



# Craigslea State School



# Student Code of Conduct 2020-2023

## ***Every student succeeding***

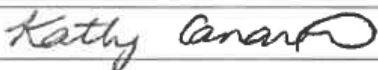

***Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.***

*Queensland Department of Education  
State Schools Strategy 2020-2024*

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## Endorsement

Principal Name:	Kathy Canavan
Principal Signature:	
Date:	27.01.2020
P/C President and-or School Council Chair Name:	Elizabeth Lynch
P/C President and-or School Council Chair Signature:	
Date:	27.01.2020

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## Purpose

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

The Craigslea State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all within 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

Craigslea State School has a long and proud tradition of providing high quality education to students from across Metropolitan North Brisbane. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Craigslea State School has four core values – Learning, Independence, Friendship and Environment.

<b>Learning</b>	Be an active learner; do not interfere/impact negatively on the learning of others
<b>Independence</b>	Be accountable for your actions; act in accordance with principles of moral and ethical conduct.
<b>Friendship</b>	Resolve differences in constructive, non-violent and peaceful ways; contribute to society and civic life.
<b>Environment</b>	Be safe in all environments; care for all school environments.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be engaged learners, self-disciplined and kind young people. Our school staff believes that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Craigslea State School staff take an educative approach to discipline; that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. It details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion. Most importantly, how we encourage and recognise those students who make strong, safe and cooperative decisions for a positive school culture.

I thank the students, teachers, parents and other members of the community for their work in bringing this Craigslea State School Student Code of Conduct to fruition. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

### Review Statement

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



## Whole School Approach to Discipline

Craigslea State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Craigslea State School, we believe discipline comes with teaching children to reflect on their behaviour choices. It is 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 language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to make an appointment to meet with the Principal.

## PBL Expectations

Our staff are committed to delivering high quality education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) rules. We value Learning, Independence, Friendship and safety in all Environments and consider these life values.

### Students

Below are examples of what these PBL values ('rules') look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Craigslea State School. Classroom practice involves recognition and rewards for students who consistently demonstrate appropriate behaviour, and support for those who are still developing personal self-management.

#### Be a Learner

- Be prepared to participate in learning activities
- Be an active listener
- Be the change to solve problems and resolve conflict
- Stay on task
- Accept umpire's decisions as final
- Be organised and ready to learn

#### Be Independent

- Take responsibility for actions
- Encourage and support others
- Do your best at all times
- Be honest
- Look after equipment
- Care for environment
- Put rubbish in bins
- Report any damage

#### Be a Friend

- Listen to others who are speaking
- Treat others the way you want to be treated
- Use polite language
- Respect personal space
- Treat all property carefully
- Wait your turn on equipment
- Be courteous to the public including parents and volunteers

#### Be safe in all Environments

- Keep all areas clean and tidy
- Keep hands and feet to yourself
- Use furniture properly
- Sit while eating
- Wear shoes and socks at all times
- Wash hands with soap and water
- Be sun safe

## Parents and staff

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

## Learning

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events. Additional forms of communication include email, facebook and the school website.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

## Independence

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and arrange a mutually agreeable date and time with you.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

## Friendship



<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and arrange a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You seek out opportunities to provide positive feedback to the classroom teacher about your child.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

## Environment

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You approach the principal if you are concerned about the behaviour of a staff member or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You leave and collect your child at times prescribed in the <a href="#">Parent Handbook</a> .	We will give clear guidance around times for drop off and pick up to leave and collect students.

## Consideration of Individual Circumstances

Staff at Craigslea 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.

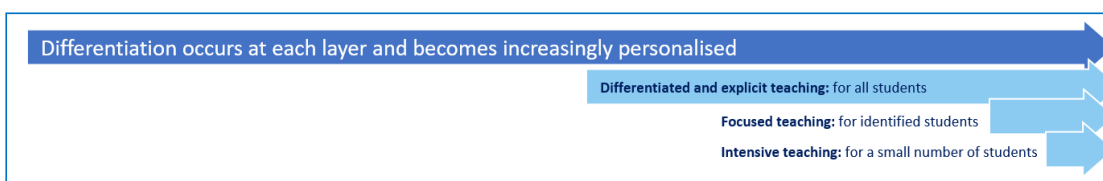
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please approach the principal to discuss the matter.

