Frenchville State School

Student Code of Conduct 2024-2027

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

Purpose

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

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

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, all students are able to experience success and staff enjoy a safe workplace.

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Endorsement

Principal Name:	Katrina Jones
Principal Signature:	
Date:	

P/C President Name:	Nikita Janetzki 2022/3
P/C President Signature:	
Date:	

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Principal's Foreword

At Frenchville State School, we pride ourselves on delivering high quality programs that develop the whole child. We are an enthusiastic and proud school community that continually strives for improvement within a supportive school environment.

The aim of our school is to ensure that every child is challenged to achieve and exceed their potential. In an ever-changing world, our children need to develop skills, knowledge, attitudes, values and resilience to succeed on their life long journey. Our whole school is committed to "Together We Shape Tomorrow" and our core values of curiosity, resilience and balance through a rich curriculum, a collaborative and dedicated staff and a focus on the learner beyond the set curriculum. We provide opportunities for all as we strive to develop curious, confident, collaborative and inclusive learners.

Learning is not only focused on curriculum at Frenchville State School but also on appropriate behaviours and social communication skills. These are important for our journey to be active and global citizens. Just like academic learning, not everyone gets it right the first time or at the same pace. Supports are provided to all students along their learning journey.

Our school motto, "Pride, Honesty, Persistence" underpins what we stand for in our daily interactions, what we do and how we present ourselves in the school community. Our school badge reflect our pride in being Australian, our high standards in academic, sporting and cultural pursuits, achieved through honest work and persistence.

Frenchville State School has core expectations of:

Respect – where we create an environment where all people are treated with care, respect, honesty and compassion.
Responsibility – for our learning thorough persistence and accepting challenges and consequences with a growth mindset.
Safety – being self-aware, self-disciplined, managing emotions and behaviour to ensure the safety of self and others and behave appropriately in a range of situations.

These expectations have been used in the development of this Student Code of Conduct with the aim of helping shape and build the skills of all our students to be confident, creative, tolerant, self-disciplined and compassionate citizens. Building resilient citizens of the future who have developed skills to independently resolve difficulties is important and to manage their emotions appropriately and respectfully.

The school expectations are displayed throughout the school and class rules from these expectations are clarified within each classroom. It is important to develop a predictable environment where positive and negative consequences are outlined and agreed upon and known to all.

Frenchville State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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P&C Statement of Support

As President of the Frenchville State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Katrina Jones and her team has ensured that all parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Frenchville 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 Frenchville 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.

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

Dr Leone Hinton
Frenchville P and C President 2020/21

Consultation

The consultation process used to inform the development of the Frenchville State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff in Term 1 2020 that examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. Strengths and next steps were documented.

In the second phase, a Professional Learning Community was established with a number of key staff representing all areas of the school. Staff understanding of behaviour theory and steps to building professional capability were addressed.

A parent focus group was established for consultation on the draft Code of Conduct. Information was communicated to the community and staff. A student forum was held of year 6 students to discuss rules and expectations, student behaviour and consequences.

The P&C Association unanimously endorsed the Frenchville State School Student Code of Conduct for implementation in 2021. A communication strategy has been developed to support the implementation of the Frenchville State School Student Code of Conduct.

Review Statement

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

Addendum	Safe, responsible, respectful online	Jun 2022
Review	Data review, Mobile phone Away for the day update	Jan 2024

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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.

School Disciplinary Absences 2023

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions and exclusions of enrolment are 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 the school community.

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 for each type of school disciplinary absence reported at the school.

Type of school disciplinary absence	2021	2022	2023
Short suspensions – 1 to 10 days	42	37	31
Long suspensions – 11 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

