



Alexandra Hills State School

Student Code of Conduct 2020-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name: Scott Ward

Principal Signature:



Date: 1/7/2024

P/C President and-or School
Council Chair Name: Lisa Foulton

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

Date:

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Purpose

Alexandra Hills State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This *Alexandra Hills State School Student Code of Conduct 2020-2024*, is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Alexandra Hills State School is a *Positive Behaviour for Learning (PBL)* school and this is reflected in all aspects of our *Alexandra Hills State School Student Code of Behaviour*. PBL is an evidence-based whole school process to improve learning outcomes for all students.

Principal's Foreword

The *Alexandra Hills State School Student Code of Conduct* is underpinned by the ethos that every student is encouraged and supported to reach their maximum potential. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic programs.

At *Alexandra Hills State School*, we believe that:

- Catering for each student's individual needs and abilities contributes to positive student behaviour
- Students actively participating in their learning contributes to positive student behaviour
- Strong, positive relationships between students, staff, parents/carers and the wider community contribute to positive student behaviour
- Inclusive and innovative teaching and learning strategies contribute to positive classroom behaviour
- All students can learn to manage and change their behaviours to meet their needs

Our school community has identified the following school expectations to teach and promote our high standards:

- Be a Learner
- Be Respectful
- Be Safe.

These school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in *Education Queensland's Code of School Behaviour*.

Fundamental to the success of the *Positive Behaviour Plan* is the decision to operate as a PBL (Positive Behaviour for Learning) School. *Alexandra Hills State School's* commitment to PBL recognises that the engaged learning necessary to achieving positive future outcomes for all our students occurs best in a positive learning environment free from challenging social behaviours.

We endorse the perspectives of PBL and the beliefs that:

- Children can learn to recognise and choose their behaviours;
- Behaviours are learnt and children need to be specifically taught appropriate behaviours;
- Children need to have clear understanding of appropriate behaviour;
- Children need limits and consequences for inappropriate behaviour;
- Children are responsible for their behaviour and any subsequent consequences;
- Children need positive recognition and support of appropriate behaviour;
- Administrative and parental support is an integral part of behaviour management.

The success of PBL at *Alexandra Hills State School* is underpinned by:

- Building a relationship of trust, mutual respect and friendship with children;
- Having a challenging curriculum which is relevant to the needs and interests of all children;
- Focusing on and reinforcing positive behaviours;
- Having clear behavioural expectations, limits and consequences and communicating them;
- Involving children in the development of behavioural expectations;
- Ensuring consistency and persistence across the whole school community;
- Skilling children to enable them to behave appropriately;
- Ensuring all members of the community provide appropriate models of behaviour; and
- Lessons are explicitly taught and focus rules are implemented as a result of whole school data and revised as necessary.

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

P&C Statement of Support

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

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Alexandra Hills State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying.

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

Consultation

The development of this plan was facilitated by the *Alexandra Hills State School PBL Team*, in collaboration with our school community. Consultation with parents, staff and students has been undertaken to ensure informed and collaborative decisions were made.

Initially, we held a series of internal meetings with staff throughout the first semester of 2019. During these meetings, we examined a range of data sets on student and staff attendance, *School Disciplinary Absences (SDA)* and outcomes from the most recent *School Opinion Survey*. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

A survey was distributed to all Year 4-6 students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

A draft *Student Code of Conduct* was prepared and distributed for comment to all members of the school community. This phase of consultation was completed in August 2019, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in October 2019 for endorsement. The P&C Association unanimously endorsed the *Alexandra Hills State School Student Code of Conduct* for implementation in 2020.

Any families who require assistance to access a copy of the *Alexandra Hills State School Student Code of Conduct*, are encouraged to contact the Principal.

In 2024, we will consult with community, staff and students to plan for the next four years of our Student Code of Conduct.

Review Statement

The *Alexandra Hills State School Student Code of Conduct 2020-2024* 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*.

Data Overview

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

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

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

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

There are four different confidential surveys for:

- Parents
- Students
- Staff
- Principals.

