



Craigislea State School

Student Code of Conduct

2025-2028

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education



Purpose

The Student Code of Conduct clearly sets out expectations about staff responsibilities to support students to understand and meet discipline expectations of the school, and guidance on the application, where required, of disciplinary consequences. This document will be available on each school's website and provided to newly enrolled students and their parents.

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Endorsement

Principal Name:	Melanie Rehm
Principal Signature:	
Date:	29 May 2025
P/C President and-or School Council Chair Name:	Joel Miller
P/C President and-or School Council Chair Signature:	
Date:	29 May 2025

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Principal's Foreword

At Craigslea, we're proud to have a caring and inclusive school community, committed to delivering high-quality education in a safe, supportive and engaging learning environment. Our school motto, *Learn for Life*, guides everything we do.

We want every student to feel confident and empowered in their learning, so they can reach their full potential in a changing world. Our commitment to diversity and inclusivity means we focus on building strong relationships and a sense of belonging — so that every student and family feels welcome, valued and supported.

We are also firmly committed to maintaining a safe, respectful and well-ordered school environment. This ensures our students can learn effectively, our teachers can teach, and everyone in our community — including visitors — feels safe and respected.

Our **Student Code of Conduct** sets out clear expectations for student behaviour, and includes information about our *Positive Behaviour for Learning (PBL)* and Bounce Back program. It explains how we promote positive behaviours, prevent issues, and respond to inappropriate behaviour. The plan also covers our policy on mobile device use and other important guidelines.

You can view or download the **Student Code of Conduct** from our school website. We encourage all parents and carers to read through the document with their children, so that everyone understands what is expected and how we work together to support a positive school culture.

Consultation

Our **Student Code of Conduct** has been developed in consultation with students, parents and staff, and meets all Department of Education requirements and legislation.

To ensure the document reflects the values and expectations of our whole school community, a draft was shared with key stakeholders including the Student Council, P&C and all staff for feedback. The final version provides clear guidance on behaviour expectations, available supports, and the consequences for inappropriate behaviour.

This document is an important tool in helping students understand what it means to be safe, respectful and responsible members of our school community. We encourage all parents and carers to read through the Code of Conduct with their children so that everyone is clear about these expectations.

The **Student Code of Conduct** will be available on our school website, and we'll notify families through our newsletter and social media. To support our diverse community, translated versions will also be made available where needed.

Learning and Behaviour Statement

At **Craigslea State School**, we provide an inclusive, dynamic and engaging education that supports every student to grow into a resilient, independent, responsible and active member of the community.

Our teaching programs focus on building strong foundational skills, positive attitudes and core values to help students reach their full potential.

We follow the **Australian Curriculum**, which sets consistent national standards for student learning from Prep to Year 6. Our teachers plan, teach, assess and report on eight key learning areas:

- English
- Mathematics
- Science
- HASS (Humanities and Social Sciences)
- The Arts, including Music
- Technologies
- Health and Physical Education
- Languages (Japanese)

Each learning area includes year-level achievement standards that describe the expected knowledge and skills at each stage. Teachers use these to plan units of work with clearly defined learning goals.

Many of these learning areas are also supported by **specialist teachers**, including:

- Health & Physical Education
- The Arts (Music)
- Languages (Japanese)
- STEM (Technologies)

Positive Behaviour for Learning (PBL)

Our school uses the **Positive Behaviour for Learning (PBL)** framework to support consistent and positive behaviour across the school. PBL helps create a safe, supportive and respectful environment by clearly defining expectations, teaching positive behaviours, and providing targeted support where needed.

At Craigslea, we aim to build a shared language around behaviour and ensure all students understand what it means to be safe, respectful and responsible – in line with our school values.

Our school-wide expectations are promoted as **LIFE**:

Learning: Be a Learner

We have a strong focus on quality teaching, learning and building highly skilled learners who show commitment to and responsibility for their own learning.

Independence: Be Independent

We develop student personal and social capabilities to contribute positively to our school and the wider community. We focus on developing a sense of personal responsibility, self-management and resilience.

Friendship: Be a Friend

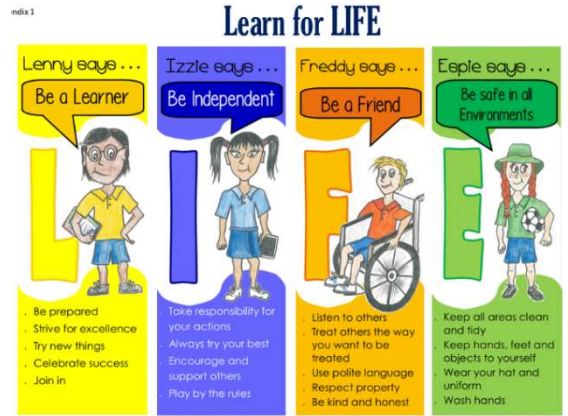
We develop kindness, empathy, understanding and the valuing of difference. We develop in our students a strong sense of belonging to our school community.

Environment: Be Safe in all Environments





Respect for place is modelled and explicitly taught to our students. Respecting our place of learning and valuing the important places within our school by taking care of them and always being safe.

Important guiding principles of our PBL framework include:

- Appropriate behaviour is explicitly taught.
- Acknowledging students who meet our expectations is a crucial factor in reinforcing their use of positive behaviours.
- For some students, extra support and intervention will be required in both teaching and reinforcing such behaviour.