School Opinion Survey 2023

	Parent/Caregiver Agreement				Student Agreement				Staff Agreement			
	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year
Common items												
...student behaviour is well managed...	83.3	10.5	3.7	-4.8	77.1	16.2	13.0	3.7	83.3	12.9	10.4	0.4
...students are treated fairly...	89.0	4.2	1.5	-2.3	82.4	8.9	7.5	-2.3	97.2	11.6	8.9	7.7
...expectations and rules are clear...	91.7	1.9	-0.4	0.4	95.6	4.0	3.5	3.5	94.4	9.6	7.8	3.5
...respectful student relationships fostered...	89.9	5.3	1.9	-2.3	94.6	6.3	4.9	2.5	97.2	8.2	6.6	-1.5
...gender equality at school...	95.0	7.0	4.6	-1.1	80.4	8.5	7.7	1.3	98.5	3.0	3.6	1.3
...this is a good school...	93.7	5.8	3.0	-1.9	88.9	10.9	8.9	1.3	95.8	6.6	4.9	-2.9
...opinions are taken seriously...	82.6	4.0	1.4	0.1	76.4	7.4	7.0	1.0	90.3	13.5	12.8	3.4
...like being at school...	92.3	5.7	3.0	-1.5	82.9	11.5	9.2	0.4	98.6	9.0	7.7	1.3
...feel safe at school...	91.7	7.1	3.6	1.0	89.6	10.1	8.4	3.1	91.7	4.2	3.3	-1.8
...students are interested in school work...	93.7	8.9	7.5	1.4	77.2	8.3	8.8	2.6	98.1	18.9	14.6	0.0
Concepts												
Fairness / Clarity of rules	88.0	5.5	1.6	-2.2	85.1	9.7	8.0	1.7	92.3	9.8	7.8	1.8
Safety	92.5	5.4	3.1	-0.4	90.6	7.5	6.2	0.4	94.4	3.9	3.5	2.3
Partnerships	88.8	2.5	1.4	0.3	84.9	5.8	4.8	0.4	93.0	9.1	8.3	1.0
School culture	92.3	4.7	2.5	-1.2	88.5	9.0	7.8	1.7	96.5	7.6	6.6	0.0
Teaching and learning	94.0	6.3	5.0	1.3	90.5	5.4	5.0	1.2	98.0	8.6	6.8	0.2
Staff wellbeing									88.7	13.4	12.9	3.3
Staff development									91.8	7.3	7.7	2.7
Workplace culture*									91.3	10.4	10.9	0.8

Agreement presents the aggregation of positive responses as a percentage; i.e.: "*Somewhat agree*", "*Agree*", and "*Strongly agree*".
Common items are asked in the Parent/Caregiver Survey, the Student Survey and the Staff Survey.
Concepts show the overall result for items that belong to a concept.
A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of **Agreement**.
* The result for '*Workplace culture*' does not include responses in relation to staff interactions in the Staff Survey.

Learning and Behaviour Statement

Frenchville State School has high expectations of all students and staff. Our school expectations are effectively communicated, realistic, detailed and understood clearly by all members of the school

Behaviour at Frenchville State School is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. It is the key to all other aims, and therefore crucial. To be 'disciplined' means knowing what to do, how to do it and when to do it. There are no 'black and white' approaches to behaviour support, nor any 'one size fits all' behaviour strategies. Staff address each behaviour situation based on an interpretation of the various factors involved in that situation and not just on the behaviour exhibited. Staff act to promote good order and learning for all, including the student with the inappropriate behaviour.

Frenchville State School uses multi-tiered systems of support as the foundation for our approach to learning and behaviour. Our systems of support are a proactive, differentiated approach grounded in research, practical strategies, and data informed decision making. Depending on the identified needs and circumstances of our students, staff match increasingly intensive levels of support. Teaching and supporting social behavioural skills creates positive student behavioural health and contributes to improving the effectiveness of academic support systems.

Tier 1 – School Wide Proactive Teaching and Learning.

All students in the school receive support for their academic and behavioural development. Focus is on the whole school implementation of both the Australian Curriculum, our Student Learning and Wellbeing Framework and our Positive Behaviour expectations. Not all students come to school with the necessary social and behavioural skills required for success in the school environment. For the best interests of our students and the culture of our school, staff explicitly teach all students expected behaviours and acknowledge students for demonstrating them. For the best interests of our students, staff need to be consistent in teaching expected behaviours and modelling appropriate behaviours and using consistent processes and language across the school.
This involves:

- Clarify and teach expected behaviours in the settings they will be used.
- Whole school programs to teach positive strategies to deal with emotions and problems effectively and positively – linking with our Student Learning and Wellbeing Framework – Be G.R.E.A.T.
- Being consistent when addressing challenging behaviour, while taking into account developmental, personal circumstances and behavioural function, following a continuum of consequences to discourage and change inappropriate student behaviour.
- Providing ongoing teaching including reteaching and refresher lessons throughout the year so skills are ready and likely to be used when students need them.
- Consulting students and our community for their perspectives on school climate, processes and discipline so improvements can be made.
- Ongoing monitoring through data analysis procedures and systems to support individual students, groups of students and the implementation of school wide processes and professional development needs for staff.

3 core components – Proactive, Prosocial, Positive

- Prevent – Define and clarify rules, expectations and consequences – clear consistent understanding.
- Teach – Teach the rules, expectations, acceptable behaviours.
- Respond – reinforce rules, acknowledge positive behaviour, reteach.

Tier 2 – Targeted Instruction

Some students (10 – 15%) may need more time, reteaching or additional support from a range of school-based staff to enable them to meet the required behavioural or academic standards. Tier 2 lessons build on, extend or reteach lessons provided at Tier 1 and may prevent 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 aspects of the behaviour programs and expectations. The types of interventions offered at this level will vary to the needs of the student body and ages of students but will have a clear connection between the skill taught and the school wide expectation.