# Differentiated and Explicit Teaching

Craigslea 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 practice.

Teachers at Craigslea 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 used for academic and behavioural differentiation.



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

Every classroom in our school uses the PBL Expectations Matrix and the Star chart, illustrated below, as a basis for developing student behaviour standards. Using this matrix, the class teacher works with students to explain what each of the expectations look, sound and feel like in their classroom. The matrix and Star chart are on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

**Craigslea State School – Rules and Expectations**

Rules	Whole School	Classrooms	Setting/Play Areas	Off Site (Sports, trips etc)	Swimming	Trials	Transition / lining up	
<b>L</b> Be a Learner	<ul style="list-style-type: none"> <li>Learn new games and activities</li> <li>Be prepared to participate in learning activities</li> <li>Be an active listener</li> <li>Be an active participant</li> </ul>	<ul style="list-style-type: none"> <li>Do an active listener</li> <li>Do an active participant</li> </ul>	<ul style="list-style-type: none"> <li>Learn new games</li> <li>Learn from others</li> <li>Use the 70-30 rule (70% listening, 30% participation)</li> <li>Learn to the date teacher</li> </ul>	<ul style="list-style-type: none"> <li>Learn to participate</li> <li>Learn to listen</li> <li>Learn to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Learn to participate</li> <li>Learn to listen</li> <li>Learn to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Learn to participate</li> <li>Learn to listen</li> <li>Learn to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Learn to participate</li> <li>Learn to listen</li> <li>Learn to follow instructions</li> </ul>	
<b>I</b> Be Independent	<ul style="list-style-type: none"> <li>Take responsibility for actions</li> <li>Always be your best</li> <li>Encourage and support others</li> </ul>	<ul style="list-style-type: none"> <li>Do your best</li> <li>Address all needs</li> <li>Be helpful</li> </ul>	<ul style="list-style-type: none"> <li>Put rubbish in bins</li> <li>Look after equipment</li> <li>Keep food in eating areas</li> <li>Look after plants and animals</li> <li>Look for your teacher to direct you for play</li> <li>Check out materials and return to your bags</li> </ul>	<ul style="list-style-type: none"> <li>Put rubbish in bins</li> <li>Look after equipment</li> <li>Keep food in eating areas</li> <li>Look after plants and animals</li> <li>Check out materials and return to your bags</li> </ul>	<ul style="list-style-type: none"> <li>Look after your belongings</li> <li>Check out materials and return to your bags</li> </ul>	<ul style="list-style-type: none"> <li>Look after your belongings</li> <li>Check out materials and return to your bags</li> </ul>	<ul style="list-style-type: none"> <li>Look after your belongings</li> <li>Check out materials and return to your bags</li> </ul>	
<b>F</b> Be a Friend	<ul style="list-style-type: none"> <li>Listen to others who are speaking</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others who are speaking</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others who are speaking</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others who are speaking</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others who are speaking</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others who are speaking</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others who are speaking</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others who are speaking</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> </ul>
<b>E</b> Be safe in all Environments	<ul style="list-style-type: none"> <li>Keep all areas clean and tidy</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Keep all areas clean and tidy</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Keep all areas clean and tidy</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Keep all areas clean and tidy</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Keep all areas clean and tidy</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Keep all areas clean and tidy</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Keep all areas clean and tidy</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Keep all areas clean and tidy</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> <li>Use appropriate language</li> </ul>



## 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 Craigslea State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the year level staff to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

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

- Bridge Builders
- Zones of Regulation
- Functional Based Assessment.

## Intensive Teaching

Research 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 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 acts as mentor who will oversee the coordination of their program, communicate with stakeholders (including parent/s) and directly consult with the student.



## Disciplinary Consequences

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- The right of all students to learn.
- The right of all teachers to teach.
- The right of all to be safe.