Craiglea State School – LIFE Expectations

Expectations	Whole School	Classrooms	Eating/Play Areas	Off-site	Tuckshop	Toilets	Transition / lining up
L Be a Learner 	<ul style="list-style-type: none"> • Try new things • Be prepared to participate in learning activities • Be an active listener • Be an active participant • Follow directions 	<ul style="list-style-type: none"> • Be an active listener • Be an active participant (do your job) • Be prepared • Do your best at all times 	<ul style="list-style-type: none"> • Try new games • Use strategies for resolving conflict 	<ul style="list-style-type: none"> • Listen to presenter • Stay on task • Help pack and carry equipment • Accept Umpires' decisions as final • Active participation • Follow teacher or coach's instructions 	<ul style="list-style-type: none"> • Have your money ready • Count your change 	<ul style="list-style-type: none"> • Wait your turn • Use time wisely to go to the toilet 	<ul style="list-style-type: none"> • Be organised and ready to learn • Know your job as front leaders and back shepherds
I Be Independent 	<ul style="list-style-type: none"> • Take responsibility for your actions • Be honest • Always try your best 	<ul style="list-style-type: none"> • Do your best at all times • Attempt all tasks straight away • Be honest 	<ul style="list-style-type: none"> • Look after equipment • Look after plants and animals • Wait for your teacher to dismiss you • Put rubbish in bins once dismissed • Go to the toilet in break time • Collect your belongings and return to your bags 	<ul style="list-style-type: none"> • Care for your belongings • Look after your buddy • Return permission slips and payment • Follow instructions of all adults • Care for property of others 	<ul style="list-style-type: none"> • Know what you want to order • Wait patiently • Return to eating area • Put rubbish in bins 	<ul style="list-style-type: none"> • Use buddy system • Play or yelling is not OK • Report damage to office 	<ul style="list-style-type: none"> • Be in your class line by second bell
F Be a Friend 	<ul style="list-style-type: none"> • Listen to others who are speaking • Treat others the way you want to be treated • Use polite language • Respect personal space • Respect your own and others' equipment • Encourage and support others 	<ul style="list-style-type: none"> • Respect others' right to learn • Treat people and property with care • Make friendly choices 	<ul style="list-style-type: none"> • Keep noise to a minimum • Wait your turn on equipment • Invite others to play • Use your manners • Treat others kindly 	<ul style="list-style-type: none"> • Display good sportsmanship • Treat classmates with courtesy • Respect the environment • Treat equipment respectfully • Treat opponents and team mates respectfully • Be courteous to the public, including parents and volunteers • Be inclusive of all people 	<ul style="list-style-type: none"> • Use nice manners • Wait your turn 	<ul style="list-style-type: none"> • Allow for privacy of others 	<ul style="list-style-type: none"> • Walk quietly so everyone can continue learning • Wait your turn • Listen to instructions
E Be safe in all Environments 	<ul style="list-style-type: none"> • Keep all areas clean and tidy • Keep hands and feet to yourself • Ask permission to enter or leave • Wear correct school uniform 	<ul style="list-style-type: none"> • Walk • Use furniture and equipment properly • Sit in the correct way (whole body listening) • Keep your area clean and tidy 	<ul style="list-style-type: none"> • Follow teacher instructions • Only eat your own food • Sit while eating • Wear your school hat • Walk on concrete and around buildings • Wear shoes and socks at all times • Play in your area only • Wash hands before and after eating 	<ul style="list-style-type: none"> • Wear school uniform • Be sun safe • Follow directions • Stay seated and quiet in transport • Keep all parts of body in vehicle • Stay with group • Use equipment safely • Adhere to school and community rules and expectations 	<ul style="list-style-type: none"> • Leave a path for others walking past 	<ul style="list-style-type: none"> • Wash hands with soap and water • Use toilet facilities appropriately • Keep water in sinks • Stay with your buddy • Do not take food into toilet blocks 	<ul style="list-style-type: none"> • Walk safely in line with teacher towards the rear • Stop at appropriate points • Stay to the left of the stairs • Stay together

Student Wellbeing and Support Network

At Craigslea State School we pride ourselves on providing quality, inclusive education for all our learners. Our Student Engagement And Learning teachers and teacher aides work collaboratively with classroom teachers to engage learners through differentiation, focused and intensive teaching. To support the diverse needs of our students, we have a dedicated staff capable of addressing individual student needs.

School based staff include:

- Head of Inclusion (HoI)
- Head of Curriculum (HoD-C)
- SEAL (**S**tudent **E**ngagement **A**nd **L**earning) teachers
- Guidance Officer
- Social Worker
- Speech Language Pathologist (SLP)

Regionally accessed staff include:

- Advisory Visiting Teachers – AVT (Physical Impairment, Hearing Impairment, Visual Impairment, Student Engagement)
- Department of Education Physiotherapist, Nurse and Occupational Therapist

Guidance Officer

Craigslea State School has a dedicated Guidance Officer (GO) who works at our school two days a week. Our GO provides comprehensive services to support learning, engagement and social and emotional wellbeing of a wide variety of students and their families.

Social Worker

At Craigslea State School we have access to a Social Worker as part of the Student Wellbeing Package. Our school-based Social Worker is funded to support students and families 3 days a fortnight and can provide wellbeing and mental health supports for mild to moderate concerns. Social Workers can act as a link between school, home, and community, providing counselling, advocacy, resources, and crisis management to students and their families. Social Workers work within a psycho-social framework that seeks to empower students and families to actively engage in their school community.

Speech Language Pathologist (SLP)

Craigslea State School has a dedicated Speech Language Pathologist (SLP) who works at our school two days a week. Our SLP provides comprehensive services to support students, their families and staff to ensure that students are able to achieve.

Accessing Student Support

We understand that some students may need additional help at different times, and we have a clear **referral process** in place to ensure they receive the right support.

Our **Student Support Team** meets fortnightly to review student referrals and identify the most appropriate next steps. This may include providing **targeted (focused)** or **individualised (intensive)** support tailored to the student's specific needs. Support may be delivered through school-based staff or external specialists, depending on the individual needs.

If you are concerned about your child's wellbeing, learning or behaviour, we encourage you to **speak first with your child's class teacher**. The teacher can begin the referral process if additional support is needed and will work closely with you to keep you informed and involved. By working together, school staff, families and support services—we aim to ensure every student feels safe, supported and able to thrive at school.

Social Emotional Learning (SEL) - BOUNCE BACK program

At Craigslea State School, we foster a culture of care and hold high expectations for every student. We understand that student wellbeing and learning go hand in hand when students feel safe and supported, they are better able to succeed.


To support this, we use the **Bounce Back program**, which helps create a positive, safe and supportive learning environment. Based on research, Bounce Back teaches students practical strategies to build **resilience and wellbeing**, equipping them to handle everyday challenges and 'bounce back' from setbacks.