Tier 3 – Intensive Intervention

A few students (2- 5%) require intensive support on a one to one basis or in small groups. Tier 3 support continues to build on lessons and supports provided at Tiers 1 and 2 and become more intensive and individualised. Tier 3 supports are based on the underlying reasons for a student's behaviour and include strategies to

- Prevent problem behaviour
- Teach acceptable replacement behaviour
- Reinforce the student's use of the replacement behaviour
- Minimise the payoff for the problem behaviour

Many students benefit from brief Functional Behaviour Assessments that identify strategies that help a student achieve success. A small percentage of students benefit from comprehensive FBA with processes for data collection and a team approach to problem solving. Some students require a case management approach that includes personnel from outside agencies.

Consideration of Individual Circumstances

Staff at Frenchville State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Student Wellbeing and Support Network

Frenchville 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.

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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 their learning. The Frenchville State School Student Learning and Wellbeing Framework supports our school in creating a positive school environment and embed student wellbeing in all aspects of school life through connecting curriculum and pedagogy, school culture, policies and procedures. Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in team work and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

Curriculum and Pedagogy

Educational programs relating to compassion, difference, self-esteem, cooperation and respect for self and others is embedded in our Whole School Curriculum Plan. The Australian Curriculum, P – 12 Curriculum, Assessment and Reporting framework and Queensland Curriculum and Assessment Authority (QCAA) underpin the teaching and learning of all students and their diverse learning needs at Frenchville State School. The following subject areas with topics covered in units of work are a snap shot taken from the Whole School Curriculum Plan, providing evidence in how we address the State School Strategy 2023 – 2027, Equity and Excellence.

	English	Humanities and Social Sciences
Prep	Interacting with others (sustain positive relationships)	My Family History: examine diversity within their families and others.
Year 1	Cultural Stories (diversity and respect)	My Changing Life: exploring family structure
Year 2	Stereotypes / Roles and relationships (friendships, diversity)	Connections to Place: examining information and data to identify ways people are connected to places and factors that influence those connections
Year 3	Australia and its neighbouring countries (understanding, respect, difference) Traditional Stories and their significance to culture	Our Unique Communities: how people contribute to and participate in their unique communities, including celebrations and commemorations.
Year 4	Our Community's sustainability practices (citizenship, democratic and cooperation skills)	Early exploration and settlement: exploring diversity of different groups with their local communities, considering how personal identity is shaped by aspects if their culture.
Year 5	Character representation and development (friendships and diversity)	Managing and participating in Australian Communities: how laws impact on the lives of people and the key values of Australia's democratic system of government, particularly the values of freedom, equality, fairness and justice.
Year 6	Significant global / environmental issues and how to be proactive in information and communication (Citizenship and democracy, respect and difference)	Australians as Citizens: what does it mean to be an Australian citizen and how have experiences of democracy and citizenship differed over time and place.

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Health and Physical Education

Prep	I Can Do It!	I am growing and changing	Looking out for others	# I am safe
Years 1 and 2	A little independence	Good choices, healthy me	*We all belong	#My safety, my responsibilities
Years 3 and 4	Good Friends	*# Feeling Safe	Healthy Futures	I am healthy and active
Years 5 and 6	*# Emotional interactions	Healthy Habits	Multicultural Australia	Growing Up

* These units have direct links to bullying prevention strategies
# These units incorporate concepts from the Daniel Morcombe Child Safety Curriculum

Daniel Morcombe Child Safety Curriculum

The Department of Education and Training, in partnership with the Daniel Morcombe Foundation, has developed the *Daniel Morcombe Child Safety Curriculum* for Queensland students. The Curriculum consists of classroom lessons across three phases of learning: Prep-Year 2, Years 3-6 and Years 7-9. The Curriculum is aligned with the Australian Curriculum: Health and Physical Education (Version 8.4). It aims to teach children about personal safety and awareness, including cyber safety and phone safety, by focusing on three key safety messages: Recognise, React and Report.

The Curriculum was developed by the Department of Education and Training in consultation with Bruce and Denise Morcombe, the (former) Commissioner for Children and Young People and Child Guardian, representatives from the Queensland Police Service and the Department of Communities, Child Safety and Disability Services, and experts in child safety education.

At Frenchville, the *Daniel Morcombe Child Safety Curriculum is embedded into the Prep to Year 6 Health and Physical Education curriculum.*

Respectful relations education program

The *Respectful relationships education program* is a primary prevention program focused on influencing behaviour change to prevent undesirable social consequences such as domestic and family violence. Primary prevention strategies for domestic and family violence seek to remove the causes of violence, prevent risk factors associated with the violence and enhance protective factors against the violence.

By implementing the *Respectful relationships education program*, Frenchville will give students opportunities for social and emotional learning (in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making). A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal

At Frenchville, the *Respectful relationships education program is embedded into the Prep to Year 6 Health and Physical Education curriculum.*

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Positive Behaviours for Learning

A positive school environment, where all students are included and feel safe and supported improves student learning outcomes. Every member of the school community (school staff, parents and students) has a role to play in creating a safe, supportive and disciplined school environment, where students can learn and achieve.