Building a caring environment whereby students are taught that positive behaviour is more effective than problem behaviour in getting their needs met is essential. This will impact on academic success. Craigslea State School bases its Student Code of Conduct on the principles of Positive Behaviour for Learning (PBL). The following beliefs underpin this:

- **All behaviour serves a purpose or function for the student.** We create an environment where students are taught that positive behaviour is more effective than problem behaviour in enabling their needs to be met.
- **The teaching and learning environment plays a pivotal role in managing student behaviour.** We actively teach students behaviours that allow them to get their needs met in more efficient and socially acceptable ways.
- **Individuals need to be acknowledged for appropriate behaviour.** We establish recognition and rewards for students who consistently demonstrate appropriate behaviour.
- **Relationships are built on trust and mutual respect.** We build environments where all members of our community behave in a way that reflects our school rules. Modelling and fostering socially acceptable behaviours is a priority and there are responsibilities for all community members to ensure this occurs.
- School Rules - Craigslea cares about LIFE
  - Learning - **be a Learner**
  - Independence - **be Independent**
  - Friendship – **be a Friend**
  - Environment – **be safe in all Environments**

The school rules are applicable in every context, within or outside the school grounds. The *Rules and Expectations* matrix outlines the expectations of students in various contexts while the Table of Values outlines the expectations of staff, parents and community working to support the students in our school.

There is a process for facilitating standards of positive behaviour and responding to unacceptable behaviour. The Positive behaviour for Learning strategy involves an executive committee and a general assembly. They meet regularly to review, initiate and refine procedures to construct a culture of positivity in our school. Craigslea has a range of programs, strategies and opportunities for establishing, encouraging and maintaining positive behaviour expectations. For a majority of our students, this whole school proactive approach is sufficient. For a few, reactive as well as proactive strategies, are necessary. The figure of differentiated support on the next page outlines our approaches. These are not used in their entirety but selected according to what's likely to be most effective for the child and situation. The strategies of reward and recognition continue throughout all phases.

## 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 4 positive:1 negative comment or feedback to class
- Corrective feedback
- Reminders around rules and expectations
- Explicit behavioural instructions
- Proximity control
- Tactical ignoring of attention-seeking behaviour
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Appropriate voice and tone for instructions based on the nature of the activity.
- Give ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- First {this} and Then {that}
- Prompt student to take a break
- Model appropriate language, problem solving and verbalise thinking process
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour and possible consequences for their actions
- Reminder of more serious consequences (e.g. removal from classroom)
- Reflection

## Focused

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
- Zones of Regulation
- Rewards Chart
- Reflection
- Behavioural goals and self-monitoring plan
- Counselling and guidance support – internal or outsourced
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services for team-based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

The school leadership team works in consultation with Student Support Services to address persistent or ongoing serious problem behaviour. This may include:

- Pausing of network/digital access
- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- 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 Craigslea State School, the use of any SDA is considered a very serious decision. It is 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 Craigslea State School may be requested to attend a re-entry meeting with parents on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with the 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.

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### Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing with the suspension paperwork, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal and possible support staff attending with the student and their parent/s. This meeting is usually positive with the aim of moving forward.

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-entry 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 if applicable
- Offer information about supports available
- 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

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

We recognise that parents want convenient communication with their children as safety is paramount when busy families are time poor. Just as the mobile device is important for being in contact, it can also cause significant problems through misuse by the student.

Students at Craigslea State School are required to hand their mobile phones to front office staff at the start of the school day and picked up at the end of the day. The mobiles are kept safely behind the counter. iPads, as part of the BYOD program, are to be removed from bags as the student enters the classroom and placed in the secure place until needed for learning. iPads are not permitted to be in students' possession outside of the classroom unless with permission by the classroom or specialist teacher. Mobile devices must be kept in school bags as they leave the school grounds in the afternoon.

We have been permitting students to bring one small toy to school as we recognise this may be the catalyst for some happy, imaginative play in lunch breaks. Part of having the toy at school is learning about the social implications around its inclusion. 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. [There is a fact sheet for parents.](#) If toys go missing or broken due to actions of the owner or other students, the school bears no responsibility as this is a parent decision to allow the toy to be at school with all its associated risks.

