



El Arish State School

Student Code of Conduct 2024-2027

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Principal Signature:

Date:

P&C President
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P&C President
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Date:

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Purpose

El Arish State School is committed to providing a safe, respectful, disciplined, and enjoyable learning environment for students and staff. We aim to create the leaders of the future and provide students with opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The ethos or climate within a school is a major factor in establishing and maintaining a high standard of behaviour and discipline. A positive ethos is based upon the quality of relationships between staff, staff and students and staff and the community. This positive ethos permeates all the school's activities and helps form a strong sense of social cohesion.

Principal's Foreword

El Arish State School exemplifies excellence in education for all students. While the school is rich in heritage and tradition, rightly valuing what the past has given us, we are also an exciting and innovative centre for learning. Our school has a warm sense of community spirit among all members of our school. It is through this sense of community that a caring and nurturing environment is built and success of all students is prioritised.

At El Arish State School we are committed to:

“Providing an enjoyable, innovative and meaningful education for all students of all abilities”

Our motto is **‘Learning Together’** and with a strong commitment to our four core values, we know that every student can achieve this goal. El Arish State School has four core values:

Courage	<i>To take risks and try their best in every way possible</i>
Commitment	<i>To behave in a responsible manner, commit to all academic tasks and commit to safety in our school</i>
Connection	<i>To themselves, other students, staff and the wider school community</i>
Creativity	<i>To be able to express themselves in creative ways and demonstrate their creativity to others</i>

While these values are what we use to make a commitment to the students, underpinning the behaviour expectations are four pillars of behaviour designed to facilitate high standards of behaviour so that learning and teaching in our school can be effective and students can participate positively within our school community. These include:

- Relationships
- Respect
- Responsibility
- Resilience

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

Consultation

The initial consultation process used to inform the development of the El Arish State School Student Code of Conduct commenced early Term 4, 2020.

The previous consultation was had with staff in October of Term 4. During this initial meeting, staff were able to voice their opinions on what we had in place already to promote positive behaviour in our school. They were then given the opportunity to discuss strategies that were working and those that may not have been working so well. We discussed the possibility of further development of strategies that have been used in the past as well as new strategies that could be implemented.

In the second phase a questionnaire was distributed to students and parents that asked them to reflect on the following:

- Behaviour managed well at El Arish State School
- El Arish State School keeps me well informed about my/my child's behaviour
- El Arish State School has opportunities to celebrate positive behaviour
- El Arish State School students are treated fairly
- El Arish State School can provide more in terms of behaviour

From this questionnaire reflections about school processes were raised and addressed with the addition of social skills and wellness programs and behaviour expectation lessons being developed to explicitly teach our students what is expected of them. Most students and parents thought that behaviour was well managed here at El Arish State School. It was suggested by a lot of students that they would like to be rewarded more for positive behaviour therefore the 'Gotcha!' system has been reintroduced.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was

completed in November 2020. A parent information and feedback session was completed and after this, the P&C President endorsed the document.

Review Statement

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

Data Overview

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals

For more information, refer to [frequently asked questions](#) page.

School Opinion Survey

Parent opinion survey

Percentage of parents/caregivers who agree ¹ that:	2021	2022
This is a good school.	100.0%	100.0%
My child likes being at this school. ²	100.0%	100.0%
My child feels safe at this school. ²	88.9%	100.0%
My child's learning needs are being met at this school. ²	100.0%	80.0%
My child is making good progress at this school. ²	100.0%	80.0%
Teachers at this school expect my child to do his or her best. ²	100.0%	100.0%
Teachers at this school provide my child with useful feedback about his or her school work. ²	100.0%	100.0%
Teachers at this school motivate my child to learn. ²	100.0%	80.0%
Teachers at this school treat students fairly. ²	100.0%	100.0%
I can talk to my child's teachers about my concerns. ²	88.9%	100.0%
This school works with me to support my child's learning. ²	100.0%	100.0%
This school takes parents' opinions seriously. ²	88.9%	100.0%
Student behaviour is well managed at this school. ²	88.9%	80.0%
This school looks for ways to improve. ²	100.0%	100.0%
This school is well maintained. ²	100.0%	100.0%