Teachers explicitly teach these skills and model them in the classroom. Students have opportunities to practise through real-life situations and classroom activities. When students demonstrate these behaviours, staff give positive feedback to help reinforce and strengthen these important life skills.

The Bounce Back program is closely aligned with:

- the **Australian Curriculum** (Personal and Social Capabilities and the Health curriculum), and
- our school-wide **Positive Behaviour for Learning (PBL)** approach.

Together, these programs support our goal of helping students grow into confident, caring and capable individuals.



Bounce Back! Poster

When things go wrong for you, or you get “knocked down” by what happens in your life, remember that you can decide to **BOUNCE BACK!** and be yourself again.

Bad times don't last. Things always get better. Stay optimistic.

Other people can help if you talk to them. Get a reality check.

Unhelpful thinking makes you feel more upset. Think again.

Nobody is perfect – not you and not others.

Concentrate on the positives (no matter how small) and use laughter.

Everybody experiences sadness, hurt, failure, rejection and setbacks sometimes, not just you. They are a normal part of life. Try not to personalise them.

Blame fairly. How much of what happened was due to you, to others and to bad luck or circumstances?

Acept what can't be changed (but try to change what you can first).

Catastrophising exaggerates your worries. Don't believe the worst possible picture.

Keep things in perspective. It's only part of your life.

Whole School Approach to Discipline

Creating a Safe and Supportive Learning Environment

At Craigslea State School, every teacher is committed to creating a safe, supportive and inclusive classroom environment where students can learn and thrive. Teachers do this by:

- encouraging student participation and engagement,
- managing classroom activities effectively,
- addressing and guiding challenging behaviours,
- maintaining student safety at all times, and
- teaching students how to use digital technologies safely, responsibly and ethically.

Teachers collaboratively create Classroom Management Plans with students each year and review for relevance each term. These plans are displayed in classrooms and regularly referred to, to support students in their classroom environment.



2025 Classroom Management Plan

Class:

In our class we so that.....	
Classroom Expectations and Rules	
Expectations for success	Rules for success
<ul style="list-style-type: none"> • Be a Learner • Be Independent • Be a Friend • Be safe in all Environments 	
Positive Reinforcement Plan	Consequences
Step 1: Acknowledgement	Step 1:
Step 2:	Step 2:
Step 3:	Step 3:
Step 4:	Step 4:
Classroom Routines	
Before school Lining up Door greeting Do now	

Positive Behaviour for Learning (PBL)

Our school uses **Positive Behaviour for Learning (PBL)** as a whole-school approach to support positive behaviour and maintain a consistent, respectful learning environment. PBL is used across all areas of the school, including classrooms, playgrounds, sporting events and excursions.

PBL is an evidence-based framework that supports us to:

- improve student behaviour and learning outcomes through data and analysis,
- use proven, research-based practices to support student success, and
- ensure staff are supported to apply consistent behaviour expectations across the school.

At Craigslea, we believe that behaviour is learned and taught, just like academic skills. Each term students collaboratively examine and record what each of LIFE expectations Look like, Sound like and Feel like. These Y charts are displayed in the classroom and referred to be staff to support behaviour management. When students make mistakes, we see it as a chance to guide, support and **re-teach** expectations. We focus on helping students reflect on their choices and learn from their experiences.

The language and strategies of PBL are designed to be clear, consistent and easy to reinforce not only at school but also at home. By working together, parents and staff can give students the best possible chance of success.

If you have any questions about our **Student Code of Conduct** or the **PBL approach**, please contact the school office to arrange a meeting with the Principal. We welcome parent involvement and value the partnership we share in supporting every child's development.

CRAIGSLEA STATE SCHOOL Behaviour Response Flowchart 2025

Is the behaviour (observed or reported) safe and/or manageable?		Is the behaviour (observed or reported) safe and/or manageable?
YES – What do you need right now?		NO
Classroom	Playground	During incident
Essential Skills for Classroom Management (ESCM)	Active supervision	1. Move yourself and/or other students away.
Buddy class or igloo	Walk and Talk	2. Call for support – office dial 9 (classroom) or DP mobile (break times)
LIFE expectations	LIFE expectations	3. Maintain active supervision from a safe distance.
Reflective questions	Reflective questions	4. Reduce language and proximity, do not engage in secondary behaviours and maintain active supervision from a safe distance.
High 5	High 5	5. Work with supporting team member to discuss management of unexpected behaviour.
3Rs Regulate – soothe, reassure Relate – empathise, validate Reason – reflect, articulate	3Rs Regulate – soothe, reassure Relate – empathise, validate Reason – reflect, articulate	After incident
Acknowledge self-management effort <i>'When you follow instructions, I can see you understand what you are learning.'</i>	Acknowledge self-management effort <i>'I appreciate that you made a choice to help yourself and others.'</i>	6. Conference with staff involved or Leadership Team member/s to determine details of behaviour incident and next steps. Class teacher or Leadership Team member/s to inform parents/caregiver/s if other students are impacted by incident and next steps.
Record & Contact Minor behaviour incident on One School, contact classroom teacher and/or parents/caregivers. TAs record on white form and place in behaviour incident tray. Relief teachers record on form in TRS folder and leave for class teacher/DP.	Record & Contact Minor behaviour incident on One School, contact classroom teacher and/or parents/caregivers. TAs record on white form and place in behaviour incident tray. Relief teachers record on form in TRS folder and leave for class teacher/DP.	8. Initial staff member records behaviour incident on One School and refers DP / Class teacher / SEAL teacher / HqJ as required.
		9. Leadership Team member investigates and records as a minor/major behaviour incident on One School and determines consequence.
		10. Class teacher, SEAL teacher and/or Leadership Team member contacts parent/s or caregiver/s of student who exhibited the unexpected behaviour providing a factual report of incident and next steps (consequence and support to be provided). Record this contact on One School.
		11. If required class teacher, SEAL teacher and/or Leadership Team member reviews relevant plans for student involved (e.g., Individual Behaviour Support Plan, Supported Play/Eating Plan and/or Risk Assessment as appropriate) and/or complete SSS/Wellbeing referral.

ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT

1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgement
5. Body language encouraging
6. Descriptive encouraging
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

ACTIVE SUPERVISION

Move constantly.