School Opinion Survey

Parent	This School						LSG: P-XI			State: Primary		
	% Agreement			Distribution		N	% Agreement			% Agreement		
	2017	2018	2019	2018	2019	2019	2017	2018	2019	2017	2018	2019
S2035 This is a good school	100.0	100.0	88.9			9	93.0	94.0	93.5	94.3	94.6	94.8
S2034 I would recommend this school to others	100.0	100.0	80.0			10	91.8	92.0	92.3	92.8	93.2	93.6
S2016 My child is getting a good education at this school	100.0	100.0	80.0			10	94.3	94.3	94.0	94.6	94.8	95.3
S2012 Student behaviour is well managed at this school	81.8	75.0	90.0			10	84.5	83.0	85.5	86.9	86.7	87.5
S2021 Teachers at this school are interested in my child's wellbeing	100.0	100.0	100.0			10	94.4	94.5	94.7	94.8	95.0	95.3
S2017 My child's (Literacy) English skills are being developed at this school	100.0	100.0	80.0			10	94.4	94.2	94.3	94.7	94.8	95.2
S2018 My child's (Numeracy) Mathematics skills are being developed at this school	100.0	100.0	70.0			10	94.2	93.8	94.1	94.0	94.0	94.8
S2006 Teachers at this school provide my child with useful feedback about his or her school work	100.0	100.0	80.0			10	93.5	92.1	91.7	92.6	92.4	92.9
S2028 This school provides me with useful feedback about my child's progress	100.0	90.9	100.0			10	91.7	90.6	89.2	90.1	90.2	90.5
Overall rating for all survey items	97.7	94.3	89.0			N/A	92.0	92.1	91.8	92.4	92.6	92.9

Staff	This School						LSG: P-XI			State: Primary			
	% Agreement			Distribution		N	% Agreement			% Agreement			
	2017	2018	2019	2018	2019	2019	2017	2018	2019	2017	2018	2019	
Teaching Staff	S2122/S3241: I feel that students receive a good education at this/my school *	90.9	100.0	100.0			12	97.7	97.2	97.1	97.5	97.6	97.4
	S2118/S3239: I feel confident engaging all of my students in learning at this/my school *	90.9	100.0	100.0			12	96.2	97.9	97.9	97.9	97.7	97.9
	S2116/S3238: I feel confident using student assessment data to improve student achievement at this/my school *	90.9	100.0	100.0			12	98.1	98.7	99.1	98.6	98.8	98.8
All Staff	S2108: This is a good school	88.2	95.2	96.3			27	94.8	94.0	94.2	94.5	94.4	93.7
	S2107: I would recommend this school to others. S3231: I would recommend my school as a good place to work #	82.4	100.0	92.6			27	90.4	90.8	91.3	91.1	90.8	89.9
	S2074: Student behaviour is well managed at this school	64.7	100.0	87.5			24	83.7	84.9	87.3	87.2	86.5	85.6
	S2072: Students are encouraged to do their best at this school	88.2	100.0	100.0			25	98.4	98.2	98.3	98.2	98.3	98.1
	S2086: I have access to quality professional development.	70.6	95.2	100.0			27	87.8	87.1	88.8	88.7	88.4	86.9
	S2084/S3222: I feel that staff morale is positive at this/my school *	82.4	100.0	88.9			27	78.6	81.3	81.2	80.9	80.9	80.0
	Overall rating for "All Staff" survey items :	80.5	96.9	93.7			N/A	90.8	91.4	90.7	91.7	91.5	90.6

Student	This School						LSG: P-XI			State: Primary		
	% Agreement			Distribution		N	% Agreement			% Agreement		
	2017	2018	2019	2018	2019	2019	2017	2018	2019	2017	2018	2019
S2068 This is a good school	92.7	93.4	94.7			57	90.7	91.1	91.9	93.0	92.6	92.6
S2067 I would recommend my school to others	92.7	92.2	98.2			57	90.5	90.8	92.8	92.3	92.0	92.2
S2048 I am getting a good education at my school	97.6	94.7	96.6			59	94.9	94.3	95.7	95.7	95.8	96.2
S2044 Student behaviour is well managed at my school	85.4	74.3	75.9			58	80.7	79.4	81.4	83.4	82.5	82.2
S2063 My teachers care about me	87.5	94.7	96.6			58	91.6	92.3	93.6	93.1	93.2	93.0
S2049 My English skills are being developed at my school	94.9	91.8	93.2			59	93.9	93.2	94.5	94.6	94.6	94.4
S2050 My Maths skills are being developed at my school	95.0	96.0	93.2			59	94.8	93.8	94.4	94.5	94.6	94.1
S2040 My teachers provide me with useful feedback about my school work	95.0	93.2	93.2			59	94.3	94.7	95.3	94.9	94.8	94.9
S2059 My teachers encourage me to do my best	95.1	96.1	94.8			58	96.4	96.8	97.4	97.2	97.2	97.2
Overall rating for all survey items	94.3	92.1	93.0			N/A	92.7	92.5	93.3	93.5	93.4	93.3