Student opinion survey

Percentage of students who agree ¹ that:	2021	2022
I like being at my school. ²	100.0%	100.0%
I feel safe at my school. ²	100.0%	100.0%
My teachers motivate me to learn. ²	100.0%	100.0%
My teachers expect me to do my best. ²	100.0%	100.0%
My teachers provide me with useful feedback about my school work. ²	100.0%	100.0%
Teachers at my school treat students fairly. ²	90.9%	100.0%
I can talk to my teachers about my concerns. ²	72.7%	66.7%
My school takes students' opinions seriously. ²	100.0%	100.0%
Student behaviour is well managed at my school. ²	90.9%	100.0%
My school looks for ways to improve. ²	100.0%	100.0%
My school is well maintained. ²	100.0%	100.0%
My school gives me opportunities to do interesting things. ²	90.9%	100.0%

Staff opinion survey

Percentage of staff who agree ¹ that:	2021	2022
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	100.0%	100.0%
I enjoy working at this school. ²	80.0%	100.0%
I feel this school is a safe place in which to work. ²	100.0%	100.0%
I receive useful feedback about my work at this school. ²	100.0%	100.0%
Students are encouraged to do their best at this school. ²	100.0%	100.0%
Students are treated fairly at this school. ²	80.0%	100.0%
Student behaviour is well managed at this school. ²	100.0%	100.0%
Staff are well supported at this school. ²	100.0%	100.0%
This school takes staff opinions seriously. ²	100.0%	100.0%
This school looks for ways to improve. ²	100.0%	100.0%
This school is well maintained. ²	80.0%	100.0%
This school gives me opportunities to do interesting things. ²	100.0%	85.7%

School Disciplinary Absences (SDA)

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

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

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

E1 Arish State School DISCIPLINARY ABSENCES			
Type	2020	2021	2022
Short Suspensions – 1 to 10 days	2	4	0
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	2	4	0

Learning and Behaviour Statement

Everyone brings their own set of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same set of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

Behaviour management is a core skill for all teachers and research states that effective teaching and learning will not take place unless we provide a safe, positive and productive learning environment based on the principles of courage, commitment, connection and creativity.

These principles are embedded in the core teaching and learning at El Arish State School and they begin in the classroom. At El Arish State School, we believe there are six conditions for quality learning outcomes:

1. *There must be a warm, safe and supportive classroom environment* where students and teachers develop caring, positive relationships.
2. *Students should only be asked to do useful and engaging work.* The classroom teacher should be able to explain how learning material will be of benefit to students. That is not to say it must be of immediate practical use, but of some future aesthetic, intellectual, artistic or social use.
3. *Students are always asked to do the best they can.* The teacher must model this behaviour.
4. *Students are asked to evaluate their own work and improve it.* It is our belief that all students can be taught to be self-regulated, self-directed learners.
5. *Quality work should feel good.* Recognition and encouragement should be given to those students who have done their best.
6. *Quality work is never achieved by being destructive,* for instance: ripping up resources, throwing items around the classroom, putting other quality of work down, etc.

At El Arish State School we strive to produce students who have:

◆ Knowledge and skills for active and informed citizenship in local and global communities.	◆ Knowledge and skills for responsible and equitable participation in family, community and the workplace.
◆ Respect for other cultures.	◆ Commitment to lifelong learning.
◆ Respect for social and cultural diversity.	◆ Respect for democracy.
◆ Knowledge and skills to participate in decisions about emerging social, cultural and economic concerns.	◆ Skills to contribute to ongoing human rights development at local, national and global levels.
◆ Skills to make decisions in matters of morality, ethics, and social justice.	◆ Skills to be socially and vocationally reflexive in a rapidly changing national and global environment.

These skills are exemplified by El Arish State School's four pillars of behaviour:

- Relationships
- Respect
- Responsibility
- Resilience

By providing students with learning opportunities that strive to maximise learning outcomes, we aim for all El Arish State School students to be active citizens, who take responsibility for their own learning.

Consideration of Individual Circumstances

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

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

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

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

Student Wellbeing

El Arish State School offers a range of programs and services to support the wellbeing of students in our school. These programs are The Zones of Regulation, The Pause Program, High School and Prep Transitions, Kitchen Garden Program and access to the Guidance Officer. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services.

