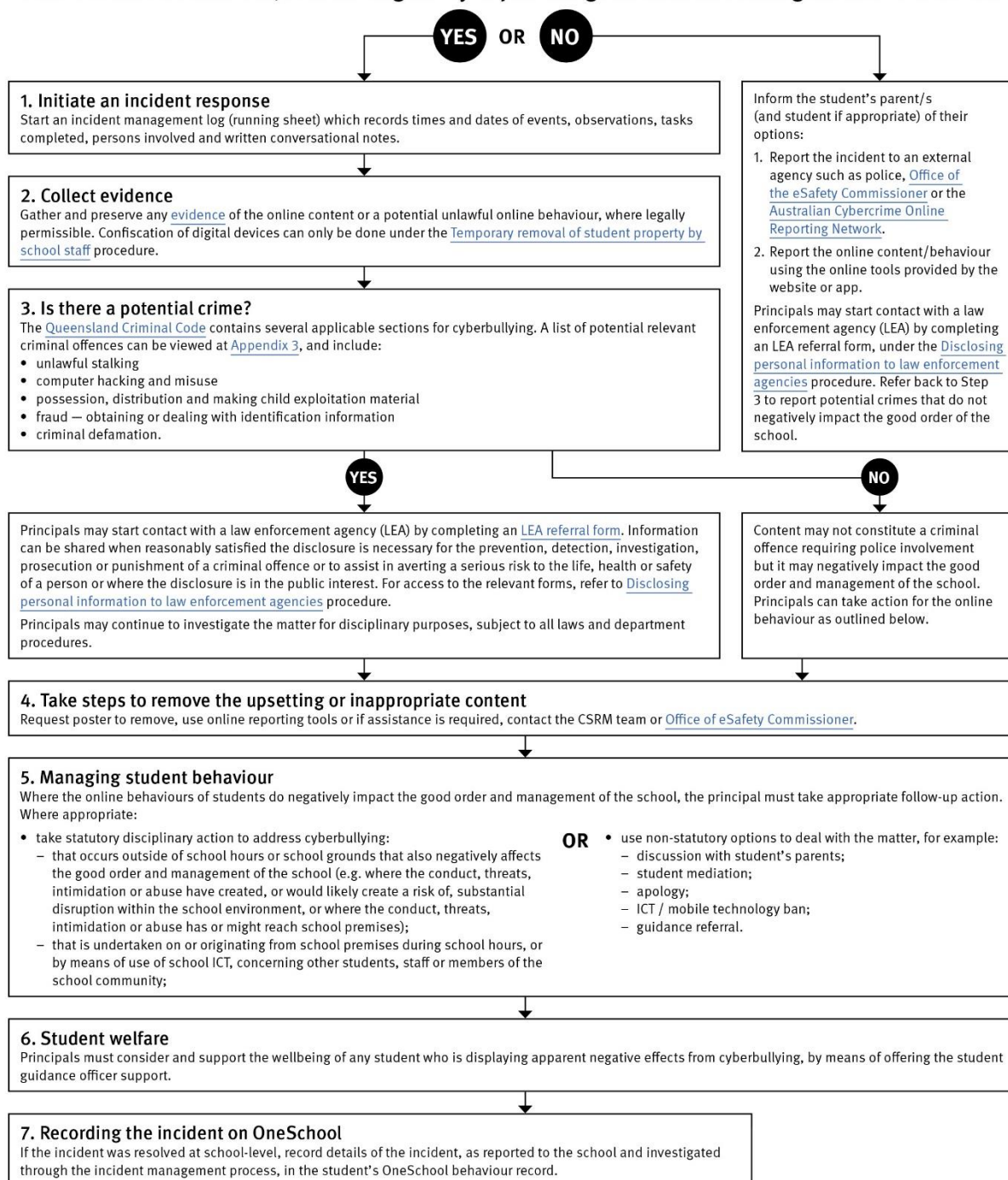
### Explicit images

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

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



## Richmond Hill State School - Bullying response flowchart for teachers

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

### Key contacts for students and parents to report bullying:

**Prep to Year 6** – Class teacher

**School Admin Team** – Principal, Deputy Principal, Engagement Teacher

- 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
- 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
- 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
- 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
- Engage the student as part of the solution
- Provide the student, parent and admin team with information about student support network
- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed
- 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
- 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 Richmond Hill State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels. There is also a leadership team at Richie ( Principal and Deputy Principal) 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 Richmond Hill 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.

## 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).

## **Social media**

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

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

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

### **Possible civil or criminal ramifications of online commentary**

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

### **What about other people's privacy?**

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

### **What if I encounter problem content?**

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

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

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

## Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Conclusion

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

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

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated

- let us know if something changes, including if help is no longer needed.

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

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

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

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

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

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

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

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

## Parent ↔ Teacher Communication Expectations 2021

*Communication: is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behaviour. It is the meaningful exchange of information between two or a group of people.*

### Examples of Teacher to Parent Communication:

- Phone calls/emails
- Parent letters
- Informal conversations (drop off/collection times)
- P/T interviews
- Student Snapshots
- Achievement certificates
- Student awards
- Detention letters
- Positive letters/Postcards
- Communication books
- Behaviour sheets/books/Cards
- Newsletter/website/Skoolbag App
- Class Communication Apps – Class Dojo, Apple Tree, Seesaw
- Report Cards
- Attendance letters

### Where might this occur?

- In Classroom
- At school
- At set junctures throughout term
- Incidentally
- In shopping precinct informally if both parties willing
- Around school grounds

### How often would this relationship building communication occur?

- Within the first fortnight of school starting.
- Child of no concern – min 4x per Term.
- Children with concerns –Daily/weekly/fortnightly?
- Immediately or on the day if you have an issue/concern especially around inappropriate behaviour
- Daily for those using communication books or emailing parents regarding inappropriate behaviour
- Tier 1 and 2 Behaviour incidents – Same day

### Common Understandings

- This is an integral part of the EQs PACE Program.
- We do this to develop ongoing positive School/Teacher/Parent/Student relationships
- There must be open lines of communication between the school and parent
- Communication undertaken can be both formal and informal, depending on the situation
- Communication must be confidential and professional for both parties
- Communication of a formal nature MUST be placed on OneSchool.
- Mutual respect must be shown by both parties
- Parents do not like surprises on report cards or when they get a call from the admin team.
- Parent to contact Admin if the communication fails and all types have been tried e.g phone call, email, letter/note, seeing parent at time of collection of student, text ( if teacher wishes to)
- Admin will support with challenging parent discussions

