Fairview Heights State School

Student Code of Conduct 2026-2029

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at https://ppr.qed.qld.gov.au/pp/student-discipline-procedure to ensure you have the most current version of this document.

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Endorsement

Principal Name: James Leach

Principal Signature:

Date: 12-11-25

P/C President Name: Tracey Drewes

P/C President Signature:

Date: 12/11/2025

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Purpose

Fairview Heights State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. The Fairview Heights 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, where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

At Fairview Heights State School, we are committed to ensuring every child has the opportunity to learn, grow and thrive in a safe, respectful and supportive environment. Our vision of *"Growing Together, Learning Forever"* guides all aspects of school life, and is reflected in our daily practices, expectations, and relationships.

Our school values, expressed through the acronym **PODS**, are central to our culture:

- **Practising Safety** – making safe choices for self and others.
- **Overall Respect** – showing care, kindness and courtesy towards people, property and the environment.
- **Demonstrating Learning** – being active, engaged and persistent learners.
- **Showing Responsibility** – taking ownership of our words, actions and decisions.

These values underpin our approach to behaviour, teaching and learning, and provide a common language across classrooms, playgrounds and the wider community.
As a Positive Behaviour for Learning (PBL) school, we teach and model expected behaviours explicitly. We believe that student wellbeing and effective learning are linked, and that high expectations, consistent routines and strong relationships create the best conditions for success.

The **Fairview Heights SS Student Code of Conduct** is a comprehensive framework that outlines the shared expectations for students, staff, parents and the community. It provides clear guidance on how we create a safe and supportive school environment where all students can learn free from disruption, bullying and harm.
This document includes:

- **Behaviour Expectations** aligned to PODS and supported by explicit PBL lesson plans.
- **Recognition and Reinforcement** systems that celebrate positive choices and effort.
- **Responses to Behaviour** that are fair, consistent and restorative in nature.
- **Anti-Bullying Strategy**, including prevention, early intervention and targeted support.
- **Mobile Phone and Personal Device Policy**, detailing expectations for use during school hours.
- **Support Services and Referral Pathways**, ensuring that students and families have access to wellbeing and specialist support when needed.
- **Student Leadership and Voice**, encouraging students to take an active role in shaping a positive school culture.
- This Code of Conduct is a living document. It will be reviewed regularly in consultation with students, staff, parents and the wider community to ensure that it reflects our values, supports student success, and continues to meet the needs of our school.

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Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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

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Consideration for Individual Circumstances

Staff at Fairview Heights 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 responding to inappropriate behaviour or applying a disciplinary consequence. To ensure alignment with the Student Code of Conduct when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered.

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. Some students may 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 staff consider with each individual, in both the instruction of behaviour expectations and the response to student behaviour. Staff at Fairview Heights State School also follow Department of Education requirements regarding confidentiality obligations- limiting discussions or sharing information about individual circumstances of students, including disciplinary consequences, with persons other than the student's parents or caregivers.

Fairview Heights State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing and their emotional state; and
- recognising the rights of all students to:
    - express opinions in an appropriate manner and at the appropriate time
    - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
    - receive adjustments appropriate to their learning or impairment needs
    - provide written or verbal statements that will be taken into consideration in the decision- making processes; and
    - ensure that processes maintain the dignity, respect, privacy, and confidentiality of the student, consistent with the rights of the rest of the community.

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Learning and Behaviour Statement

Fairview Heights State School holds a strong belief that every student has the capacity to engage in learning and contribute positively to our school community. We recognise that behaviour, like literacy and numeracy, is a skill that requires explicit teaching, consistent practice, and ongoing reinforcement.
We believe that:

- All students are capable of success when provided with clear expectations, high-quality teaching and appropriate support.
- Positive behaviour supports effective learning, while disruptive or unsafe behaviour inhibits the rights of others to learn and feel safe.
- Consistent expectations, predictable routines, and strong partnerships between staff, students and families are essential to establishing a safe and supportive environment.
- Teaching and modelling appropriate behaviour enables students to make positive choices, develop self-regulation skills, and build respectful relationships.

Teaching Expected Behaviour

As a Positive Behaviour for Learning (PBL) school, Fairview Heights SS explicitly teaches, models and practises the behaviours that align with our core values. These expectations are introduced through structured lessons, reinforced daily by staff across all school settings, and supported through recognition systems that acknowledge students who consistently demonstrate the Fairview Heights way.

Students are provided with multiple opportunities to practise expected behaviours, receive corrective feedback when needed, and learn strategies to make more positive choices in the future. Our approach is preventative and instructional, ensuring that behaviour interventions are supportive, fair, and focused on student growth.