In 2017, a review of School Opinion Survey staff items resulted in the removal and addition of some items and minor changes to other items. This has resulted in a time series break for some items. Four of the staff items reported on the profile have minor wording changes and one deleted item has been replaced by a similar item. Refer to the School Data Profile Handbook for additional information about the reported SOS results. DW = Data Withheld. * Minor change to item from 2017. # New item from 2017. † Timeseries break from 2017

% Agreement = percentage of positive responses ("Somewhat Agree", "Agree" and "Strongly Agree"); N = minimum number of respondents for item's

Distribution Legend:

	% Strongly Disagree		% Disagree		% Somewhat Disagree		% Somewhat Agree		% Agree		% Strongly Agree
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School Disciplinary Absences (SDA)

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

All state schools are required to report *School Disciplinary Absences (SDA)* for the school year in their school annual report. There are four main categories of SDA: *Short Suspension, Long Suspension, Exclusion and Charge-Related Suspension*.

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

School Disciplinary Absences (SDAs)

Incident Type	Count of SDA Incidents					Rate per Term per 1000		
	School					School	State*	
	2015	2016	2017	2018	2019	2015 - 2019	2019	2019
Short	14	22	17	38	29	18.4		20.5
Long	1	0	0	1	0	1.3		0.3
Excl #	0	0	0	0	0	0.0		0.1
Cancel	0	0	0	0	0	0.0		0.0

Rate per Term per 1000: Average number of SDA incidents per 1000 students per Term for the reporting period. # From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long Suspensions may be upheld or set aside through an appeals process.

	Slope of regression line			* state Primary schools
	Positive	Negative	Zero (flat)	
School				• lowest point/s in school time series
State *				

Learning and Behaviour Statement

The *Alexandra Hills State School Student Code of Behaviour* is underpinned by the ethos that every student is encouraged and supported to reach their maximum potential. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic programs.

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- Be Respectful
- Be Safe.

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Fundamental to the success of the *Alexandra Hills State School Code of Student Behaviour* is the decision to operate as a PBL school. *Alexandra Hills State School's* commitment to PBL recognises that the engaged learning necessary to achieving positive future outcomes for all our students occurs best in a positive learning environment free from challenging social behaviours.

We endorse the perspectives of PBL and the beliefs that:

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The success of PBL at *Alexandra Hills State School* is underpinned by:

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- Focusing on and reinforcing positive behaviours;
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- Ensuring consistency and persistence across the whole school community;
- Skilling children to enable them to behave appropriately;
- Ensuring all members of the community provide appropriate models of behaviour; and
- Lessons are explicitly taught and focus rules are implemented as a result of whole school data and revised as necessary.

Multi-Tiered Systems of Support

Alexandra Hills State School uses *Multi-Tiered Systems of Support (MTSS)* as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS, school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> ▪ teaching behaviours in the setting they will be used ▪ being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account ▪ providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them ▪ asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p>

	<ul style="list-style-type: none"> ▪ there is a clear connection between the skills taught in the interventions and the school-wide expectations. ▪ interventions require little time of classroom teachers and are easy to sustain ▪ variations within each intervention are limited ▪ interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
<p>3</p>	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour and should include strategies to:</p> <ul style="list-style-type: none"> ▪ PREVENT problem behaviour ▪ TEACH the student an acceptable replacement behaviour ▪ REINFORCE the student’s use of the replacement behaviour ▪ MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a <i>Functional Behaviour Assessment</i> (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Consideration of Individual Circumstances

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.

Alexandra Hills State School considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- Recognising the rights of all students to:
 - Express opinions in an appropriate manner and at the appropriate time;
 - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation;
 - Receive adjustments appropriate to their learning and/or impairment needs.

Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

Related department procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

Related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cyber-safety and schools resources](#)
- [Take a Stand Together](#)
- [Learning and Well-Being Framework](#)

Student Wellbeing

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

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

Curriculum and Pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding *personal and social capabilities* (self-awareness, self-management, social awareness and social management) in the implementation of the *P–12 Curriculum, Assessment and Reporting Framework*.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at *Alexandra Hills State School*, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

Policy and Expectations

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

Drug education and intervention

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

Specialised health needs

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

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

Medications

Alexandra Hills State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to Administer Medication at School* form signed by the prescribing health practitioner.

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

Mental health

Alexandra Hills State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a *Student Plan*.

Suicide prevention

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

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

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

Suicide postvention

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

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

Student Support Network

Alexandra Hills State School is proud to have a comprehensive *Student Support Network* in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at *Alexandra Hills State School* to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate support person/agency.