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

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.

Our school is required to use the mandatory Department of Education template. Although the following is unlikely to occur, we are expected to include potential responses in our plan. 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**).

## Responsibilities

### State school staff at Craigslea 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 personal 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 Craigslea 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 Craigslea State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

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

## Use of mobile phones and other devices by students

At Craigslea State School, students currently have access to digital devices to support their learning. Such devices include desktops and mobile devices like laptops and iPads. iPads support student learning and are the chosen mobile device in the Craigslea State School iLearn@Craigslea Program for 2021. This ensures consistency of practice and compatibility of software applications. However, the benefits brought about through these technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students. It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

The Parent Handbook states the following in regard to mobile phones.

*Students bringing mobile phones to school is not encouraged because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off, clearly labelled with the student's name, handed in at the school office upon arrival and collected on departure, unless otherwise authorised by the Deputy Principal or Principal. The school office will take responsibility for registering and securing any mobile phone that is handed in.*

If children are moving off-site to external school-related activities, the phone needs to remain at school.

Students involved in the iPad program must adhere to strict protocols around the use of their device at school. They are not to be used before or after school or during breaks unless under teacher supervision.

## Responsibilities

The responsibilities for students using devices at school or during school activities, are outlined below.

It is **acceptable** and expected that students at Craigslea State School to:

- assigned class work and assignments set by teachers
- developing literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the Intranet or Internet, solely for educational purposes as supervised and approved by the school
- conducting research for school activities and projects
- communicating with other students, teachers, parents or experts in relation to school work
- access online references such as dictionaries, encyclopaedias, etc.
- collaborate, research and learn through Education Queensland's e-learning environment.

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

- share their username and/or passwords with other individuals
- access a computer, iPad or other technologies using another student or staff member's username or passwords
- download, distribute or publish offensive messages or pictures
- use obscene or abusive language to harass, insult, attack or bully others
- deliberately waste printing and Internet resources
- damage computers, printers or the network equipment
- violate copyright laws which includes plagiarism
- use unsupervised internet chat
- use online email services (e.g. Hotmail), send chain letters or Spam e-mail (junk mail).
- use social media (primary-school-aged children should not have access to social media sites such as Facebook, Twitter, Instagram, among others, as these sites are only available to adolescents 13 years and older)
- use messaging services (such as iMessage) to communicate with other students or parents while at school
- use iPads or computers to divulge personal information about themselves (eg – name, age, birthday, address) via the internet or email
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Craigslea State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes

- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Further information pertaining to the BYOD program at Craigslea State School can be found in the iLearn@Craigslea BYOD program document on the school website. NB This program is updated annually to ensure relevancy.

## Preventing and responding to bullying

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.

Craigslea State School uses a range of Social Emotional learning resources, including the [Australian Student Wellbeing Framework](#), to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