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

Curriculum and pedagogy

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at El Arish State School, we provide age-appropriate programs such as the Pause Program, The Zones of Regulation, Kitchen Garden, 'Gotcha' raffle draw and transition to High School and Primary school programs. Each of these positive programs give students an opportunity to showcase the positive behaviour that they have learnt stemming from our four pillars:

- Relationships
- Respect
- Responsibility
- Resilience

Policy and expectations

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

Specialised health needs

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

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

Medications

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

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

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

Mental health

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

Suicide prevention

El Arish State School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Senior Guidance Officer or other appropriate staff.

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

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

Suicide postvention

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

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

Student Support Network

El Arish State School have personnel that are here to assist with the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at El Arish State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the principal.

Role	What they do
Principal	<ul style="list-style-type: none">• liaises with parents about students social and emotional wellbeing needs• monitors the social and emotional wellbeing of students• enhances awareness and appreciation of the unique community of learners at our school• provides support to children at all times

Classroom/ Special Education Teachers	<ul style="list-style-type: none"> • liaises with parents about students social and emotional wellbeing needs • monitors the social and emotional wellbeing of students • enhances awareness and appreciation of the unique community of learners at our school • provides support to children at all times
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Teacher Aides	<ul style="list-style-type: none"> • liaises with teachers about students social and emotional wellbeing needs • monitors the social and emotional wellbeing of students • enhances awareness and appreciation of the unique community of learners at our school • provides support to children at all times
Administration Officer	<ul style="list-style-type: none"> • contact parents if students are showing signs of illness • liaises with teachers when concerned about students social and emotional well being • monitors the social and emotional wellbeing of students • enhances awareness and appreciation of the unique community of learners at our school • provides support to children at all times

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

Whole School Approach to Discipline

El Arish State School uses the four pillars of behaviour when facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are evident and obvious. This assists in creating and maintaining a positive and productive learning and teaching environment at El Arish State School.

Our four pillars of behaviour are 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 El Arish State School, we believe in proactive and preventative approaches to support student behaviour. We endeavour to make discipline about understanding expected behaviour and then following this behaviour rather than punishment. 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. However, circumstances will be taken into account if behaviour is consistently repeated.

The development of the El Arish State School Student Code of Conduct is an opportunity to explain the four pillars of behaviour to parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of these four pillars 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.

The Four Pillars of Behaviour Expectations

At El Arish State School, our committed staff endeavour to deliver high quality education for every student. We believe all adults in the school, whether visiting or working, should meet the same four pillars we expect from students: Relationships, Respect, Responsibility, Resilience.

Students

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

Relationships

- Understand that everyone is different
- Greet everyone
- Be polite
- Be the best person you can be
- Have a positive mindset
- Be helpful and supportive to others
- Respect other cultures and beliefs
- Be honest
- Show integrity

Respect

- Respect others personal space
- Care for equipment
- Clean up after yourself
- Use polite language and manners
- Wait your turn
- Raise your hand to speak
- Respect others right to learn
- Be a good listener
- Play fairly inside and outside of the classroom
- Invite others to play
- Care for the equipment in our school
- Always wash your hands after going to the toilet
- Never play in the toilets
- Follow instructions from adults
- Listen to adults
- Be proud of our school
- Keep to the footpaths

Responsibility

- Ask permission to leave areas
- Be on time and in the correct location
- Be prepared for all lessons
- Complete all set work
- Keep bookwork neat
- Be honest

- Be a problem solver
- Always return equipment where you got it from
- Use the toilets during play to avoid going during learning time
- Know and understand the bus and road rules
- Walk to your departure area
- Sit quietly on the bus
- Look out for others
- Be safe in and outside the school environment

Resilience

- Never give up
- Try your best
- Show courage
- Believe in yourself
- Be helpful
- Display your unique skills
- Learn from your mistakes

Parents and staff

At El Arish State School we maintain that, when parents enroll their students into our school, they enter into a partnership with the school. This partnership is based upon shared responsibility and mutual respect and an understanding that a safe school environment exists. We aim to develop partnerships with parents so that the school environment is both productive and harmonious. The partnership must strive to create in the students an understanding of the values and ethics within our community and the wider community and foster the social outcomes of schooling.

Details of the roles that parents and staff play in our school are explained below:

*At El Arish State School, we expect that **parents / caregivers** will:*

- Show an active interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Ensure children arrive suitably dressed, adequately nourished and with the necessary equipment – *on time every day*
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child.