Scan environment mindfully.

Engage using positives.

Provide reminders.

Anticipate student's behaviour

Engage and redirect.

Listen, empathise, validate.

<ol style="list-style-type: none"> 1. Regulate 2. Relate 3. Reason <p>Heading straight for the reasoning part of the brain cannot work if a child is dysregulated and disconnected from others.</p>	<ol style="list-style-type: none"> 1. Regulate <i>Brain stem & Mid brain</i> <i>The Sensory Motor Brain</i> <p>Help the child to regulate and calm their stress responses – fight, flight, freeze. Offer soothing and reassurance.</p>
<ol style="list-style-type: none"> 2. Relate <i>Limbic Brain: The Emotional Relational Brain</i> <p>Connect with the child through attuned, sensitive relationships. Empathise and validate the child's feelings so they feel seen, heard and understood.</p>	<ol style="list-style-type: none"> 3. Reason <i>Cortical Brain: The Great Human Thinking Brain</i> <p>Once a child is calm and connected, they are able to fully engage in learning. Help them reflect, remember, articulate and be self-assured.</p>

From Reaching the Learning Brain – Dr Bruce Perry

<p>Lenny says ...</p> <p>Be a Learner</p> <ul style="list-style-type: none"> Be prepared Strive for excellence Try new things Celebrate success Join in 	<p>Izzie says ...</p> <p>Be Independent</p> <ul style="list-style-type: none"> Take responsibility for your actions Always try your best Encourage and support others Play by the rules 	<p>Freddy says ...</p> <p>Be a Friend</p> <ul style="list-style-type: none"> Listen to others Treat others the way you want to be treated Use polite language Respect property Be kind and honest 	<p>Esple says ...</p> <p>Be safe in all Environments</p> <ul style="list-style-type: none"> Keep all areas clean and tidy Keep hands, feet and objects to yourself Wear your hat and uniform Wash hands
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Reflective Questions

1. What did you want?
2. What are you doing to get what you want?
3. Is it helping you? Is it working?
4. What could you do differently (words/actions)?
5. What is your new plan? What will you do next?

High 5 Hand

Consideration for Individual Circumstances

The Department of Education's education strategy 'Equity and Excellence' is about reducing barriers for all learners to realise every student's potential. This strategy applies to educational achievement, wellbeing and engagement, and culture and inclusion. Staff at Craigslea State School consider students' individual needs and circumstances, including their behaviour history, disability, wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations and responding to unexpected behaviour or applying a disciplinary consequence. While there is a whole school approach to discipline, individual students' circumstances and needs are always considered when explicitly teaching, responding to and supporting behavioural needs.

All teachers are required to respect and protect the privacy of individual students. This means the way in which a behavioural incident is managed, will not be disclosed or discussed with anyone but the student's family. School staff take all behavioural incidents very seriously and will address them appropriately, with consideration to the student's individual circumstances and needs. If there are concerns about the behaviour of another student at the school, or the responses to a behavioural incident, please approach the deputy principal or principal.

If focussed or intensive support is required, a personal support plan (PLP – Personalised Learning Plan or IBSP – Individual Behaviour Support Plan) will be developed collaboratively with appropriate staff, the student's family and the student (where appropriate).

Differentiated and Explicit Teaching

Supporting Diverse Learning Needs

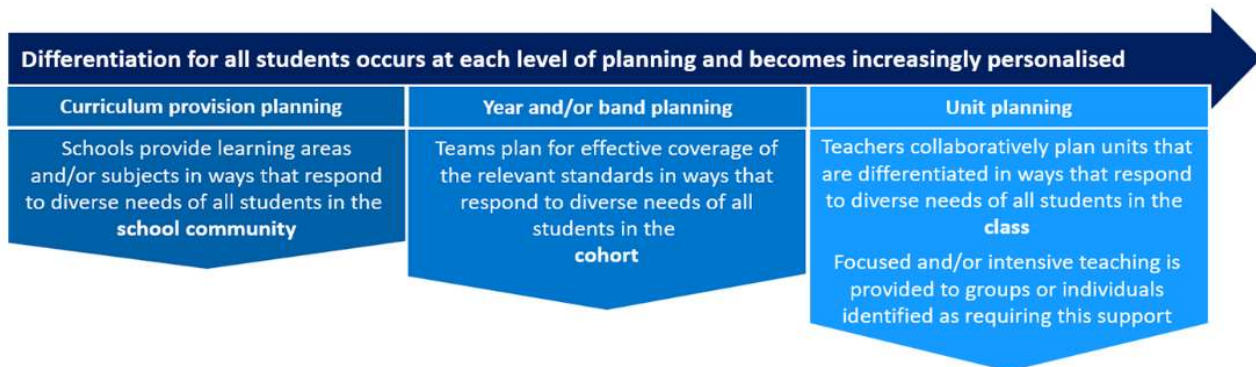
At Craigslea State School, we recognise that every student is unique, and we are committed to meeting the diverse learning needs of all our students.

Our teachers use a **whole-school approach to differentiated teaching and learning**, which means they plan and deliver the curriculum in ways that support all learners whether they need extra help, extension, or adjustments to how they learn best.

Teachers carefully consider the diversity of our school community, including individual students, class groups and year-level cohorts. They use this knowledge to:

- identify and remove barriers to learning early,
- make appropriate and reasonable adjustments, and
- personalise learning as needed to help each child succeed.

Differentiation is embedded in all aspects of teaching and learning and ensures that every student has fair access to the curriculum, feels supported, and is given the opportunity to reach their full potential.



This approach is also used to develop social emotional capabilities. These three layers map directly to the tiered approach of our PBL framework:

- Tier 1 is differentiated and explicit teaching for all students,
- Tier 2 is focused 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

Focused Teaching to Support Behaviour and Wellbeing

At Craigslea State School, we understand that some students may need additional support to learn positive behaviours and social-emotional skills. **Focused teaching** is a targeted approach used to revisit key behavioural concepts and explicitly teach specific skills in a clear and structured way.

This approach gives students **more time and opportunities** to practise skills and achieve the expected behaviours. It helps reinforce learning and builds student confidence over time.