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

Whole School Approach to Discipline

Alexandra Hills 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 correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At *Alexandra Hills State School*, we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the *Alexandra Hills State School Student Code of Conduct* is an opportunity to explain the *PBL Framework* with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the Principal.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, Be Safe, Be Respectful, Be a learner.

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at *Alexandra Hills State School*.

All parents/carers are provided with a copy of the school's *Positive Behaviour Plan* is specifically informed of the policy document when enrolling a student.

Alexandra Hills State School implements the following proactive and preventative processes and strategies to support student behaviour:

- School newsletter items enable parents to be actively and positively involved in school behaviour expectations;
- School noticeboard to inform the community of the PBL lesson focus for the week;
- Parents/carers informed and students acknowledged on assembly when they have completed their bronze, silver and gold star charts;
- Class of the week presented on assembly to the class who received the most tokens for outstanding playground behaviour;
- PBL team meets once a fortnight to review data and systems;
- PBL team leader reports to staff fortnightly;
- Comprehensive induction program delivered to new and relief staff;
- Individual support profiles developed for students with high behavioural needs, enabling staff to make necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Integral to these school expectations is our school motto: *Courtesy and Courage* overarching the following 9 values:



At *Alexandra Hills State School*, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. We do this by:

- Teaching behaviour lessons each Monday morning
- Reinforcement of learning from behaviour lessons on assembly and during active supervision by staff during classroom and non-classroom activities.

Teaching Matrix

Term 1	Overarching Rule	Lesson Content
Week 1	Be Safe, Respectful and a Learner	Introducing the 3 school values
Week 2	Be Respectful	Whole Body Listening
Week 3	Be Safe	Keep hands, feet and body to yourself
Week 4	Own Choice (informed by school data)	
Week 5	Be Respectful	Use your manners and be polite
Week 6	Be Respectful	Wear full school uniform
Week 7	Be Safe	Using learning equipment appropriately
Week 8	Own Choice (informed by school data)	
Week 9	Be a Learner	Being a positive role model for other students
Week 10	Be a Learner	Stay on Task and complete your work
Term 2	Overarching Rule	Lesson Content
Week 1	Be Safe	Safety in the Playground
Week 2	Be Respectful	Keeping your area neat and tidy (classroom and eating)
Week 3	Be Respectful	Use appropriate voice level
Week 4	Own Choice (informed by school data)	
Week 5	Be Respectful	Respect everyone's personal space and property
Week 6	Be Safe	Wash your hands with soap when finished in the toilet
Week 7	Be Respectful	Take turns and sharing
Week 8	Own Choice (informed by school data)	
Week 9	Be a Learner	Move directly to your destination.
Week 10	Be Safe	Eating in your designated area and only eating your food