The Queensland Department of Education is committed to ensuring every state school is a nurturing safe, supportive and disciplined environment, where all students can learn, achieve and reach their full potential. The key documents are:

- Student Code of Conduct
- Student Learning and Wellbeing Framework

Be G.R.E.A.T – Learning and wellbeing framework

Neuroscience, mindfulness and positive psychology underpin the approach as evidence-based research shows that happy students are able to effectively manage their thinking, attention and behaviour enhancing their capacity to engage and be successful in learning.

The Frenchville Compass is at the core of the Learning and Wellbeing Framework. By embedding the principles of the Frenchville Compass into the fabric of the school, students will better navigate their learning journey with positive habits and behaviours.

In addition to the three school rules of 'Be Responsible; Be Respectful; Be Safe', the 'Be GREAT' acronym has been included to build the personal and social capabilities of students. Being GREAT encompasses the following character traits for both explicit and incidental teaching: gratitude, resilience, empathy, awareness and talent. The Frenchville Compass encompasses new and existing school programs, philosophies and methodologies including bucket-filling, zones of regulation and growth mindset.

High Five Program / Five Finger Strategy

This program is taught in all classrooms as an effective strategy for our students to develop problem solving skills, social skills and resilience. Students are taught these strategies when dealing with conflict and dependent on the size of the issue – ignore, talk friendly, walk away talk firmly, report. The teaching aspect of this program give the students skills to solve problems themselves before seeking someone else to solve issues for them.

Zones of Regulation

The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. Using a cognitive behaviour approach, the curriculum's learning activities are designed to help students recognize when they are in different states called "zones," with each of four zones represented by a different colour. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another. Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. To deepen students' understanding of how to self-regulate, the lessons set out to teach students these skills: how to read others' facial expressions and recognize a broader range of emotions, perspective about how others see and react to their behaviour, insight into events that trigger their less regulated states, and when and how to use tools and problem-solving skills.

Bucket Filling

The concept of bucket filling is to use actions and words to make someone feel good about themselves, to enhance resilience and inspire them to achieve internal happiness. Bucket filling is an effective character development program. It's easily understood, and simple to implement. Every character trait (kindness, respect, responsibility, trust, fairness, and citizenship) becomes more tangible when the action is described as filling a bucket.

Growth Mindset and Learning Pit

The concept of a growth mindset was developed by psychologist Carol Dweck. A mindset, according to Dweck, is a self-perception or "self-theory" that people hold about themselves. Believing that you are either "intelligent" or "unintelligent" is a simple example of a mindset. Our classrooms use the language of growth mindset and encourage mistakes as a pathway for learning in conjunction with the 'learning pit'. The Learning Pit encourages everyone to step out of their comfort zone. It was created by James Nottingham (2007) to support a culture of challenge, curiosity, reflection and resilience.

Other Programs

- Social Skills and Friendship Programs
- Class Buddy Program – Upper and lower classes meet and share reading, activities.

Further Information

Australian Government Bullying Website https://bullyingnoway.gov.au/
Zones of Regulation http://www.zonesofregulation.com/index.html
Positive Behaviour for Learning https://behaviour.education.qld.gov.au/supporting-student-behaviour/positive-behaviour-for-learning
Australian Curriculum https://www.australiancurriculum.edu.au/
Daniel Morcombe Curriculum https://education.qld.gov.au/curriculum/stages-of-schooling/daniel-morcombe
Respectful Relationships Education https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships

Policy and Expectations

At Frenchville State School there are specific health and wellbeing issues that are addressed for the whole school or in certain circumstances, specific students.

Specialised Health Needs

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

Health plans are developed and followed for students with specialised health needs. Staff are aware of students' medical conditions and an appropriate number of staff are trained to support students' health conditions.

Medications

Frenchville 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 long term health conditions requiring medication, parents need to provide the school with a *Request to Administer Medication at School* form signed by the prescribing health practitioner. Frenchville State School maintains an adrenaline auto injector, asthma reliever/puffer and a defib machine, stored in the first aid room to provide emergency first aid treatment if required.

Mental Health

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

Suicide Prevention

Frenchville State School staff who notice suicide warning signs in a student seek immediate help from the Guidance Officer or leadership team.

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When dealing with a mental health crisis, the school will call 000 if there is an imminent threat to the safety of students and where necessary provide first aid. In all situations, Frenchville State School staff follow suicide intervention and prevention advice by ensuring:

- The student is not left alone
- 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 or sibling of a student that has not occurred on school grounds, Frenchville State School enacts a postvention response by communicating with the family of the students 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, Frenchville 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

Frenchville State School has a team of dedicated and caring class teachers who support the social, emotional and physical wellbeing of their students. In addition, we have a team of professionals to ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member to seek advice and assistance. Parents can also contact class teachers and support staff for assistance.