Our class teachers work closely with **support staff**, including specialists in learning, language and development, to deliver this focused teaching. We use programs like **Bounce Back**, which is aligned with our school's **Positive Behaviour for Learning (PBL)** framework, our **LIFE Expectations**, and the **Australian Curriculum – Health and Personal and Social Capabilities**.

Student progress is regularly monitored by year-level teams to determine who:

- no longer needs additional support,
- needs continued focused teaching, or
- may benefit from more **intensive support**.

Craigslea has a dedicated team of student support staff who work alongside teachers to coordinate and deliver this additional teaching. This ensures students receive the support they need to meet expectations and succeed in the school environment.

Levels of Support at Craigslea State School

To support positive behaviour and wellbeing, Craigslea State School provides three levels of support:

1. Universal Support

This is the support provided to **all students** through high-quality teaching, clear expectations, and consistent routines. It includes whole-school programs such as **Positive Behaviour for Learning (PBL)** and **Bounce Back** to teach and reinforce expected behaviours.

2. Focused Support

Some students may need extra help to learn or reinforce specific behavioural or social-emotional skills. These students receive **targeted teaching** in small groups or individually. Teachers and support staff work together to provide this additional instruction using evidence-based programs.

3. Intensive Support

A small number of students may require **individualised support** tailored to their specific needs. This may involve personalised behaviour plans, one-on-one support, and collaboration with specialists such as guidance officers or external agencies.

Our goal is to ensure every student receives the support they need to feel safe, confident, and ready to learn.

Intensive Teaching

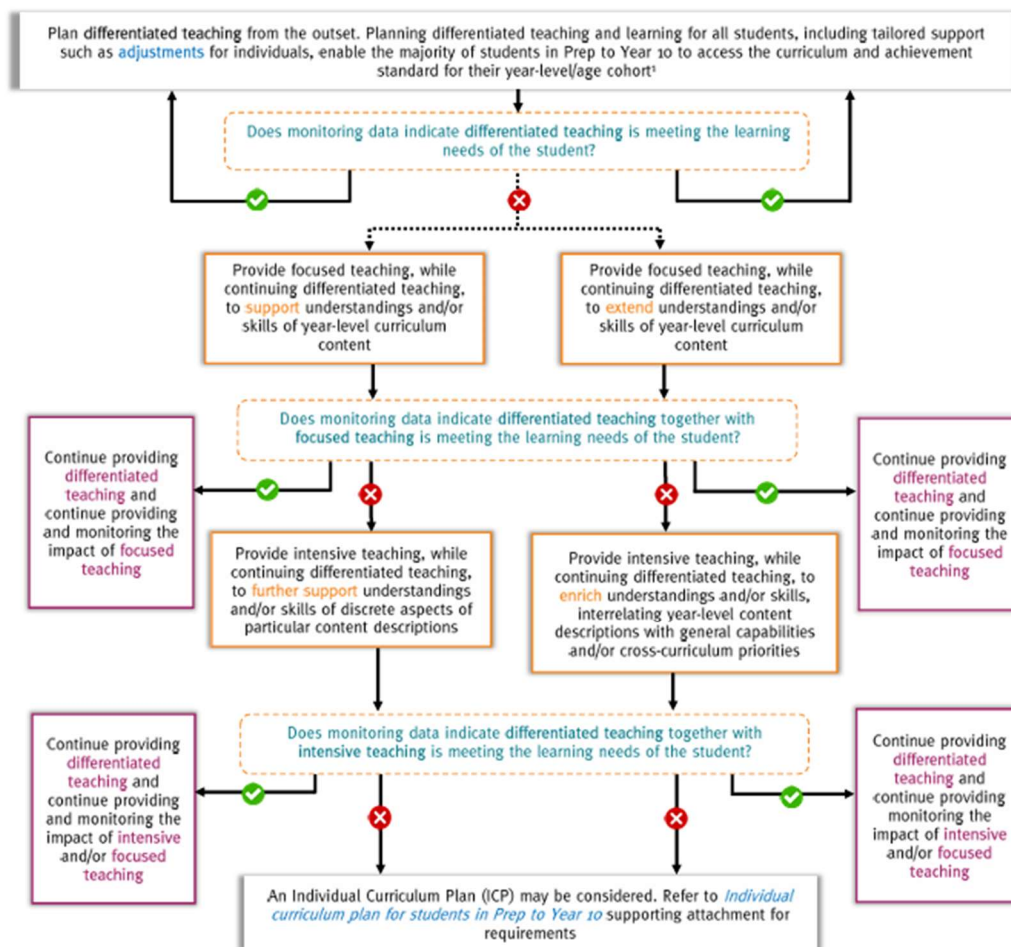
Research shows that even in an effective, well-functioning schools there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to 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 suggested by the Student Support Services team. The decisions/suggestions made are based on data, information and learning samples supplied by their teachers, and after 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 case manager who will oversee the coordination of their program, communicate with stakeholders, including parent/s and directly consult with the student.

How is focused and intensive teaching provided to groups or individuals?



Disciplinary Consequences

At Craigslea State School, staff have a key role in teaching students to act in accordance with school rules and practices. Supportive discipline is an important part of the work undertaken in schools each day and is an area of education that has an extensive evidence base to inform the preventative and responsive actions that are most likely to support students to meet behaviour expectations.

In developing a consistent plan of (re)action for unexpected behaviour, it is important to remember that the goal of discipline is to teach a student to act in accordance with the expectations. This is different from punishment, which is not designed to teach but to subject a student to a penalty for breaking a rule.

There are general principles that should be taken into account when considering applying a disciplinary consequence.

Staff at Craigslea State School:

- undertake an assessment of the student's behaviour and the level of risk
- take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
- consider:
 - procedural fairness in all decision making
 - the grounds for suspending or excluding a student apply to all students, including mature age students
 - the conduct of a student may include an omission to perform an act by the student
 - the conduct of a student may be a ground for suspension or exclusion, even if the conduct does not happen on school premises or during school hours
 - an offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland.
- apply a suspension, exclusion or cancellation of enrolment only as a strategy of last resort
- document disciplinary consequences and reasons in the individual student's OneSchool record.