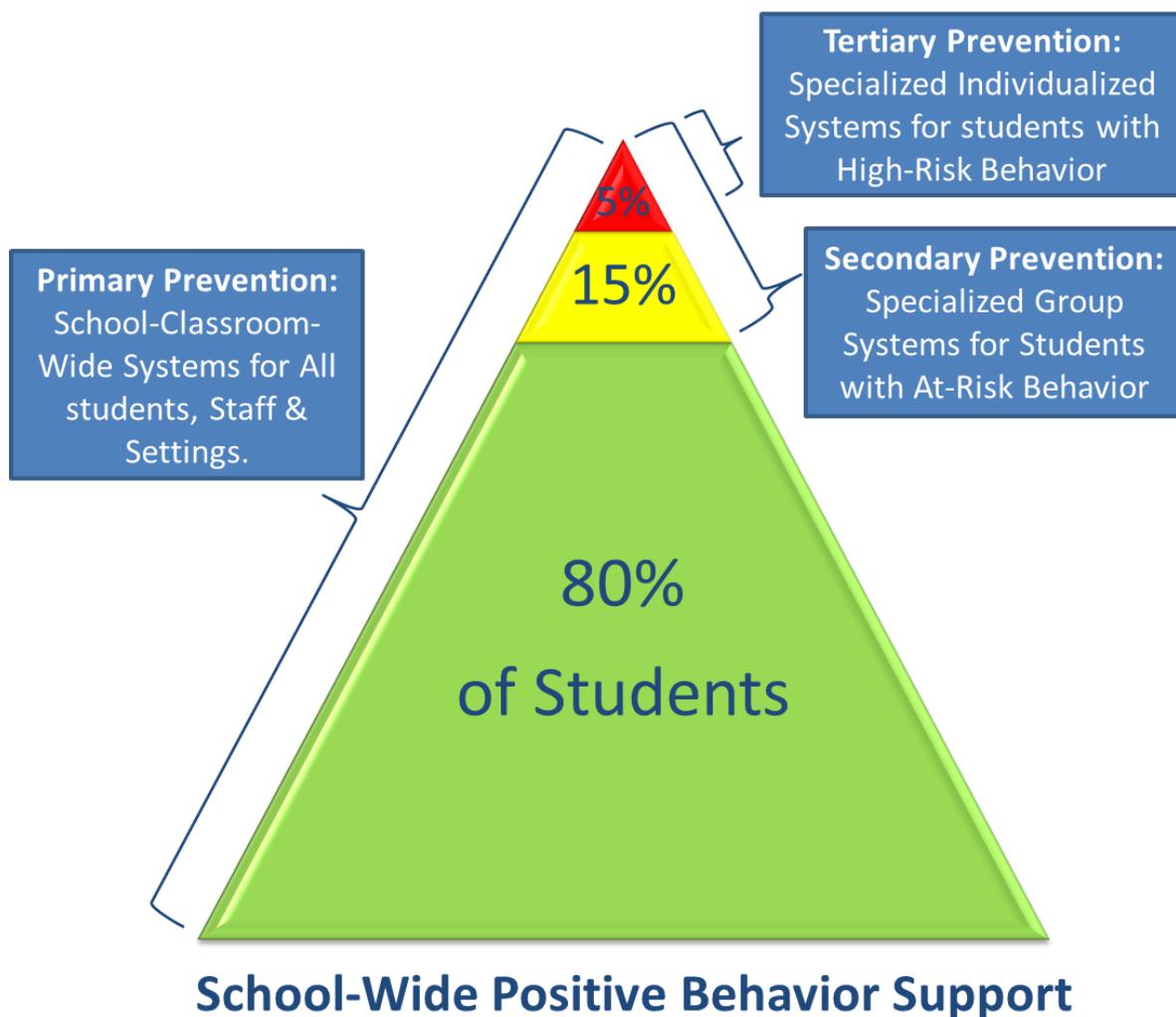
Term 3	Overarching Rule	Lesson Content
Week 1	Be a Learner	Have a go at all learning tasks
Week 2	Be Respectful	Follow all staff directions
Week 3	Be Safe	Walking on all concreted areas
Week 4	Own Choice (informed by school data)	
Week 5	Be Respectful	Cooperating with your classmates and teaching staff
Week 6	Be Respectful	Controlling emotions
Week 7	Be Respectful	Lining up at the tuckshop quietly
Week 8	Own Choice (informed by school data)	
Week 9	Be Safe	Keeping the toilet area clean and lining up quietly and waiting when all toilets are occupied
Week 10	Be a Learner	Being in the right place at the right time
Term 4	Overarching Rule	Lesson Content
Week 1	Be Safe	Sun Safety
Week 2	Be a Learner	Recycling
Week 3	Be Respectful	Be considerate of others when walking through the school.
Week 4	Own Choice (informed by school data)	
Week 5	Be Safe	Walking carefully in wet areas
Week 6	Be a Learner	Having your equipment ready for learning
Week 7	Be Safe	Asking for permission to leave a learning space
Week 8	Own Choice (informed by school data)	
Week 9	Be Safe	Reporting problems to a teacher
Week 10	Be a Learner	Knowing the rules of what you are playing and abiding by them

Whole School Behaviour Support

PBL is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour. It is a whole school approach, which details a process for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. With PBL at *Alexandra Hills State School*:

- Expectations for student behaviour are clearly defined;
- Effective behavioural support is implemented consistently by staff and administration;
- Appropriate student behaviour is explicitly taught (refer to Appendix 3);
- Positive behaviours are publically acknowledged;
- Problem behaviours have clear consequences;
- Student behaviour is monitored and staff receive regular feedback.