*At El Arish State School, we expect that **staff** will:*

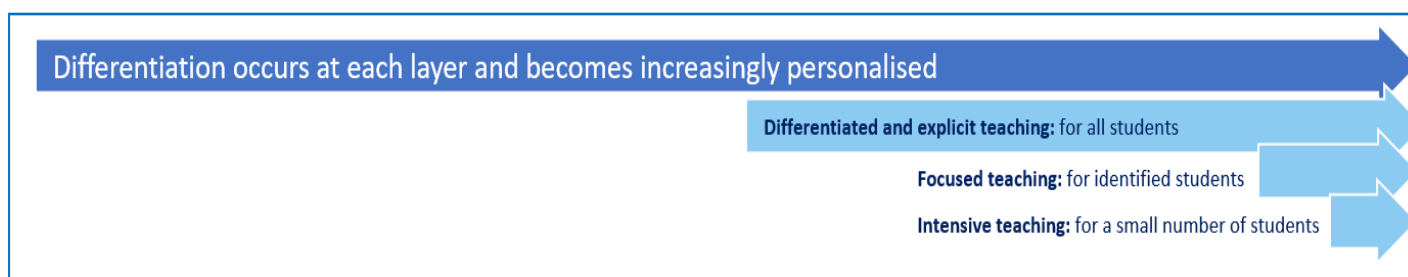
- Provide safe and supportive learning environments, exhibiting flexibility in planning and teaching to meet the learning needs of all students
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management
- Operate their classroom around the Four Pillars of Behaviour - *Relationships, Respect, Responsibility, and Resilience*
- Model responsible behaviour
- Liaise with support personnel to improve programs that maximise children's learning

Differentiated and Explicit Teaching

El Arish 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 EL Arish 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. 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.

The following proactive and preventative processes and strategies are implemented at El Arish State School in order to support student behaviour:

- Social skills programs to support students to independently regulate their emotions and behaviour – ‘Zones of Regulation’ & ‘The Pause Program’.
- Positive rewards presented at Parade – ‘Student of the Week’ in both classes, ‘Gotcha’ raffle etc.
- Individual Behaviour Support Plans for students with high behaviour needs, enabling staff to make the necessary adjustments to support them appropriately.
- Communicate behaviour issues and information in the newsletter as well as celebrating behaviour.
- Regular staff meeting discussions on behaviour issues, standards and practices, with a particular focus on consistency of practice.
- Induction program of the Student Code of Conduct delivered to new students and their families as well as new and relief staff.

Every classroom in our school uses the School Wide 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.

	ALL AREAS	CLASSROOM	PLAYGROUND	TOILETS	BEFORE/AFTER SCHOOL	EXCURSIONS
Relationships	<ul style="list-style-type: none"> ➤ Say 'hello' and good-bye' to others ➤ Have a positive attitude ➤ Be helpful and supportive to others ➤ Be honest and show integrity 	<ul style="list-style-type: none"> ➤ Understand that everyone has different strengths and abilities ➤ Be polite ➤ Support others in their learning ➤ Display positivity towards the learning and other people 	<ul style="list-style-type: none"> ➤ Greet others politely ➤ Be helpful to other people ➤ Have a positive mindset ➤ Be honest 	<ul style="list-style-type: none"> ➤ Be honest ➤ Be polite 	<ul style="list-style-type: none"> ➤ Be helpful and polite to others ➤ Greet everyone ➤ Respect others cultures and beliefs 	<ul style="list-style-type: none"> ➤ Have a positive attitude ➤ Be helpful and supportive ➤ Be honest and show integrity ➤ Greet everyone politely
Respect	<ul style="list-style-type: none"> ➤ Respect others personal space ➤ Care for equipment ➤ Clean up after yourself ➤ Use polite language ➤ Wait your turn 	<ul style="list-style-type: none"> ➤ Raise your hand to speak ➤ Respect others right to learn ➤ Be a good listener 	<ul style="list-style-type: none"> ➤ Play fairly ➤ Invite others to play ➤ Care for our school ➤ Care for equipment 	<ul style="list-style-type: none"> ➤ Always wash hands ➤ Walk in toilets ➤ Never play in toilets 	<ul style="list-style-type: none"> ➤ Follow instructions ➤ Be a proud of our school ➤ Use manners ➤ Keep to footpaths 	<ul style="list-style-type: none"> ➤ Be polite to others ➤ Be a proud of our school ➤ Use your manners ➤ Listen to teachers
Responsibility	<ul style="list-style-type: none"> ➤ Ask permission to leave areas ➤ Be on time ➤ Be at the right place on time ➤ Follow instructions by all adults ➤ Be safe with yourself and others 	<ul style="list-style-type: none"> ➤ Be prepared ➤ Complete set work ➤ Keep work neat ➤ Be honest ➤ Be safe with equipment 	<ul style="list-style-type: none"> ➤ Be a problem solver ➤ Always return equipment ➤ Wear a hat ➤ Be safe by walking on the concrete 	<ul style="list-style-type: none"> ➤ Use toilets during play ➤ Avoid going to toilet during learning ➤ Be safe by respecting others privacy 	<ul style="list-style-type: none"> ➤ Know bus and road rules ➤ Walk to your departure area ➤ Be safe on the bus and around the road 	<ul style="list-style-type: none"> ➤ Sit quietly on bus ➤ Look out for others ➤ Wear a hat
Resilience	<ul style="list-style-type: none"> ➤ Try your best ➤ Show courage in all situations ➤ Believe in yourself ➤ Be helpful to yourself and other 	<ul style="list-style-type: none"> ➤ Try your best in all tasks ➤ Never give up on tasks ➤ Believe that you can do your best work ➤ Display your skills ➤ Learn from your mistakes 	<ul style="list-style-type: none"> ➤ Participate actively and safely ➤ Be helpful in all circumstances 	<ul style="list-style-type: none"> ➤ Respect others privacy 	<ul style="list-style-type: none"> ➤ Learn from your mistakes ➤ Be a problem solver not a problem maker 	<ul style="list-style-type: none"> ➤ Participate in all activities to the best of your ability ➤ Be helpful and supportive to others