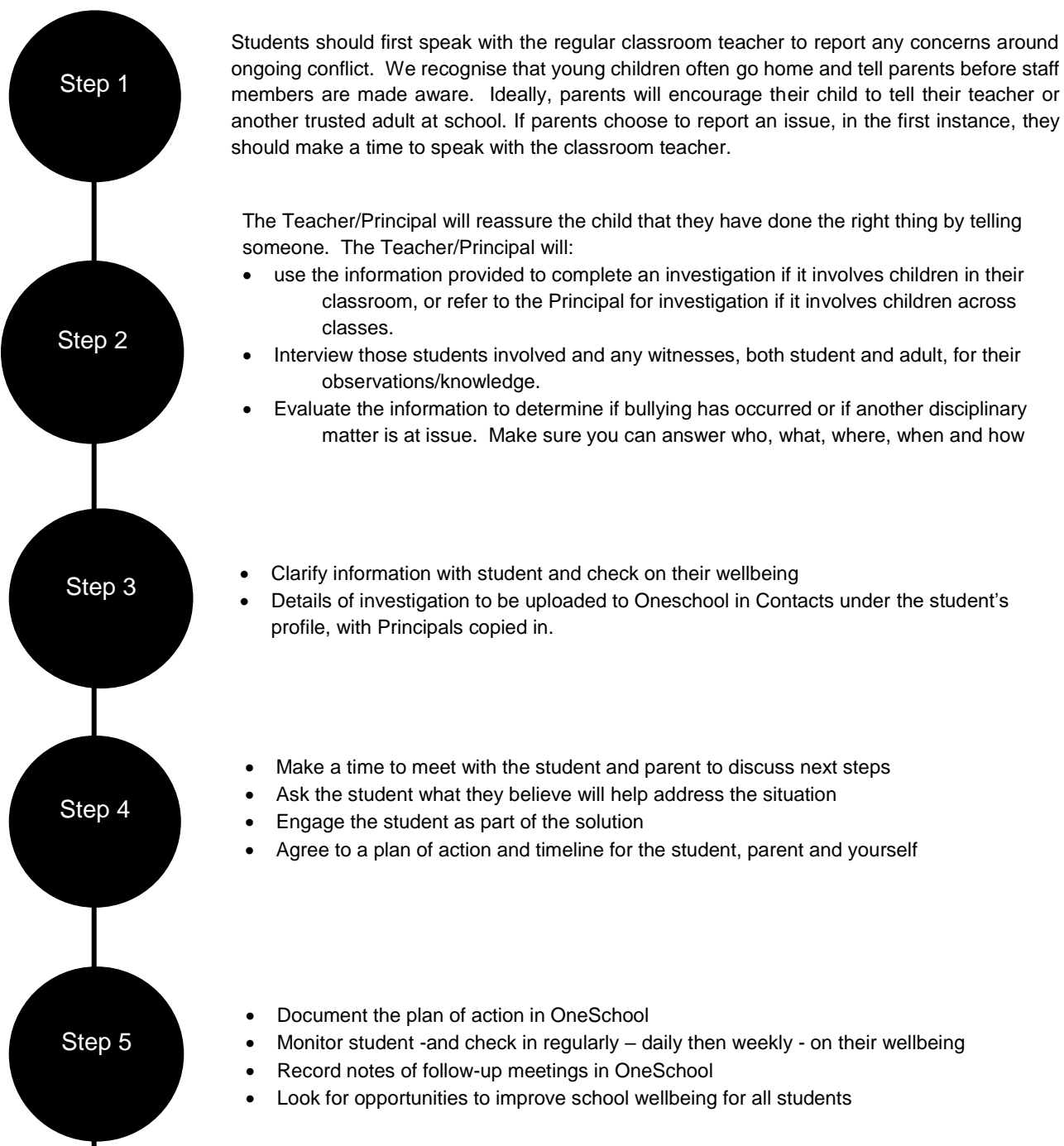
Children undertake learning in the *Bridge Builders* and *Be the Change* program. This is a proactive, skill building strategy for life long skills in conflict resolution developing personal confidence and resilience.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student, and the needs and rights of school community members are considered at all times.

## Craigslea State School - Bullying response flowchart for teachers and parents

Please note this process may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved.

### Process for students and parents to report bullying:



## **Cyberbullying**

Cyberbullying is considered a serious offence. The difficulty here is that students most often conduct this from outside of the school where they are not under the supervision of staff.

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 Craigslea State School may face in-school disciplinary action, such as reflection and removing 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.