Behaviour Support Model



Whole School Reward Systems

Positive Consequences at Alexandra Hills State School

WHAT?	WHO?	WHEN?	WHY?	HOW?	BUDGET CONSIDERATIONS
Student of the Week	Classroom Teacher	Weekly at parade	Recognises students are displaying positive behaviours <ul style="list-style-type: none"> ▪ Be Respectful ▪ Be safe ▪ Be a Learner 	Announced & presented at Parade by Principal, Parents notified and certificate given, named in Newsletter along with a group photo.	Printing certificates
Class Pizza Party	Principal	Monthly at parade	Recognises classes with the greatest attendance.	The class that receives the most tokens wins the trophy.	Collaboration with Dominos
Positive reinforcement and praising	All staff	Daily	Keeps students on task and encourages them to achieve to their best ability.	When seeing students doing something positive, recognise this by praising and encouraging them.	N/A

Responding to Unacceptable Behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing Low-level and Infrequent Problem Behaviour

When students exhibit low-level and infrequent problem behaviour, we use a '1,2,3 Magic' approach to help the students 'toggle' their behaviour using a quick, and succinct counting system. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted Behaviour Support

At *Alexandra Hills State School*, approximately 10% - 15% of students may need additional support and timely intervention on some occasions. Targeted behaviour support is flexible and responds accordingly to the changing needs of our school community, it occurs around a specific setting, issue, student or group of students. Development and implementation of targeted support is team based and develops strategies that aim to prevent or minimize the occurrence. It may include one or a combination of the following:

- Positive reinforcement
- Reflection Room
- Buddy class
- Communication Book
- School Based Chaplain
- Social Skills Programs available from specialist support services
- Guidance Officer
- Triple P (PPP) - Triple P stands for the Positive Parenting Program.
- Meeting with parents

Intensive Behaviour Support

Approximately 2% - 5% of students who have had targeted support and are still at risk of significant educational under-achievement due to their inappropriate behaviours, are identified as needing intensive support. In these circumstances a student is referred to the *Wellbeing Committee* where an individual student program of support is developed through a collaborative consultative process involving the student, parents/carers, teachers, and other relevant support personnel. This support provision includes the development of a comprehensive *Behaviour Support Plan*. The aim of the *Behaviour Support Plan* is to develop a team approach to supporting students on targeted support programs.

Following a referral to the *Wellbeing Committee*, a nominated committee member contacts parents and any relevant staff members, to form a support team to address behavioural concerns. The support team may also include individuals from other agencies already working with the student and their family and district-based behavioural support staff.

Consequences for Unacceptable Behaviour

Alexandra Hills State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Classroom Referral System

Staff members complete a referral on *OneSchool* and refer to the Principal. The Principal will discuss behaviours with the teacher and plan appropriate supports. Teachers can at all times call the administration for support.

Teachers keep a record of minor classroom behaviours.

Playground Referral System

Staff members complete a referral on *OneSchool* and refer to the Principal. The Principal will discuss behaviours with the teacher and plan appropriate supports.

The High 5

This is a physical prompt (hand sign) allowing students to remember strategies to assist in the appropriate management of conflict. Each strategy is taught individually and students learn skills to deal with problems in a systematic, constructive way. When students have been referred for a major incident the *High 5* is used as a reflection tool to remind students there are other ways to deal with their conflict.



We believe that students need to understand that there are always consequences for both good and poor/bad behaviour. The consequences for good behaviour are clearly positive and enrich the teaching and learning experiences for the child, their peers and their school.