Staff	Role
Community Elder Wade Mann	Provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and Non-Indigenous students.
Guidance Officer Kate Birse	Provides a comprehensive student support programs within the school environment offering counselling with students on a one on one basis or in a group setting. Assist students with specific difficulties. Liaises with parents, teachers or other external health providers as needed as part of the counselling process. Support school wide proactive behaviours and social emotional programs.
Speech Therapist Kylie Hull	Supports students to access the curriculum. Provides advice to parents. Supports classroom teachers to cater for students' language and literacy development.
Learning Engagement Teacher	Support students experiencing learning and social/emotional difficulties to access the curriculum. Supports classroom teachers to make adjustments for students to access the curriculum. Liaises with classroom teachers, parents and students to monitor adjustments.

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Head of Diverse Learners Steven Hull	Supports the Learning Engagement teachers with curriculum access, differentiation and strategies to support diverse learners. Supports parents to access external agencies and provides guidance for transitions across settings. Supports all staff in teaching and learning for all students. Provides continuity of contact for students and their families through the 7 years of schooling. Supports students to overcome barriers to education.
Head of Department – Curriculum Lenore Olive	Support the whole school and year level curriculum delivery of the Australian Curriculum. Support the differentiation of the curriculum by teachers to meet the diverse needs of our student group.
Indigenous Support Officer	Provides educational counselling and support services to Aboriginal and Torres Strait Islander Students and communities.
Social Worker Erin Clifford	Provides counselling with students on a one-on-one basis or in a group setting within the school environment. Supports school social emotional planning and delivery.
Student Service Committee	Meets weekly to support students, parents and staff with academic, behaviours and social emotional wellbeing concerns.

Frenchville State School also draws upon the regional and state wide service to support students and parents. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teacher and Senior Guidance Officer.

Whole School Approach to Discipline

At Frenchville State School, the core value of respect is fundamental in our community and school and that all should respect the teacher's right to teach and a student's right to learn. Our Code of Conduct is based on the value of respect and responsibility and we are all committed to supporting our students to be responsible for their actions and attitudes and respectful of themselves and others. All areas of Frenchville State School are teaching and learning areas. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of all students with their academic progress.

At Frenchville State School we create mutual respect by teaching students how to think through what they are doing in relation to the rules of wherever they are. This gives students personal accountability for their actions. Frenchville 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 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 the age, gender, disability, cultural background or socio-economic situation and emotional needs of all students.
- Recognising the rights of all student to:
    - Express opinions in an appropriate manner and at appropriate times.
    - Work and learn in a safe environment regardless of their age, gender, disability, cultural background, socio-economic situation.
    - Receive adjustments appropriate to their learning and or impairment needs.

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In order to inform effective decision making, data is gathered and collated in relation to incidents of inappropriate behaviour. One School is used to record incidents and consequences applied as well as parent contact. Current support and adjustments are also recorded on One School to ensure a clear and accurate understanding of individual students.

School Expectations

Each classroom will have their own set of examples to help students and visitors understand the expectations of their setting which are appropriate to their age and year level, to meet the standards of Frenchville State School.

Be Safe

- Show self-control
- Follow directions
- Gain permission
- Report problems and issues

Be Responsible

- Be on task
- Do your best
- Manage your time appropriately
- Be prepared and organised

Be Respectful

- Use positive and polite language
- Understand self and others
- Show school pride
- Care for self, others and the environment

Parents and staff

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

Safe	
What we expect to see from you	*What you can expect from us*
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

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Respectful	
What we expect to see from you	*What you can expect from us*
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Responsible	
What we expect to see from you	*What you can expect from us*
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and will contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

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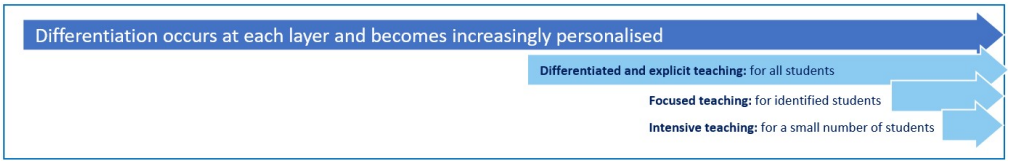
Differentiated and Explicit Teaching

Decisions about differentiation are made in response to data and day to day monitoring that indicates the behavioural learning needs of students. There are three layers to differentiation, as illustrated below and this model is used for academic differentiation.