Positive Behaviour Expectations – PODS

The school's behavioural expectations are grounded in our values, known as **PODS**. These four positively stated expectations provide a consistent framework across all settings and situations:

1. **Practising Safety** – Making safe choices for self and others.
2. **Overall Respect** – Demonstrating courtesy, care and consideration towards people, property and the environment.
3. **Demonstrating Learning** – Actively engaging, persisting and striving for success.
4. **Showing Responsibility** – Taking ownership for words, actions and belongings.

These expectations are explicitly taught to students, displayed throughout the school, and embedded into daily routines and interactions. They form the foundation of our recognition systems and guide our responses when behaviour does not meet expectations.
Through the consistent application of these beliefs and expectations, Fairview Heights State School maintains a safe, respectful and supportive environment that enables all students to achieve their potential.

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Students:

Below are some examples of what the Fairview Heights State School PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples, represented on the classroom Behaviour Wall, to help students and visitors understand the expectations and meet the standards we hold for everyone at Fairview Heights State School.

Practising Safety:

- ✓ Keep hands, feet, teeth, objects and bodily fluids to yourself
- ✓ Walk on the concrete
- ✓ Stay in the correct areas
- ✓ Practice social distancing
- ✓ Safe mobile phone use, submit to the Office upon arrival

Overall Respect:

- ✓ Use equipment appropriately
- ✓ Clean up after yourself
- ✓ Use kind words and actions
- ✓ Respect others' property
- ✓ Show respect for other students and adults
- ✓ Uphold uniform expectations

Demonstrating Learning:

- ✓ Ask for help if needed
- ✓ Follow whole school expectations
- ✓ Accept consequences
- ✓ Play approved games
- ✓ Use technology appropriately

Showing Responsibility:

- ✓ Follow directions quickly
- ✓ Be in the right place at the right time
- ✓ Keep non-school essentials at home
- ✓ Report any problems to the teacher
- ✓ Complete work in the required time
- ✓ Submit homework/notes

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Parents and Staff:

The table below outlines a guide of the Fairview Heights State School PBL expectations for parents when visiting our school and the standards we commit to as staff.

Practising Safety:

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 refrain from gathering in classrooms, leaving your children at the door of their teaching block, allowing teaching staff to resume active supervision and teaching programs.	We will ensure you are aware of the modes of communication available to you, when wanting to discuss the learning and social/emotional needs of your child.
You conduct yourself in a safe manner, physically and verbally, while in the school grounds.	We will ensure to guide your presence in the school and notify you if at any time it is felt staff/student safety was compromised by your behaviour.

Overall Respect:

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 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 are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You 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.

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Demonstrating Learning:

What we expect to see from you	*What you can expect from us*
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You 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 keep staff informed of any changes/circumstances outside of the school environment that may impact your child's learning.	We will be respectful of the privacy of all information relating to your child's wellbeing and wrap around the necessary support.

Showing Responsibility:

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 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.
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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Student Wellbeing and Support Network

Fairview Heights State School provides a range of proactive programs and support services designed to foster student wellbeing, promote positive behaviour, and build a safe and inclusive learning environment. These programs reflect our commitment to prevention and early intervention, ensuring that students and families are equipped with the knowledge, skills and resources they need to be successful at school.

Whole-School Programs

- **Positive Behaviour for Learning (PBL):** A school-wide framework that explicitly teaches and reinforces behavioural expectations (PODS). PBL ensures consistency, clarity and fairness in how behaviour is taught and supported across all year levels.
- **Respectful Relationships Education:** A curriculum-based program that promotes respectful and safe interactions, resilience, and strategies to build healthy relationships.
- **Wellbeing Initiatives:** Including classroom social–emotional learning programs, mindfulness practices, and wellbeing events that support resilience, self-regulation and positive mental health.

Student Leadership and Voice

- **Student Representative Council (SRC):** Provides opportunities for students to contribute to decision-making, lead school initiatives, and represent their peers in promoting a positive school culture.
- **School Leaders and House Captains:** Model the PODS expectations and play an active role in supporting school events, peer activities and assemblies.

Targeted and Specialist Support

- **Guidance Officer:** Provides counselling, assessment and targeted support for students and families to address academic, social or emotional needs.
- **Chaplaincy Service:** Offers pastoral care, wellbeing programs, and opportunities for connection and resilience-building activities (Rock and Water).
- **Learning and Inclusion Support:** Small-group and individualised interventions are available for students requiring additional support to engage successfully at school.

Regional and Community Partnerships

- **Student Wellbeing Services:** Access to regional specialists such as behaviour support staff, advisory visiting teachers, and allied health professionals.
- **Community Partnerships:** Collaboration with external agencies (e.g. Headspace, Child Youth Mental Health Service, and local sporting/community organisations) to provide prevention and early intervention programs.
- **Parent and Community Engagement:** Workshops and communication strategies that support families to reinforce positive learning and behaviour at home.