Classification of Inappropriate Behaviours

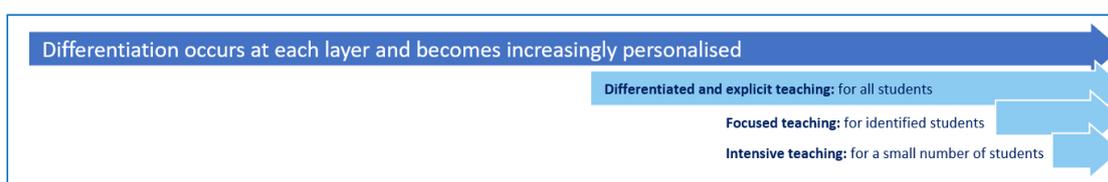
Minor and Major Behaviours: Alexandra Hills State School				
Universal Prevention – Essential Skills				
Level	Classroom/Playground Managed		Leadership Team Managed	
	CAUTION	MINOR – OPTIONAL OS	MAJOR – OS	REPEATED OR SERIOUS MAJOR
Behaviour Category (OS)	All inappropriate behaviour which it is reasonable to expect individual staff members to manage.	Persistent/repeated staff managed behaviours for which current strategies are not effective.	Major inappropriate behaviour that needs to be managed by Leadership Team (possible Reflection Room).	Repeated major inappropriate behaviour that needs to be managed by Principal and parents.
Abusive Language	Low intensity language - undirected <ul style="list-style-type: none"> Inappropriate language (written/verbal) Disrespectful tone <i>grr</i>, <i>shut up</i>, <i>stot</i>, swearing in playground but not directed at anyone Yelling back at a staff member, 'This sucks' Screaming at other students during class time. 	Repeated low intensity language <ul style="list-style-type: none"> Verbal abuse: 'You're a loser' 	Aggressive and offensive language without intent to harm <ul style="list-style-type: none"> Verbal abuse: 'I kicked your pants' A student directing an expletive at another person 	Directed and offensive language with intent to harm
Academic Misconduct	Low level cheating <ul style="list-style-type: none"> Cheating on a test Copying another child's work 	Repeated low level cheating	Cheats which is detrimental or unfair to other students <ul style="list-style-type: none"> Ongoing cheating for assessment items 	Repeatedly cheats which is detrimental or unfair
Bullying/ Harassment	Occasional low-level teasing, name calling <ul style="list-style-type: none"> One-off minor teasing/name calling Inappropriate comments based on race/religion/ethnicity/disability Put down 	Persistent pattern of name calling and teasing	Engages in repeated intentional negative comments in order to cause harm <ul style="list-style-type: none"> Repeated deliberate intimidation through gestures and verbal abuse Inappropriate touching of others Verbal and physical threats to harm/harm someone 	Engages in repeated intentional negative comments that has caused injury
Defiance/ Refusal to Participate	Chooses not to engage in the program or fails to do set tasks <ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work Non compliance 	Repeatedly chooses not to engage in the program or fails to do set tasks	Defiantly refuses to comply with set tasks <ul style="list-style-type: none"> Major/deliberate non compliance Repeated non compliance Repeated defiant behaviour 	Defiantly refuses to participate causing a safety concern
Disrespect/Threat	Refusal to comply with a reasonable request <ul style="list-style-type: none"> Deliberately ignoring the teacher's instructions Comments made by student to adult, 'You can't make me' Refusal to comply with a reasonable request 	Repeated refusal to comply with a reasonable request	Refusal to follow adult directions and threatens an adult <ul style="list-style-type: none"> Verbal or physical threat to an adult Threatening an adult's belongings Repeated refusal to follow instructions, student has not responded to interventions or behavioural systems Disrupting an assembly 	Refusal to follow adult directions and threatens an adult with harm
Disruption	Low intensity that unintentionally disrupts learning <ul style="list-style-type: none"> Calling out Talking Noisy during learning time Out of seat 	Repeated low intensity that unintentionally disrupts learning	Behaviour intended to disrupt learning <ul style="list-style-type: none"> Repeatedly preventing others from learning/teaching Repeatedly calling out Repeatedly out of seat disrupting others Disrupting an assembly 	Repeated behaviour intended to disrupt learning
Dress code	Failure to comply with school dress code <ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	Repeated failure to comply with school dress code	Deliberate refusal to comply with school dress code <ul style="list-style-type: none"> Deliberate and continual refusal to wear school uniform Clothing with offensive language Offensive language clothing 	Repeated and deliberate refusal to comply with school dress code
Fighting Physical Aggression	Non-serious but inappropriate contact which does not result in injury or harm <ul style="list-style-type: none"> Minor deliberate physical contact (<i>tag</i>, shoving, bumping, pushing in line without intent to hurt) Spitting at ground/floor Not playing school approved games Hurling someone through the course of a game when intentionally trying to win or gain possession 	Persistent/repeated non-serious but inappropriate contact which does not result in injury or harm	Serious physical contact that results in injury or harm to others <ul style="list-style-type: none"> Punching, biting, hitting, kicking, choking, grabbing, head butting at others that involves contact to another Spitting and <i>spitting</i> at others Any physical intimidation through sexual connotations 	Repeated serious physical contact that results in injury or harm to others
Property Misuse	Inappropriate use of an object other than its intended purpose <ul style="list-style-type: none"> Intentionally kicking a ball during a game to cause damage Throwing objects that may not harm someone 	Repeated inappropriate use of an object other than its intended purpose	Use of objects as weapons with the intention of causing harm to self, others or property <ul style="list-style-type: none"> Throwing sticks or stones in a directed at an adult or child causing harm 	Repeated use of objects as weapons with the intention of causing harm to self, others or property
Possess prohibited items	Possession or use of an unapproved toy <ul style="list-style-type: none"> Toys/balls at school without permission Possession of energy drinks or electronics 	Repeated possession of a prohibited item OR failure to put the item in a safe place (as directed by an adult)	Possession or use a prohibited item and does not hand it into the office – (repeated) <ul style="list-style-type: none"> Possession or selling of drugs/alcohol/cigarettes Possession of weapons including knives and scissors and any other items which could be considered a weapon Possession of items which are prohibited by school rules 	Possession or use of a prohibited item - knife, weapons, matches, illicit substance, alcohol, tobacco
Technology Violation	Non serious but inappropriate use of personal technology <ul style="list-style-type: none"> Having a mobile phone in any part of the school for voicemail, email, text messaging or filming and social media Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) Inappropriate use of school ICT devices Taking digital images of others without permission Using a mobile phone during school hours 	Repeated non-serious but inappropriate use of personal technology	Engagement in serious misuse of technology <ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school Intentional damage to school ICT device Intentional use of digital images and/or words used to cause harm or anxiety to others 	Repeated engagement in serious misuse of technology
Property Misuse Theft	Low intensity misuse of property <ul style="list-style-type: none"> Petty theft (one-off <i>tag</i> taking a pencil/crayon) Drawing on desks Littering Lack of care for the environment (breaking plates) 	Repeated low level misuse of school property	Willful damage school or others property or steals others property <ul style="list-style-type: none"> Stealing / major theft Willful property damage, vandalism, graffiti Deliberately kicking a hole in the wall Breaking classroom items with intent 	Repeated willful damage school or others property or steals others property
Tuancy (class or school)	Refusal to enter the classroom <ul style="list-style-type: none"> Not being punctual (<i>tag</i>) lateness after breaks Refusing to come inside after a break 	Repeated refusal to enter the classroom	In the grounds and cannot be seen by an adult <ul style="list-style-type: none"> Leaving school without permission 	Leaves the school grounds