School Policies

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

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

Temporary Removal of Student Property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors. 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. All staff at Craigslea State School follow this procedure.

If students bring toys or other personal items to school, the school bears no responsibility for this item as this is a parent decision to allow the toy or personal item to be at school with all its associated risks. This will be communicated to the school community through the school newsletter and our social media platforms.

Some students require the use of sensory tools to support their learning and engagement. The use of these tools are permitted after consultation between class teacher, parents, leadership team member and /or external providers has taken place.

The following items are explicitly prohibited at Craigslea State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons (including dress up days)
- 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).**

Principals or state school staff must:

- give proper consideration to human rights, including cultural rights, when making a decision to temporarily remove student property
- store any item that is temporarily removed from a student in a way that is secure, safe and respectful in line with school processes
- notify the Queensland Police Service if temporarily removed property is illegal to possess, threatens the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime.

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 teaching staff will determine when the temporarily removed property can be returned, unless the property has been handed to the Queensland Police Service. Usually the item will be retained for the duration of the school day or until a parent is contacted to discuss the issue.

Use of mobile phones and other devices by students

Queensland state schools are committed to reducing the distraction of mobile devices to provide optimal learning environments for all students. Craigslea State School staff follow the Department of Education 'Student use of mobile devices procedure.'

For the purpose of this procedure, mobile devices include mobile phones, wearables such as smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

All Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

'Away for the day' supports schools to maintain a strong focus on student educational achievement, wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

This procedure will be communicated with the school community via newsletter and social media platforms.

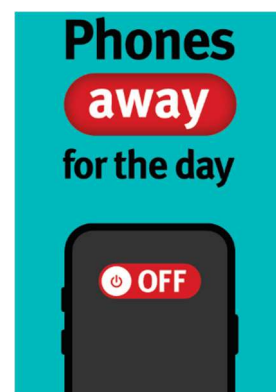
Students and their parents may apply for an exemption from this requirement based on certain criteria. Students with pre-existing school approval to use a mobile device on an ongoing basis to support certain medical, disability and/or wellbeing needs will not need to reapply under this procedure.

This procedure does not apply to personal or school-owned devices, such as iPads, tablets or laptops, that are approved for educational use as part of the school's Bring Your Own Device approach.

Staff will remind students to hand their phone in at the office every morning before they go to class and students can collect their phone from the office when they are leaving the school for the day.

Parent/s will be contacted if a student does not follow this procedure repeatedly. This will allow parent/s to support their child to meet expectations of the school's local policy approach for student use of mobile devices. The principal will decide if a stronger consequence is necessary in collaboration with the student's parent/s.

At Craigslea SS students are required to hand their mobile phones in at the office on arrival at school and can be collected at the end of the school day.



Preventing and responding to bullying

The Department of Education is committed to ensuring all Queensland state schools have the resources and supports necessary to prevent and respond appropriately to instances of bullying and cyberbullying among school aged students.

The national definition of bullying for Australian schools is:

Bullying is the ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/ or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence. Such occurrences may still be serious and require intervention or management, however they do not (as single incidents) meet the threshold of a behaviour that can be described as bullying.

Craigslea State School has a culture of care, support and high expectations for all students. We understand and recognise that learning and wellbeing are connected. We develop our culture of care, support and high expectations through explicit teaching of our LIFE expectations, the Australian Curriculum Health curriculum, the Bounce Back! program as well as knowledge and understanding of the AC Personal and Social Capabilities .

Prevention

At Craigslea State School we focus on developing student social emotional skills and capabilities. We actively prevent bullying through the explicit teaching of our LIFE expectations - Be a Learner, Be Independent and Be a Friend and Be safe in all Environments as well as using our Bounce Back program to teach social emotional capabilities. These skills are explicitly taught weekly, remain a focus for the week and can be revisited and refreshed as necessary.

The Bounce Back program aims to create a positive, safe and supportive learning community through the development of a shared language and understanding of wellbeing and resilience. It is underpinned by positive psychology and cognitive behaviour therapy. Teachers use practical strategies to explicitly teach wellbeing and resilience skills to help students 'bounce back' and cope with the complexity of everyday life.

Staff actively model, teach and prompt these skills. Students are provided with simulated and naturally occurring opportunities to practise these skills. When students use these skills, staff provide positive reinforcement to increase the likelihood this behaviour will be repeated, strengthened and therefore become part of the student's internalised skill repertoire.

Wellbeing and Resilience at Craigslea – The Bounce Back Program

At Craigslea State School, we are committed to supporting students' social and emotional development. Our *Bounce Back* program plays an important role in this, aligning with the Australian Curriculum's Personal and Social Capabilities, the Health Curriculum, and our Positive Behaviour for Learning (PBL) framework.

Each term, our staff review the wellbeing and behaviour needs of students across all year levels by examining behaviour data and the program's scope and sequence. This helps us plan and respond effectively to emerging needs and ensures our approach remains relevant and proactive.

The school leadership team works closely with staff to address any issues related to bullying or cyberbullying. We also ensure all staff have access to current professional development in these areas, helping us maintain a safe and respectful learning environment for all.

If concerns arise, our staff will contact parents and work in partnership to develop a supportive plan that meets the needs of the student. Where additional assistance is needed, teachers and/or parents can refer students to our school guidance officer or social worker for further wellbeing or behavioural support.

Together, we aim to create a school community where every student feels safe, supported, and ready to learn.

Parent Supports

If your child is being bullied or you have concerns about bullying behaviour at school, working together with the school is the best way to find a solution.

You can help by:

- listening to your child—let them share what's happened, how they feel and what help they need
- talking to a teacher, guidance officer or the principal about what's happened and ask what they will do to help and when
- checking in with your child regularly about how things are going, and taking further action such as following up with the school again if necessary.