# Craiglea 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](#).

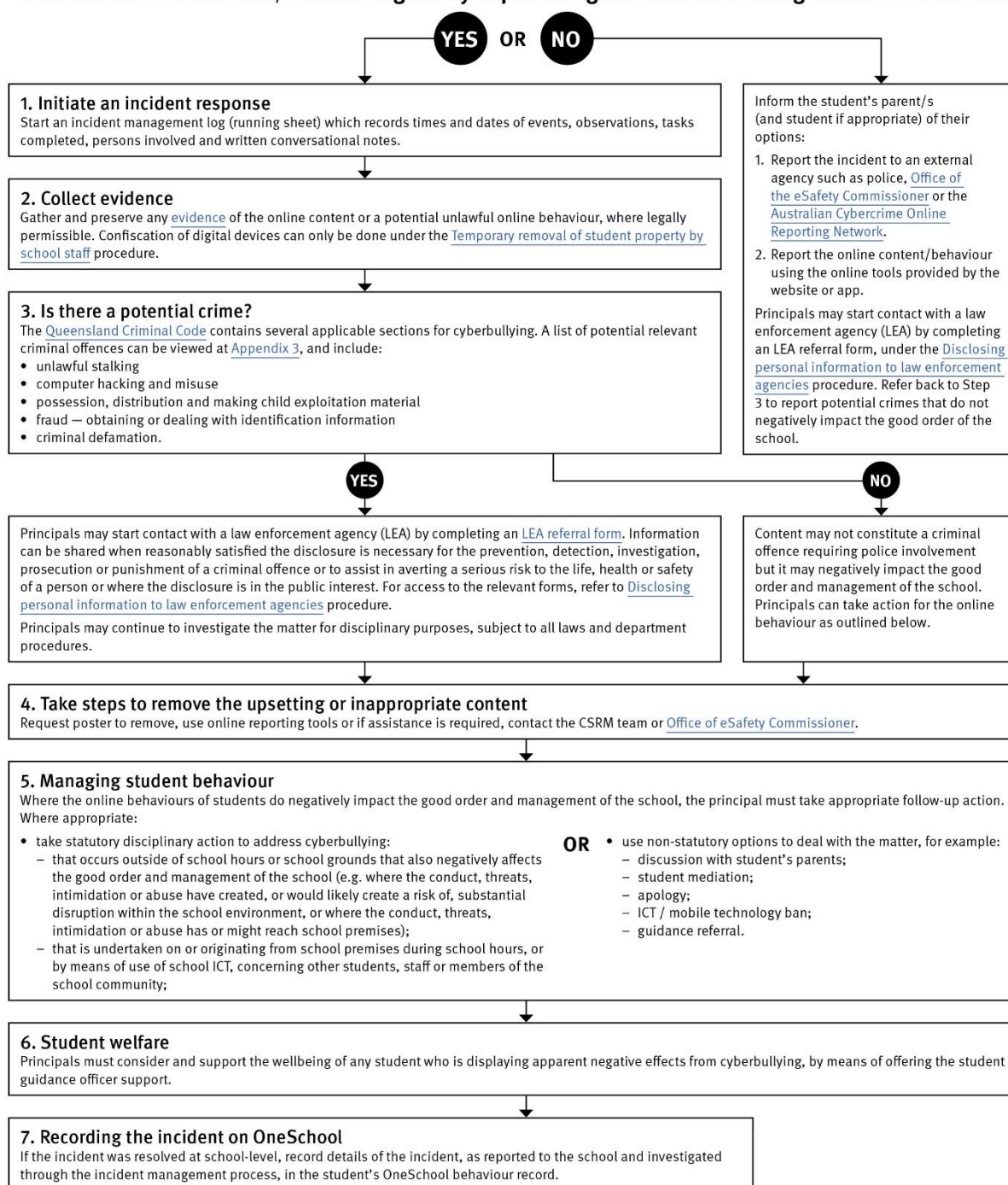
### Explicit images

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 Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or [Cybersafety.ReputationManagement@qed.qld.gov.au](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

### Student Intervention and Support Services

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 Year 4-6 explicitly teach cybersafety to their students as a foreunner to the iLearn@Craigslea program. Students in Year 3 will also receive tuition as part of their Digital Technologies curriculum and wider implementation of iPad devices in their learning.

### Craigslea State School – Anti-Bullying Compact

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

### Craigslea State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

## Appropriate use of social media

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Restrictive Practices

School staff at Craigslea 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

Craigslea State School staff have a clear and consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures appropriate actions are taken to ensure that both 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.

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

### Basic defusing strategies

#### *Avoid escalating the problem behaviour*

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

#### *Maintain calmness, respect and detachment*

Model the behaviour you want 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.

#### *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).

#### *Follow through*

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

#### *Debrief*

At an appropriate time, 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.

# Complaints Process

Craiglea 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 [school 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](#).