Differentiated and Explicit Teaching

Alexandra Hills State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

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



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 *Alexandra Hills State School* to provide focused teaching. Focused teaching is aligned to the *PBL Expectations Matrix*, and student progress is monitored by the classroom teacher/s to identify those who:

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

Alexandra Hills 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.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the *Alexandra Hills State School Student Code of Conduct* are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at *Alexandra Hills State School* follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry Following Suspension

Students who are suspended from *Alexandra Hills State School* may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- 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.

School Policies

Alexandra Hills 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 and students. The temporary removal of student property by school staff procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

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

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

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

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

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

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

Responsibilities

School staff at *Alexandra Hills State School*:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an *EpiPen* for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at *Alexandra Hills 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 *Alexandra Hills 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 *Alexandra Hills 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 *Alexandra Hills 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
- 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

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like mobile phones, iPads, iPods, cameras or digital video cameras to school, as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Mobile phones are to be signed in at the office each morning before school and signed out at the end of the day. Phones not signed in will be confiscated.

Electronic devices are not encouraged at school. Students who use electronic devices to and from school must ensure that they are not used throughout the course of the school day. Any electronic devices used during the school day will be confiscated.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact *Queensland Police Service* (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them.

Recording Voice and Images

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

We uphold the value of trust and the right to privacy at *Alexandra Hills State School*. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc), for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

Recording of events in class is not permitted unless the class teacher provides express consent.

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

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

Students involved in:

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

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

Text Communication

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

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

Assumption of Cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act*

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

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

Special Circumstances Arrangement

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

Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

Preventing and Responding to Bullying

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

- Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- Raising achievement and attendance
- Promoting equality and diversity and
- Ensuring the safety and well-being of all members of the school community

There is no place for bullying in *Alexandra Hills State School*. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

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

Bullying may be related to:

- Race, religion or culture
- Disability
- Appearance or health conditions
- Sexual orientation
- Sexist or sexual language
- Young carers or children in care.

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

Rationale

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

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

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school. A number of strategies, including the *High 5 Strategy*, are reinforced across all year levels.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at *Alexandra Hills State School* takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Alexandra Hills State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

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.



What are the 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 *Alexandra Hills 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

Emergency or Extreme Incident Responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

Basic Defusing Strategies

- 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: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted & a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others

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

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

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student

Record Keeping

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

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

Network of Student Support

Students at *Alexandra Hills State School* are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Teacher Aides
- Support Staff
- School Leadership Team
- Guidance Officer
- School Based Chaplain

External support is also available through the following government and community agencies:

- Smith Family
- Indigenous Elders
- Advisory Visiting Teachers
- Senior Guidance Officer
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

Consideration of Individual Circumstances

To ensure alignment with the *Student Code of Conduct* 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.

Alexandra Hills State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs

Related Legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

Related Policies and Procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

Some related resources:

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

Alexandra Hills 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:

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

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

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

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

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