Each classroom in our school uses the matrix of behaviours as a basis for developing their behaviour standards and appropriate consequences. The class teacher works with all students to explain and teach expected behaviours in different situations across the school and their classroom. The expectations are regularly revisited throughout the year and revisited to address any new or emerging issues. Specific lessons are also taught to address particular behaviours, routines and expectations. Through our Student Learning and Wellbeing Framework we also teach character traits to instil a positive school climate for our students and a 'culture of kindness', making schools a safe environment for students to learn and staff to teach. We are committed to both promoting and teaching children to take ownership of their own behaviour and provide a school environment where students are self-directive, self-reliant, and engage in responsible decision making, feel a sense of self control, have acceptable responses and reactions to emotions and situations and display a positive self-concept.

Focused Teaching

Frenchville State School recognises that some students continue to exhibit inappropriate behaviours after whole class explicit teaching has been implemented. We understand that some students require additional time and support during the school day to learn essential social and emotional skills. In most cases the concerning behaviours of these students may not be regarded as severe but the frequency of the behaviours may put the students' learning and social success at risk if not addressed in a timely manner.

Frenchville State School has a range of student support staff including teachers with specialist expertise in learning, language or development to work collaboratively with class teachers to provide focused teaching. Focused teaching is aligned to the school expectations matrix and student progress is monitored.

Focused teaching involves revisiting key behavioural concepts and or skills and using 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 intended learning and expected behaviour.

Intensive Teaching

Frenchville State School is committed to educating all students including those with the highest behavioural and social emotional needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Students who require intensive behaviour support are referred to the Student Support Team and a case management team is formed.

Case Management

The case management team may consist of a leadership member, the Guidance Officer, classroom teacher, Head of Diverse Learning, Specialist staff including the Learning Engagement Teacher, parent/caregiver of the students and possible external agencies or specialists working closely with the student or family. The team does not deliver direct support to the students. The role of the team is to:

- Ensure that appropriate support is available for the student.
- Team problem solve.
- Monitor the integrity of the service delivery and implementation of support processes.
- Aggregate outcomes data to measure impact of the interventions.
- Link with external agencies and assist parents/caregivers to access support.
- Functional Behaviour assessments and behaviour tracking of student.

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- Work with other staff members to develop appropriate behaviour support strategies.
- Oversee the flexible attendance plan.
- Partner with parents to support plans developed and provide feedback.

Legislative Delegations

Legislation

In this section of the Frenchville 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

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Disciplinary Consequences

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

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

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

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

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

Differentiated

When responding to problem behaviour the staff member first determines if the behaviour is minor or major with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour is referred directly to the school leadership team

Minor behaviours are those that:

- Are minor breeches of the school rules.
- Do not seriously harm others or cause you to suspect that the student may be harmed.
- Do not violate the rights of others in any other serious way.
- Are not part of a pattern of problem behaviours.
- Do not require involvement of specialist support staff or leadership.

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Staff provide in class or in school disciplinary responses to low level or minor behaviour issues.
Essential Classroom Management strategies that may be used including redirection to learning, non-verbal and visual cues, whole class practicing of routines, corrective feedback, rule reminders, explicit behavioural instructions, proximity control, tactical ignoring of the inappropriate behaviour, revised seating plan and relocation of student/s, class wide incentives, prompt student to take a break or time away from class, model appropriate language and problem solving, provide demonstration of appropriate behaviour, reducing instructions, chunking of tasks and provision of choice of task order.

Minor problem behaviour may result in the following consequences

- A minor consequence that is logically connected to the problem behaviour.
- Complete or partial removal from an activity or event for a specified period of time.
- Individual meeting with the child.
- Apology, making amends, restitution.
- Detaining during lunch break to complete work.
- Community service within the school context.
- In class reflection
- Buddy class reflection.

Major behaviours are those that:

- Significantly violate the rights of others
- Put others /self at risk of harm
- Require the involvement of school leadership

Major behaviours result in an immediate referral to leadership due to their seriousness. When major problem behaviours occur, staff members calmly state the major behaviour problem to the student and remind them of expected school behaviours.

Major behaviours may result in the following consequences

- Loss of privilege.
- Loss of break / play time.
- In school withdrawal.
- Suspension from school.
- Parent contact,
- Family referrals to external agencies.
- Referral to specialist school support e.g., Guidance officer.
- Behavioural contract.
- Targeted skills teaching in a small group.
- Self-monitoring plan.
- Check in check out strategy.
- Functional behaviour assessment.
- Referral to Student Support Team for team-based problem solving.

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviours. At Frenchville State School staff members use the questions below with students which draws on Restorative Justice.

- What did you do?
- What rule did you break?
- What needs to be done to fix it?
- What might you do differently next time?
- Who has been impacted by your choices?
- What should happen if the same or similar behaviour occurs today or this week?

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation but simply remind the student of the consequences of their problem behaviour.