You can also let your child know they can get help from:

- [Kids Helpline External link](#)
 - Phone: 1800 55 1800
 - [Chat online with a counsellor External link](#)
- [Headspace External link](#)
 - Phone: 1800 650 890
 - [Chat online or email External link](#)

If you need someone to talk to about a parenting related issue, you can contact:

- [Parentline External link](#)
 - Phone: 1300 30 1300
 - [WebChat External link](#)

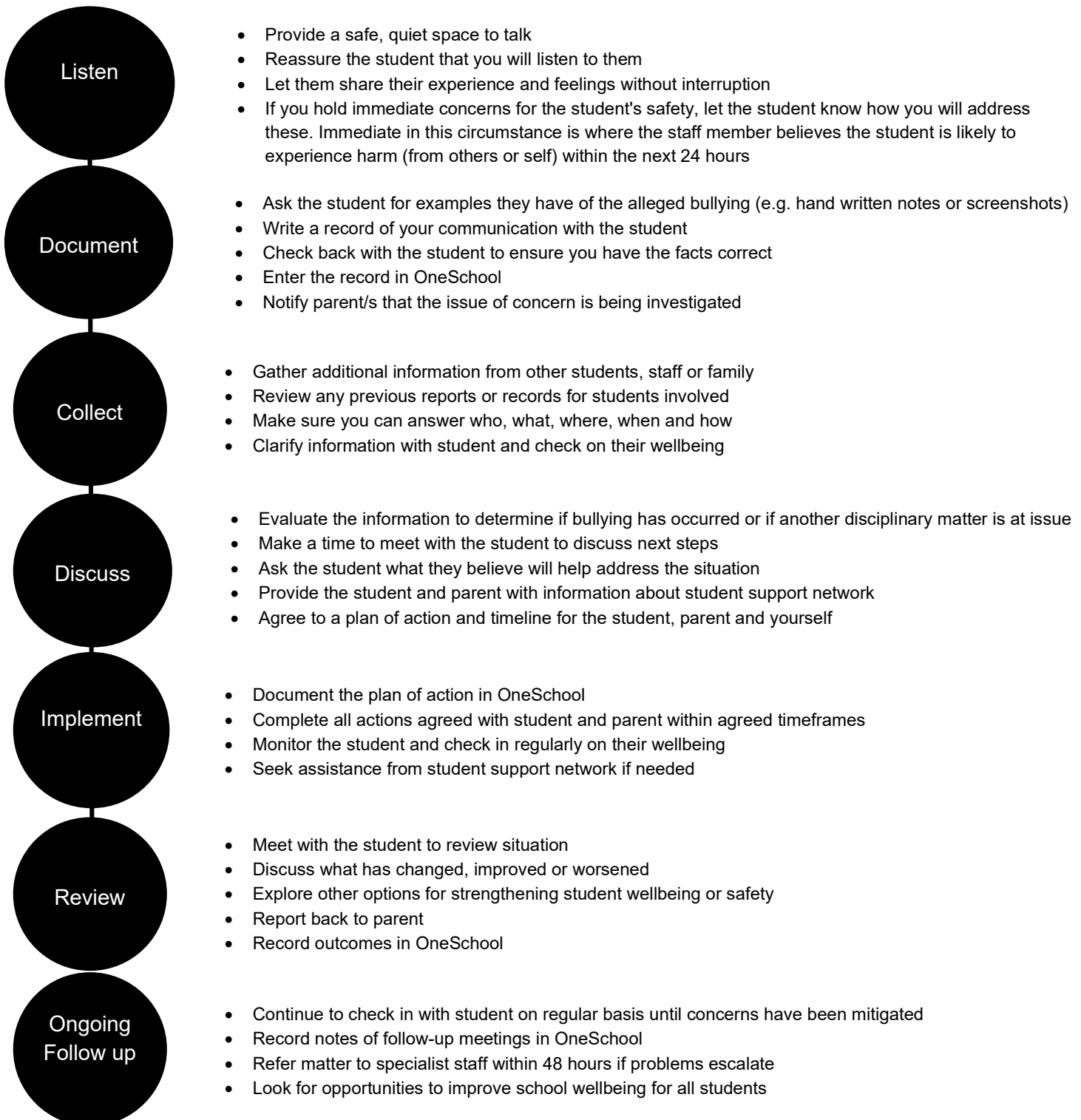
Additional resources:

- [Bullying No Way External link](#)—guides families on how to work effectively with schools when a child is experiencing bullying, offering practical tips on communication and collaboration to resolve the situation.
- [Support staff](#)—at Craigslea State School we have a Guidance Officer and a Social Worker available to support students and their families. Please contact the office to

Craigslea State School - Bullying response flowchart for teachers and parents

Students and/or parents should first speak with their classroom teacher to report any concerns around ongoing conflict. If required, an individual behaviour support plan may be collaboratively created and/or students and parent/s may be offered support from Guidance Officer or Social Worker.

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.



Consequences

When applying consequences for bullying incidents, the individual circumstances and actions of the student, and the needs and rights of school community members are considered at all times. These consequences are only shared with the student who is receiving the consequence and their family.

Cyberbullying

Cyberbullying is bullying conducted with the use of technology, like mobile phones or the internet. All incidents that directly affect the good order and management of a school will be managed in line with the Cyberbullying Response Flowchart (see next page) . Principals and school staff have the same responsibility to respond to allegations of cyberbullying as they would any other incident of bullying reported.

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 Craigslea State School may face in-school disciplinary action, such as reflection and removal of privileges/access to devices and the network, 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.

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

For this reason, teachers of Year 4-6 explicitly teach cybersafety to their students as part of the iLearn@Cragislea program. Students in Year 3 will also be taught age appropriate cybersafety as part of their Digital Technologies curriculum and wider implementation of iPad devices in their learning.