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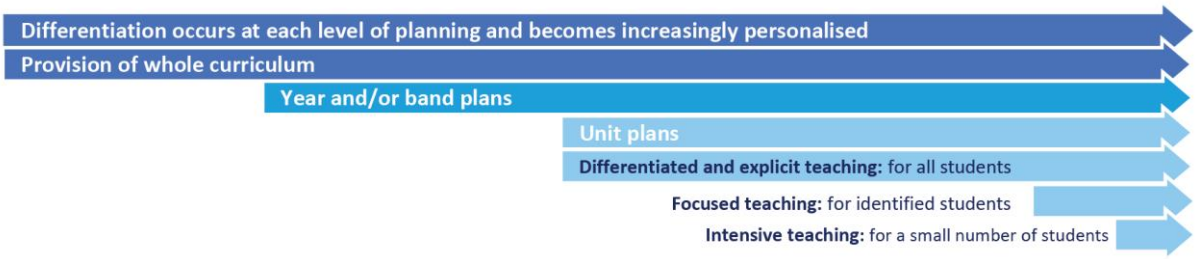
Differentiated and Explicit Teaching

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

Teachers at Fairview Heights State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning. There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



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

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

FHSS PBL EXPECTATIONS MATRIX

Expectations	Whole School	Classroom	Eating & Covered Areas	Outdoor Play Areas	Transitioning	Toilets
Practising Safety	*- Keep hands, feet, teeth, objects and bodily fluids to yourself* *- Walk on the concrete* *- Stay in the correct areas* *- Practice social distancing* *- Safe mobile phone use, submit to the Office upon arrival*	*- Walk inside* *- Close doors quietly* *- Manage my emotions*	*- Keep play equipment still during eating times* *- Sit while eating* *- Eat your own food*	*- Wear a hat - Why? How?* *- Be aware of and stay away from 'Out of Bounds' areas (including port racks)* *- Respond promptly to bells*	*- Walk in a straight line, to the left of the path, eyes ahead* *- Follow protocols for Parade arrival & departure* *- Walk bikes and scooters within the school grounds*	*- Use toilet, paper and soap as intended* *- Use the toilet or urinal as intended & wash hands with soap*
Overall Respect	*- Use equipment appropriately* *- Clean up after yourself* *- Use kind words and actions* *- Respect others' property & return it to where it belongs* *- Show respect for other students and adults* *- Follow sport expectations* *- Uphold uniform expectations* *- Parade manners*	*- Raise your hand to ask a question, answer a question or to ask for help* *- Raise your hand to speak or stand (P-2)* *- Use an inside voice* *-Respect others' ideas and opinions* *- Use words that build up others*	*- Put rubbish in the bin* *- Speak quietly while eating in sheds/classrooms* *- Put your lunch box and rubbish away when directed to do so*	*- Respect others' personal space*	*- Consider other classes* *- Inform the teacher respectfully when late to class*	*- Flush the toilet* *- Respect the privacy of others*
Demonstrating Learning	*- Ask for help if needed* *- Follow whole school expectations* *- Accept consequences* *- Play approved games* *- Use technology appropriately* *- Learn from mistakes, have a plan for next time*	*- Use Whole Body Listening* *- Meet bookwork expectations* *- Be prepared for work* *- Stay on task* *- Communicate problems*	*- Play fairly*	*- Be a problem solver* *- Follow the play expectations while on the oval and the fort*	*- Use time wisely*	*- Preferably use toilets during the break times*
Showing Responsibility	*- Follow directions quickly* *- Be in the right place at the right time* *- Keep non-school essentials at home* *- Report any problems to the teacher* *- Complete work in the required time* *- Submit homework/notes* *- Keep my cool*	*- Organise work space and equipment* *- Leave the classroom with permission* *- Be attentive, willing to participate and work to the best of your ability* *- Place bags on port racks* *- Respect others' right to learn*	*- Eat food before going to play* *- Sit and wait until dismissed by the teacher* *- Only tuckshop monitors to arrive at the tuckshop before the bell*	*- Care for the environment i.e. plants & animals*	*- Straight there, straight back* *- Walk quietly and orderly, so that others are not disturbed* *- Be prompt leaving school grounds*	*- Be water wise e.g. turn off taps*

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Fairview Heights State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:
• no longer require the additional support
• require ongoing focussed teaching
• require intensive teaching.

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

- Social and Emotional Learning
- Zones of Regulation
- Classroom Profiling
- Functional Based Assessment.