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Intensive

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

- Functional Behaviour Assessment based Individual Support Plan.
- Complex case management and review.
- Stakeholder meeting with parents and external agencies including regional specialists.
- Temporary removal of student property (e.g. mobile phone).
- Short term suspension (up to 10 school days).
- Long term suspension (up to 20 school days).
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities).
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school).
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently).

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 Frenchville 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 Frenchville 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 consequence 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.

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A record of the meeting is saved in One School, including any notes or discussions occurring during the meeting.

Structure

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

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

Reasonable adjustments

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

School Policies

Frenchville 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.
- Safe, Responsible and Respectful Online.

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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, and 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 Frenchville 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. Panadol, 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, Stanley 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.

** 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).

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Responsibilities

Staff at Frenchville 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;
- require consent from the student or parent 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);
- require consent from the student or parent 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 Frenchville State School:

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

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Use of Mobile Phones and other Devices by Students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning. This policy reflects the importance Frenchville State School places on students displaying courtesy, consideration and respect for others whenever they are using mobile phones and other devices.

Responsibilities

- Students at Frenchville State School may bring mobile phones to school with their parents' permission for transport and safety reasons but remain switched off and 'away for the day'.
    - Mobile phones are to remain in the student's school bag on entry to the school grounds.
    - Mobile phones are to remain in the students' school bag for the duration of the school day (8:30am – 2:45pm) and cannot be withdrawn from their bag until the student has exited the school grounds.
    - Students are responsible for the security of their mobile phone.
- All other personal devices are not to be brought to school unless prior arrangement has been made with the class teacher or leadership team. Notifications on wearable devices must be disabled during school hours.
- Excursions and Camps
    - On school excursions, mobile phones must remain in the students' school bag.
    - On school camp, students are not allowed to bring mobile phones or wearable devices. All contact with school staff while students are on camp is through the lead staff on camp.

It is **acceptable** for students at Frenchville State School to use **school devices** for:

- assigned class work and assignments set by teachers.
- developing appropriate literacy, communication and information skills.
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school.
- conducting general research for school activities and projects.
- communicating or collaborating with other students, teachers, parents or experts in relation to school work.
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment.

At all times, students at Frenchville State School must

- be courteous, considerate and respectful of others when using a device.
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

- use a mobile phone or other devices in an unlawful manner.
- download, distribute or publish offensive messages or pictures.
- use obscene, inflammatory, racist, discriminatory or derogatory language.
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking.
- insult, harass or attack others or use obscene or abusive language.
- deliberately waste printing and internet resources.
- damage computers, printers or network equipment.
- commit plagiarism or violate copyright laws.
- ignore teacher directions for the use of online email and internet chat.
- send chain letters or spam email (junk mail).
- knowingly download viruses or any other programs capable of breaching the department's network security.
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material.

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- film or take photos of students and upload to social media sites without their knowledge or permission.
- upload photographs of Frenchville State School students in their school uniform onto social media sites.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities.
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email.
- be aware that:
    - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs.
    - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices.
    - schools may remotely access departmentally-owned student computers or mobile devices for management purposes.
    - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access.
    - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed.
    - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

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Preventing and Responding to Bullying

Frenchville State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school. It is the basis of the Frenchville State School Student Learning and Wellbeing Framework.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

Social and emotional learning is about developing the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations. These skills are essential for developing resilience and the personal attributes that promote wellness, prevent illness and support recovery

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);

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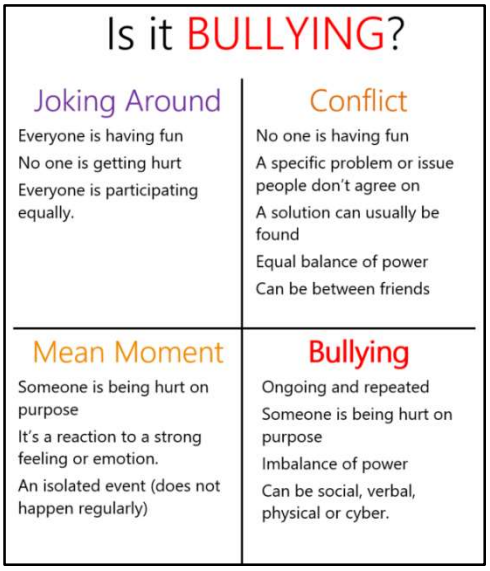
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance).
- not liking someone or a single act of social rejection.
- one-off acts of meanness or spite.
- isolated incidents of aggression, intimidation or violence.



However, these conflicts are still considered concerning and need to be addressed and resolved. At Frenchville State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Responsibilities

School Staff are expected:

- Act as role models of caring and inclusive behaviour.
- Be observant for signs of distress or suspected incidents of bullying.
- Implement and teach the Frenchville SS Student Learning and Wellbeing Framework.
- Follow the flow chart of actions, communication and record keeping.

Students are encouraged to:

- Report and speak to a teacher giving full details of the event in a timely manner.
- Develop and speak to a network of support persons.