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. Those students requiring targeted behaviour support attend their regular scheduled classes and activities with appropriate adjustments in place. These adjustments may include additional teacher aide time, lower academic expectations, check in systems and constant monitoring. These students are given increased opportunities to receive positive contact with adults and other students and positive reinforcements.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at El Arish State School to provide focused teaching. Focused teaching is aligned to the School Wide Behaviour 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.

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

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

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

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

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

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

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 5 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
- Class wide 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
- Reduce verbal language
- 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
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention
- Loss of privileges/equipment
- Playground withdrawal
- Spoken correction
- Temporary time out/cool down time

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention

- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies
- Temporary loss of privileges/equipment

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- 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 El Arish State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their

delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the principal.

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

Re-entry following suspension

Students who are suspended from El Arish 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 but recommended for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

El Arish 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 El Arish 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

State school staff at El Arish State School:

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

Parents of students at El Arish State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the El Arish State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;

- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of El Arish State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the El Arish 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

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

El Arish State School have determined that the use of mobile phones is not permitted during the school day. If students are required to contact their parents, they are required to go to the office.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. It has been decided that mobile phones are handed to the office where it will be stored in a safe place for the day. Students are required to bring their mobile phone to the office as soon as they arrive at school and will be given their phone back at the end of the day. It is important for both students and parents to know that they can contact one another if required through the school office.

Responsibilities

The responsibilities for students using other devices such as laptops or iPads at school or during school activities, are outlined below.

It is **acceptable** for students at El Arish State School to:

- use other devices such as laptops or iPads for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school

- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a laptop or iPad
- hand their personal mobile phones into the office when they arrive at school and it can be collected at the end of the school day.
- seek teacher's approval where they wish to use a laptop or iPad under special circumstances.

It is **unacceptable** for students at El Arish State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone during school hours
- 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 El Arish 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.

Preventing and responding to bullying

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

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.