Intensive Teaching

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

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

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

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

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Fairview Heights State School Major and Minor Matrix

<table>
<tr><th>School Category</th><th>Behaviour Type</th><th>Definition (Major)</th><th colspan="2">Examples of Behaviours and Possible Consequences (Parent/caregiver contact and OneSchool recording for all Major Behaviours)</th><th>Expectations to Re-teach</th></tr>
<tr><td rowspan="4">Physical Misconduct</td><td rowspan="4">Using self or object to assault others</td><td rowspan="4">Physical Aggression – One student making serious physical contact upon another using self or an object

One student making serious physical contact upon an adult using self or an object</td><td>Examples of Minor Behaviours</td><td>Examples of Major Behaviours</td><td></td></tr>
<tr><td>• Hitting with hats Rough/unsafe play
• Pushing someone causing no harm
• Picking up sticks/rocks or any other item (have not used them for anything
• Tackling
• Throwing items at others or in the direction of others</td><td>• Inappropriate sexual contact
• Encouraging and inciting others in conflict & joining in
• Physically assaulting/harming another person by punching, kicking with force, on purpose.
• Aggressive behaviours using a closed fist and spitting towards student/adult
• Dangerous throwing of objects directly at the adult or threatening to throw objects
• Spitting directly towards an adult
• Physically assaulting/harming another student with objects</td><td></td></tr>
<tr><td>Minor Consequences</td><td>Major Consequences</td><td></td></tr>
<tr><td>• Rule reminder
• Discuss with student
• Apology
• Separate from peers
• Practice expectation as a whole class, group or individual</td><td>• Apology letter in own time or teacher scribe
• Mediation/restorative practice
• Re-Teach
• Contact parents/caregivers
• Referral to and action from Administration</td><td></td></tr>
<tr><td rowspan="4">Property Misconduct</td><td rowspan="4">Damaging property</td><td rowspan="4">Intentionally using self or object to cause harm to property.</td><td>Examples of Minor Behaviours</td><td>Examples of Major Behaviours</td><td></td></tr>
<tr><td>• Not using materials/items for its intended use or causing damage to materials/items.</td><td>• Damaging school property
• Repetitious misuse or destruction of material/item of high personal or monetary value that could result in impairment or injury of materials/items.</td><td></td></tr>
<tr><td>Minor Consequences</td><td>Major Consequences</td><td></td></tr>
<tr><td>• Rule reminder
• Discuss with student
• Apology
• Remove
• Practice expectation as an individual</td><td>• Apology letter in own time or teacher scribe
• Mediation/restorative practice
• Re-Teach
• Contact parents/caregivers
• Referral to and action from Administration</td><td></td></tr>
</table>

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<tr><th>School Category</th><th>Behaviour Type</th><th>Definition (Major)</th><th colspan="2">Examples of Behaviours and Possible Consequences (Parent/caregiver contact and OneSchool recording for all Major Behaviours)</th><th>Expectations to Re-teach</th></tr>
<tr><td rowspan="5">Abusive Language</td><td rowspan="2">Swearing with intent</td><td rowspan="2">• Abusive/Inappropriate language
• Verbal messages that include swearing or singing words in an inappropriate way in such a manner that the learning environment is significantly disrupted. (different from Harassment/ Discrimination)</td><td>Examples of Minor Behaviours</td><td>Examples of Major Behaviours</td><td rowspan="2"></td></tr>
<tr><td>• Inappropriate school language as a reaction, without intent
• Speaking rudely to others
• Saying unkind/hurtful comments (not sexualized/homophobic or discriminatory)
• Talking back to an adult</td><td>• Verbal targeting of student/s
• Inappropriate school language/swearing with intent/or directed at others
• Continual use of disrespectful language
• Sexual/Homophobic comments at others Verbal threats with intent (I’m going to kill you)
• Contact parents/caregivers
• Referral to and action from Administration</td></tr>
<tr><td>Threatening others</td><td>• Adult/Student Threat
• Student delivers a message (verbalised, written, drawn or gestured) toward an adult</td><td>Minor Consequences</td><td>Major Consequences</td><td rowspan="3"></td></tr>
<tr><td>Discriminatio n/Harassment</td><td>• Persistent and ongoing teasing, name calling, intended to be offensive</td><td rowspan="2">• Rule reminder
• Write out alternative words to use
• Discuss and practice alternative words
• Contact parents / caregivers and record</td><td rowspan="2">• Apology letter in own time or teacher scribe
• Mediation/restorative practice
• Re-Teach
• Contact parents/caregivers
• Referral to and action from Administration</td></tr>
<tr><td colspan="3"></td></tr>
</table>