How to manage online incidents that impact your school

Student protection

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

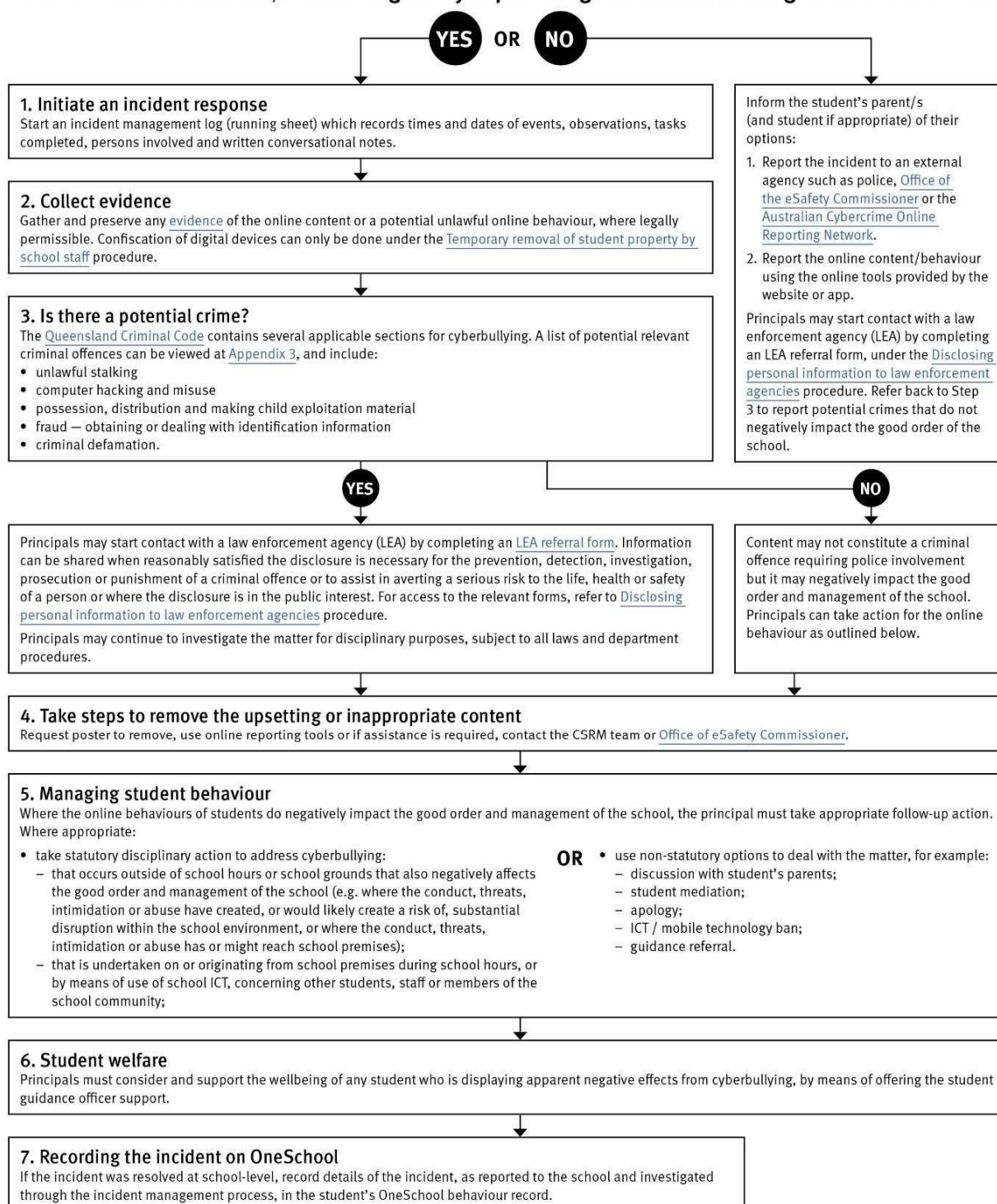
Explicit images

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

Report

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

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



Appropriate use of social media

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage that can be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media.

Craigslea State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Craigslea State School takes responsibility for informing and educating our students, and the school community, about internet safety to:

- Build awareness within our community,
- Create partnerships to collaboratively keep students safe from harm online and
- Provide appropriate support, guidance and resources to respond to online issues and safely navigate the online world with confidence.

Digital Citizenship in Years 4–6

At Craigslea State School, we believe that responsible and respectful use of digital technology is essential for student learning and wellbeing. To support this, students in Years 4 to 6 are introduced to a **Digital Citizenship Contract**.

This contract outlines the expectations, responsibilities, and consequences related to using digital devices and online platforms at school. Students review the contract with their parents and discuss its content with their classroom teacher to ensure clear understanding.

Once both the student and their parent/s understand and agree to the terms, they sign the contract. This process helps reinforce safe, respectful, and responsible digital behaviours and highlights the shared role we all play in supporting positive online conduct.

Specific examples of appropriate use of social media sites and apps include:

- Ensure that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Think about what is posted online, and how it could be interpreted – avoid posting content that would be inappropriate to display in a crowded room, or in front of influential people. Once content is posted online, control is lost.
- Avoid provoking or engaging with another user who is displaying inappropriate or abusive behaviour. Rather than responding, address cyberbullying concerns using the online reporting tools, and seek support from an adult.

If inappropriate online behaviour directly negatively impacts the good order and management of Craigslea State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

When managing inappropriate online behaviours or reputation management incidents, the primary concern must be the safety and wellbeing of the students and staff members involved. If at any point throughout the investigation any employee or visitor in a state school forms a reasonable suspicion that a student, or an unborn child, has been harmed or is at risk of harm, they have a responsibility to respond under the Student protection procedure. Employees have a responsibility to comply with mandatory reporting obligations.

Craigslea State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not directly negatively impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

How our staff respond to an incident – inappropriate use of social media



School complaints management process

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.

A customer complaint involves an expression of dissatisfaction about the service or action of the department, or its staff, when the customer is directly affected by the service or action. For customer complaints about school matters, parents are encouraged to use the following three step approach:

1. *Early resolution*: raise concerns at the point where the problem or issue arose by making an appointment at the school to discuss the complaint with their child’s teacher or the principal.
2. *Internal review*: if, after taking the early resolution step, parents are dissatisfied with the outcome of their complaint or how the complaint was handled, they can ask the regional office to conduct a review within 28 days of receiving the complaint outcome.
3. *External review*: if parents are dissatisfied after the internal review, they may seek an external review from an external agency such as the Queensland Ombudsman or Queensland Human Rights Commission



Restrictive Practices

In very rare situations, where there is immediate risk of physical harm to themselves, students 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. Staff have a non-delegable duty of care to take action to prevent risk of foreseeable harm.

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.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and wellbeing.

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

Craigslea State School staff have a clear and consistent understanding of how to respond to emergency situations or critical incidents that seriously endanger students or others. This consistency ensures appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

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.