Students who witness bullying are encouraged to:

- Take some positive action to stop the bullying if they observe the incident (if it is safe).
- Immediately seek teacher help if they can't stop the bullying.
- Report all incidents of bullying to a teacher as soon as possible.

Parents / caregivers are encouraged to:

- Watch for early warning signs or distress in their child.
- Listen to your child and advise them to tell a staff member about the incident.
- Inform the school if bullying is suspected and work with the school to assist the child to overcome this.

The following flowchart explains the actions Frenchville State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

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Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher
Leadership Team: Prep/Year 1 Donna Earle Morrison, Years 2 Katrina Jones, Years 3 and 4 Lisa Driscoll, Years 5 and 6 Bill Smith

First hour Listen

- Provide a safe, quiet space to talk.
- Reassure the student that you will listen to them.
- Let them share their experience and feelings without interruption.
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Stage one Document

- Ask the student for examples they have of the alleged bullying (e.g., hand written notes or screenshots, or time and dates of incidents).
- Write a record of your communication with the student.
- Check back with the student to ensure you have the facts correct.
- Enter the record in Oneschool.
- Notify parent/s that the issue of concern is being investigated.

Stage two Collect

- Gather additional information from other students, staff or family.
- Review any previous reports or records for students involved.
- Make sure you can answer who, what, where, when and how.
- Clarify information with student and check on their wellbeing.

Stage three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue.
- Make a time to meet with the student to discuss next steps.
- Ask the student what they believe will help address the situation.
- Provide the student and parent with information about student support network.
- Agree to a plan of action and timeline for the student, parent and yourself.

Stage four Implement

- Document the plan of action in OneSchool.
- Complete all actions agreed with student and parent within agreed timeframes.
- Monitor the student and check in regularly on their wellbeing.
- Seek assistance from student support network if needed.

Stage five Review

- Meet with the student to review situation.
- Discuss what has changed, improved or worsened.
- Explore other options for strengthening student wellbeing or safety.
- Report back to parent.
- Record outcomes in OneSchool.

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated.
- Record notes of follow-up meetings in Oneschool.
- Refer matter to specialist staff within 48 hours if problems escalate.
- Look for opportunities to improve school wellbeing for all students.

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Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher or the Deputy Principal assigned to your child's year level.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Frenchville State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Queensland Government

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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Cyber safety and Reputation Management

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

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

The team provides a guide for parents with important information about cyber safety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Frenchville State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

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Appropriate Use of Social Media

The internet, mobile phones and social media provide wonderful opportunities 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.

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Social Media and Student Access

- Be aware of age requirements for sites. Most social media sites require children to be 13 years or older. https://www.carlyryanfoundation.com/resources/fact-sheets for up-to-date information on apps and age restrictions
- Social media sites cannot be accessed from department and school devices and networks.
- Parents need to monitor student access and content
- If social media interaction, impacts on the good order and management of the school community further measures may be taken by the school leadership team.

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Safe, Responsible and Respectful Online

Students of Frenchville State School

In the event that you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure (Use of ICT systems).
2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students, and use appropriate spoken and written language at all times.
3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g. posters, laundry).
4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.

Acceptable/appropriate use/behaviour by a student engaged in online learning

It is acceptable for students to:

- use mobile devices for
    - assigned class work and assignments set by teachers.
    - developing appropriate literacy, communication and information skills.
    - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school.
    - conducting general research for school activities and projects.
    - communicating or collaborating with other students, teachers, parents or experts in relation to school work.
    - accessing online references such as dictionaries, encyclopaedias, etc.
    - researching and learning through the Department's eLearning environment.
- be courteous, considerate and respectful of others when using a mobile device.
- switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning.
- use personal mobile device for private use before or after school.
- seek teacher's approval where they wish to use a mobile device under special circumstances.

Unacceptable/inappropriate use/behaviour by a student engaged in online learning

It is unacceptable for students to:

- use the mobile device or other digital technology in an unlawful manner.
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content.
- use obscene, inflammatory, racist, discriminatory or derogatory language.
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking.
- insult, impersonate, harass or attack others or use obscene or abusive language.
- deliberately waste printing and internet resources.
- damage computers, printers or network equipment.
- commit plagiarism or violate copyright laws.
- ignore teacher directions for the use of social media, online email and internet chat.
- send chain letters or spam email (junk mail).

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- knowingly download viruses or any other programs capable of breaching the Department's network security.
- use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material.
- use the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments.
- use mobile devices at exams or during class assessments unless expressly permitted by school staff.

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Restrictive Practices

School staff at Frenchville 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.
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.

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Critical Incidents

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

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

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

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

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

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

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

Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

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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.

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Resources

- Australian Professional Standards for Teachers
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub

Conclusion

Frenchville 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 they 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.

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.

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