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<table>
<tr><th>School Category</th><th>Behaviour Type</th><th>Definition (Major)</th><th colspan="2">Examples of Behaviours and Possible Consequences (Parent/caregiver contact and OneSchool recording for all Major Behaviours)</th><th>Expectations to Re-teach</th></tr>
<tr><td rowspan="4">Defiance and Threat to Adults</td><td rowspan="4">Threatening adults</td><td rowspan="4">Use of physical actions that disrupt the learning or aare directed at an adult</td><td>Examples of Minor Behaviours</td><td>Examples of Major Behaviours</td><td rowspan="4"></td></tr>
<tr><td>• Tipping over a chair
• Throwing an object but not towards others
• Ignoring directions
• Non-verbal responses like folding arms/rolling eyes
• Ignoring simple routine instructions</td><td>• Turning over furniture aggressively
• Yelling at the adult, running away from an adult after repeated instructions (putting others or self at risk)</td></tr>
<tr><td>Minor Consequences</td><td>Major Consequences</td></tr>
<tr><td>• Rule reminder
• Reteach expectation
• Contact parents/caregivers</td><td>• Re-Teach
• Contact parents/caregivers
• Referral to and action from Administration</td></tr>
<tr><td rowspan="4">Refusal to participate in the educational program of the school</td><td rowspan="4">Persistent refusal to comply with established routines</td><td rowspan="4">Persistent refusal to follow staff directions during school routines (classroom learning, eating time)</td><td>Examples of Minor Behaviours</td><td>Examples of Major Behaviours</td><td rowspan="4"></td></tr>
<tr><td>• Not following class procedure/routine
• Leaving learning area without permission
• Walking off from an adult when being spoken to
• Being in an out of bounds area
• Not lining up quietly outside the classroom or when transitioning.
• Running on the concrete
• Refusing to complete work/follow instructions
• Intentionally taking too long to begin tasks or get organised</td><td>• Leaving the learning environment where it requires admin/teachers to follow
• Intentionally not attending support room
• Persistent refusal of following instructions
• Persistently late back to class
• Not accepting/following consequences
• Leaving the school grounds
• Being in an out of bounds area</td></tr>
<tr><td>Minor Consequences</td><td>Major Consequences</td></tr>
<tr><td>• Discuss with student in context of incident – revisit rule – lesson either as a whole class or individually
• Time out
• Rule reminder
• Complete any unfinished work in own time
• Revisit classroom planning to ensure differentiation is occurring.</td><td>• Time out within classroom
• Re-Teach
• Lunchtime withdrawal
• Contact parent/caregivers (teachers)
• Referral to and action from Administration
• Detention with parent contact</td></tr>
</table>

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<table>
<tr><th>School Category</th><th>Behaviour Type</th><th>Definition (Major)</th><th colspan="2">Examples of Behaviours and Possible Consequences (Parent/caregiver contact and OneSchool recording for all Major Behaviours)</th><th>Expectations to Re-teach</th></tr>
<tr><td rowspan="4">Disruptive</td><td rowspan="2">Disruption to teaching and learning, activities and daily routine</td><td rowspan="2">Student's persistent behaviour causes interruptions to learning and daily routine.</td><td>Examples of Minor Behaviours</td><td>Examples of Major Behaviours</td><td rowspan="4"></td></tr>
<tr><td>• Un-intentionally causing a reaction
• Calling out, talking, tapping or noise making, occasional out-of-seat behaviour.
• Late to class and then cause a disturbance
• Repetitive sounds
• Interrupting learning of others</td><td>• Sustained loud talk, interjections, yelling, or screaming, tapping, noise making; horseplay; sustained out-of-seat behaviour.
• Extreme and persistent class disruption</td></tr>
<tr><td rowspan="2">Persistent disruptive behaviour affecting the teaching and learning</td><td rowspan="2">Behaviour causing sustained and significant interruption of teaching and learning</td><td>Minor Consequences</td><td>Major Consequences</td></tr>
<tr><td>• Rule reminder
• Re-Teach
• Make up lost time
• Parent contact</td><td>• Apology letter in own time or teacher scribe
• Re-Teach
• Contact parents/caregivers
• Referral to and action from Administration</td></tr>
<tr><td rowspan="4">Theft</td><td rowspan="4">Stealing</td><td rowspan="4">Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property. "</td><td>Examples of Minor Behaviours</td><td>Examples of Major Behaviours</td><td rowspan="4"></td></tr>
<tr><td>• Taking someone's hat and wearing it
• Taking someone's belongings without permission "</td><td>• Student is in possession of, or having passed on, or being responsible for removing someone else's property or has signed a person's name without permission</td></tr>
<tr><td>Minor Consequences</td><td>Major Consequences</td></tr>
<tr><td>• Discuss with students in context of incident
• Revisit rule
• Time out
• Rule reminder</td><td>• Contact parents/caregivers (teachers)
• Referral to and action from Administration</td></tr>
</table>