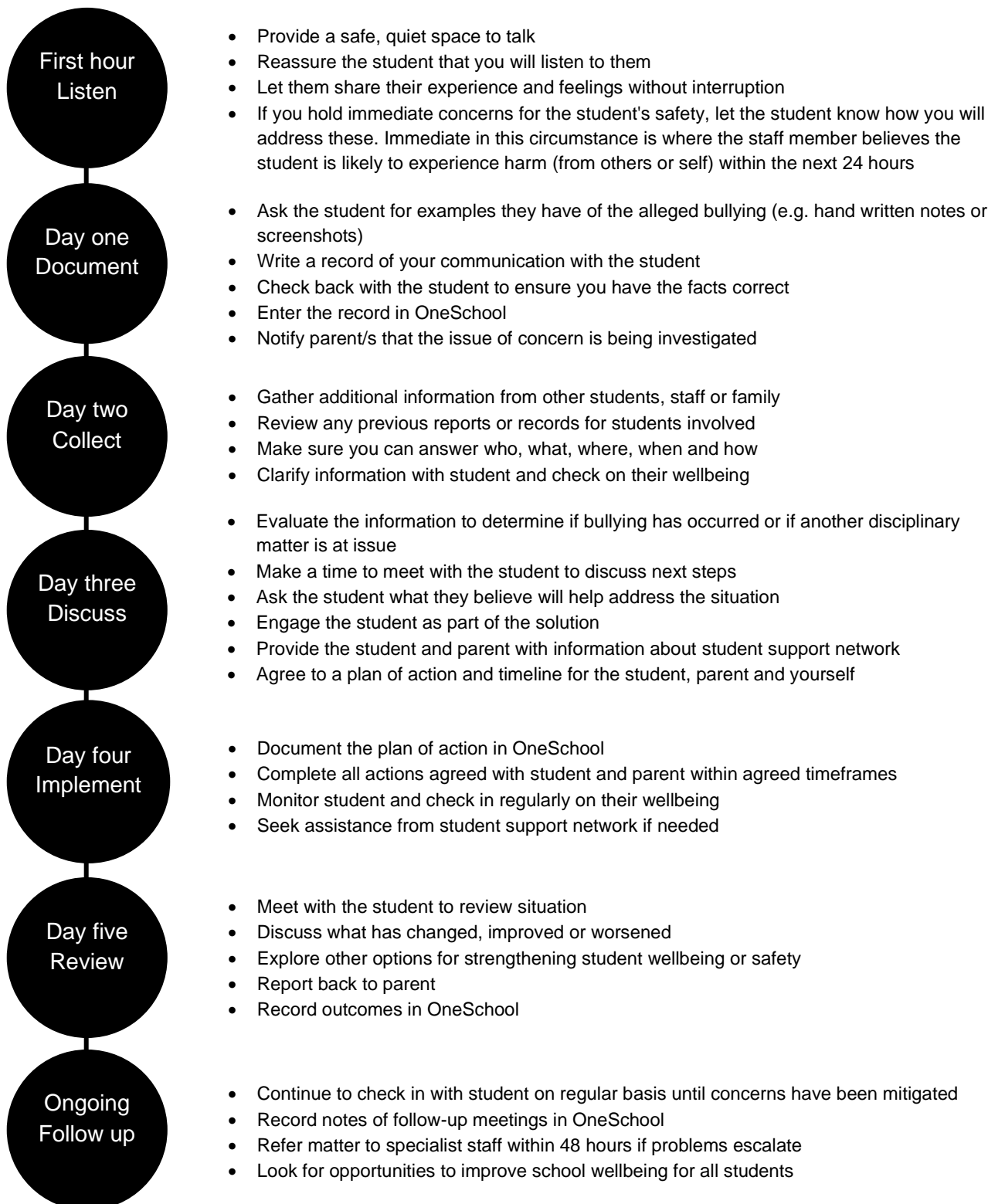
The following flowchart explains the actions El Arish State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

El Arish State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher or Principal



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, 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 El Arish 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 principal.