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School Category	Behaviour Type	Definition (Major)	Examples of Behaviours and Possible Consequences (Parent/caregiver contact and OneSchool recording for all Major Behaviours)		Expectations to Re-teach
Bullying / Harassment	**Harassment**	Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin, religion, physical characteristics, gender, sexual orientation, marital, parenting or economic status, age, ability or disability.	Examples of Minor Behaviours • Inappropriate school language as a reaction, without intent • Saying unkind/hurtful comments • Roughhousing with peers without intent • Tackling (football without supervision) • Calling another student names in a non- consistent or non- repeated manner such as dibber dobber. • 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.	Examples of Major Behaviours • Consistently bullying and/or targeting student/s • Inappropriate school language/swearing – with intent/or directed at others • Persistent harassment of others • Persistently emotionally assaulting/harming another person • Being a bystander/inciting other students in bullying behaviour • Persistent intimidation of a student	
	Bullying	Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power in an individual or group towards one or more persons	Minor Consequences • •Rule reminder • Write out alternative words to use • Discussion and lessons about bullying	Major Consequences • Apology letter • Mediation • Re-Teach • Contact parents/caregivers • Referral to and action from Administration	

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<tr><th>School Category</th><th>Behaviour Type</th><th>Definition (Major)</th><th colspan="2">Examples of Behaviours and Possible Consequences (Parent/caregiver contact and OneSchool recording for all Major Behaviours)</th><th>Expectations to Re-teach</th></tr>
<tr><td rowspan="4">Truancy</td><td rowspan="4">Out of Class</td><td rowspan="4">Student is present at school yet is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).</td><td>Examples of Minor Behaviours</td><td>Examples of Major Behaviours</td><td rowspan="4"></td></tr>
<tr><td>• Being late to class (beyond 5 minutes) with an unreasonable explanation
• Leaving classroom without permission"</td><td>• Failing to respond to a request to return to class to a certain location (e.g., buddy class, office) and hiding in another location (e.g., toilets, another classroom)</td></tr>
<tr><td>Minor Consequences</td><td>Major Consequences</td></tr>
<tr><td>• Temporary removal from activity
• Alteration of activity
• Removal of related privilege</td><td>• Review incident
• Determine consequences
• Inform Parent/Guardian
• Feedback to teacher</td></tr>
</table>

Minor Behaviours are those that demonstrate all three of these factors:

- Intent – No intent to disrespect or cause damage, nor harm (either physical or emotional) to self, others or property, was evident
- Impact (nil-low) – No damage, nor harm (either physical or emotional) to self, others or property, was evident
- Frequency – The breach of the school's expectation/s is an isolated incident.

Major Behaviours are those that demonstrate all three of these factors:

- Intent – Intent to disrespect (e.g. violate the rights of others) or cause damage, harm (either physical or emotional) to self, others or property, was evident
- Impact (moderate - high) – Damage, or harm (either physical or emotional) to self, others or property, was evident
- Frequency – Frequency of occurrence resulted in the impact being high

Disciplinary Consequences

The disciplinary consequences model used at Fairview Heights 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 may 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 - Universal

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 4 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

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Focussed

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

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

Intensive

School leadership team work in consultation with Student Support Services 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
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Fairview Heights 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 schools 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 Fairview Heights State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.
The following items are explicitly prohibited at Fairview Heights State School and will be removed if found in a student's possession:

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

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

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

Responsibilities

Fairview Heights State School staff:

- do not require the student's consent to search school property such as, desks or laptops that are supplied to the student through the school;

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

Fairview Heights State School parents:

- ensure your children do not bring property onto schools grounds or other settings used by the school
    - (e.g. camp, sporting venues) that:
- is prohibited according to the Fairview Heights State School Student Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

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

Use of mobile phones and other devices by students

Mobile Phones are banned at Fairview Heights State School in accordance with Queensland Department of Education Policy. We understand that children may carry their phones to and from school for safety and communication reasons. It is expected that students who carry their phones to school will:

- Hand their phone in to the office upon arrival at school
- The office will label and store the phones in a safe area within the Administration Building
- Students will collect their phone at 3pm from the office
- Students will not film or record any student or staff member without their permission
- Students will not use their mobile phone while on school grounds

Responsibilities

The responsibilities for students using devices (laptops/computers) at school or during school activities, are outlined below.

It is acceptable for students at Fairview Heights State School to:

- use 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

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- be courteous, considerate and respectful of others when using a device
- switch off and place the device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a device under special circumstances.

It is unacceptable for students at Fairview Heights State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- 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 social media, 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
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or
- assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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 Fairview Heights 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.

Inappropriate Behaviour Outside of School Hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, and similar games, laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.

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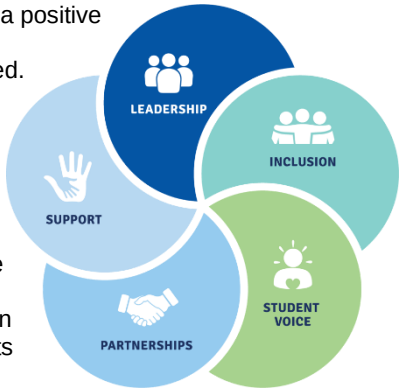
Preventing and responding to bullying

Fairview Heights State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

The core elements of the Australian Student Wellbeing Framework:

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.



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);
- 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 serious and need to be addressed and resolved. At Fairview Heights State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Students are explicitly taught the expected school behaviours and how to prevent and respond to bullying through regular and explicit exposure through the Social Emotional Learning Framwork (SELF) lessons. Students are encouraged and supported to report bullying and are encouraged to seek the support of the classroom teacher to identify initial response strategies. If it is identified that the report constitutes bullying as defined above, the teacher and student collaboratively complete a school based digital bully report form and immediately send it via email to the level Deputy Principal and cc the Principal.

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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:

Students – Class teacher
Parents – Classroom Teacher or Deputy Principal

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

Day one Document

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

Day 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

Day 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

Day 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

Day 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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Appropriate use of social media

Cybersafety and Reputation Management (CRM)

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

This team provides direct support for schools to respond to concerns of inappropriate online behaviour and misuse of information and communication technology. The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

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

Student Intervention and Support Services

Fairview Heights 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 Services 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 Fairview Heights State Schoolvare 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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school**.**

Cyberbullying is treated at Fairview Heights State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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 who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds.

This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Deputy Principal.

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Fairview Heights State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

Help
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.

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.

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

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.

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
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), 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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jRestrictive Practices

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

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

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

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

Use of Restrictive Practices
AtFairview Heights State School, we are committed to fostering a safe, supportive, and inclusive environment for all students. Restrictive practices may only be used in specific situations, as outlined in the Restrictive Practices Procedure, and will always prioritise the safety, dignity, and well-being of students.

When Restrictive Practices May Be Used
Restrictive practices may be considered when a student's behavior poses a significant risk to their own safety, the safety of others, or the orderly functioning of the school. Examples of when restrictive practices might be used include, but are not limited to:

1. **Physical Safety Threats:**
    - When a student is at imminent risk of harming themselves or others due to violent or aggressive behavior.
    - Example: A student attempts to physically assault a peer, and physical intervention is required to prevent harm.
2. **Risk of Significant Disruption:**
    - When a student's behavior is likely to cause substantial disruption to the learning environment, and all other de-escalation strategies have failed.
    - Example: A student engages in loud, aggressive verbal outbursts that disrupt the class, and attempts to de-escalate verbally have been unsuccessful.
3. **Self-Harm or Unsafe Behavior:**
    - When a student is engaging in self-harming behavior that poses immediate danger to their physical well-being.
    - Example: A student is attempting to hurt themselves with sharp objects, and staff intervene to prevent injury.
4. **Protecting Vulnerable Students:**
    - When a student's behavior puts other vulnerable students at risk, such as in the case of bullying or intimidation.
    - Example: A student is bullying another student to the point of creating a safety risk, and staff must intervene to protect the victim.

De-escalation Strategies
Before restrictive practices are used, all reasonable efforts will be made to de-escalate the situation through other strategies, such as:

- **Verbal Communication:** Calmly engaging with the student to encourage them to express their feelings and concerns.
- **Environmental Modifications:** Changing the student's environment to reduce triggers or stresses.
- **Time-Out:** Allowing the student to have a quiet space to calm down before returning to the classroom.

Restrictive practices will only be used when these strategies have been exhausted or are inappropriate for the situation.

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Types of Restrictive Practices

The types of restrictive practices that may be used include, but are not limited to:

- **Physical Restraint:** Involving safe and controlled physical hold techniques to prevent harm.
- **Seclusion:** In rare cases, where a student is safely removed to a secure, supervised environment to prevent harm or disruption.

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

Fairview Heights State School, the safety and well-being of our students, staff, and community members is our top priority. A **Critical Incident** is any event that poses an immediate risk to the safety or well-being of students, staff, or others, such as natural disasters, violent incidents, medical emergencies, or significant disruptions that require urgent action.
In the event of a critical incident, clear and decisive actions must be taken by both **staff** and **students** to ensure a swift and effective response. This section outlines the roles and responsibilities of each group.

Staff Responsibilities During a Critical Incident

1. **Assess the Situation**
   Staff will quickly assess the nature and severity of the incident to determine whether it is an emergency requiring immediate action.
   - Example: If a student is having a medical emergency, staff will assess whether the situation requires first aid or an ambulance.
2. **Ensure Safety**
   Staff should take immediate action to ensure the safety of students and others in the vicinity, including:
   - **Evacuating the building** (if necessary, such as in the case of fire or bomb threat).
   - **Locking down the building** (in the event of a violent or threatening individual on campus).
   - **Providing first aid** (if trained, to assist any injured students or staff).
3. **Alerting Emergency Services**
   If the situation requires, staff will call **911** (or relevant emergency services), providing clear information about the nature of the incident. Staff should designate a person to make the call while others manage the situation.
4. **Activate the School Emergency Plan**
   Staff will follow the procedures outlined in the **School Emergency Plan**, which includes protocols for different types of incidents (e.g., fire, lockdown, medical emergency).
5. **Communication**
   - **Immediate Communication**: Staff will communicate with students in their care, providing clear instructions and reassurance.
   - **Notifying Authorities and Parents**: The designated school administrator will notify parents/guardians about the incident once the immediate safety concerns have been addressed.
6. **Provide Support**
   - **Emotional Support**: Staff will offer emotional support to students who may be affected by the incident, providing reassurance and access to counseling if needed.
   - **Debriefing**: After the incident, staff will participate in debriefing sessions to evaluate the response and identify any areas for improvement.

Student Responsibilities During a Critical Incident

1. **Follow Instructions**
   Students must immediately follow the instructions of staff members in the event of a critical incident, as these are designed to keep everyone safe.
   - Example: If an evacuation is called, students should calmly follow the designated evacuation route without hesitation.
2. **Remain Calm and Focused**
   Students should remain calm and focused during a critical incident, as panic can lead to unsafe situations. Clear thinking and adherence to safety protocols are critical.
3. **Help Others**
   Students are encouraged to help others, especially those who may be more vulnerable, such as younger students, students with disabilities, or students who are emotionally distressed.
   - Example: If there is a medical emergency, students who have received basic first aid training may assist staff by providing support until help arrives.
4. **Report Suspicious Behavior**
   Students are encouraged to report any suspicious or concerning behavior to a staff member immediately. This can help prevent incidents from escalating.
5. **Stay Informed**
   Students should stay informed through official channels, whether through direct communication from staff or announcements.
   - Example: If a lockdown is in place, students should wait for an "all clear" signal from staff before leaving their safe location.

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6. **Post-Incident Cooperation**
   After a critical incident, students may be asked to provide statements or participate in debriefings to understand what occurred and how to improve future responses. Cooperation with school staff is essential for recovery.

Types of Critical Incidents and Response Protocols

The school has prepared specific protocols for different types of critical incidents. Staff and students should be familiar with the procedures related to each:

1. **Fire or Fire Drill**
   - **Staff Action**: Evacuate the building using the nearest exit, conduct roll-call at the assembly point.
   - **Student Action**: Follow evacuation instructions, remain calm, and do not re-enter the building until directed.
2. **Lockdown (Active Threat)**
   - **Staff Action**: Lock classroom doors, turn off lights, remain silent, and move away from windows.
   - **Student Action**: Follow staff instructions, stay hidden, and remain quiet until authorities give the "all clear."
3. **Medical Emergency (e.g., Student Injury, Seizure)**
   - **Staff Action**: Assess the situation, administer first aid if qualified, and call emergency services if necessary.
   - **Student Action**: Stay calm, help others if needed, and notify staff if assistance is required.
4. **Natural Disaster (e.g., Earthquake, Severe Weather)**
   - **Staff Action**: Follow evacuation or shelter-in-place protocols, ensuring all students are accounted for.
   - **Student Action**: Follow evacuation instructions or seek shelter in a safe location, as directed.

Post-Incident Recovery and Support

After a critical incident, the school will offer a range of support services to students, staff, and families, including:

- **Counseling Services**: Emotional support and counseling will be available to those affected by the incident.
- **Communication with Parents/Guardians**: Regular updates will be provided to parents and guardians regarding the incident and ongoing support.
- **Review and Evaluation**: A formal review of the incident response will be conducted to assess the effectiveness of the actions taken and to improve future preparedness.

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Conclusion

Fairview Heights 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 felt to adversely affect their child's education.

All Queensland state schools are committed to ensuring that all complaints — whether they relate to a school staff member of a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with their 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.

1. Complaints may be lodged by telephone, in writing or in electronic format. Email addresses can be accessed through the Schools directorv.
2. Internal review: contact the local Reqional Office contact.
    i. 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 Interview Form within 28 days of receiving the complaint outcome.
3. External review: Contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.qov.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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