El Arish State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

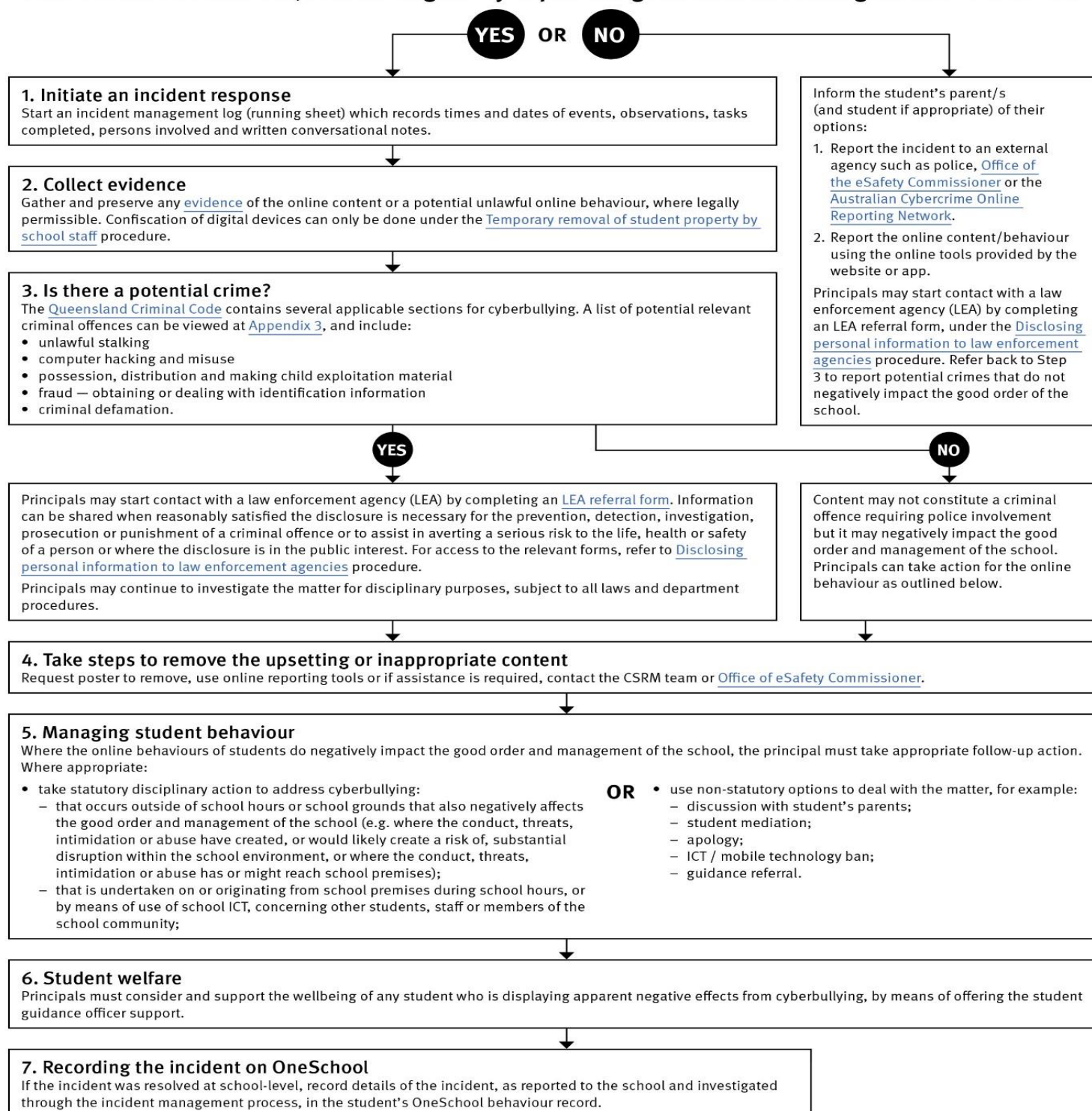
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the 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?**



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 **Bullying and cyberbullying—preventing and responding** website to assist all stakeholders in incident management.

Student Intervention and Support Services

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

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

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

Appropriate use of social media

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

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

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at El Arish State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

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

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

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

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

1. **Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. **Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

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

Behaviour Management Daily Routine Procedure

Location / Time	Expectation / Rule
Before school Prior to 8.30am	<ul style="list-style-type: none"> • All students to sit and remain in the eating area. • Students are permitted to talk softly to their friends during this time.
8.30	<ul style="list-style-type: none"> • Staff member on duty will release students from the eating area and supervise students • Students WALK to their classroom to get ready for the day by: • Putting their bags on the port rack • Not entering the classrooms • Once completed – FREE PLAY. • Sports room equipment will be unavailable before school • Students with own equipment can use this. • No access to the oval during this time. • Behaviour incidences will be required to be put onto OneSchool within 24 hours of incident occurring. • Record / report injuries – First Aid Book in sick bay • If students do not bring their hat to school, they will only be permitted to play undercover.
8.45 – 8.55am	<ul style="list-style-type: none"> • Staff member on duty will arrange a game or a fitness activity • Students will be required to wear hats.
8.55 Bell	<ul style="list-style-type: none"> • 5 minutes to go to the toilet / wash hands / drink / line quietly up for class. • P-2 class will have their fruit break.
First Break Session 1 Play 11.00 – 11.20am Staff on duty	<ul style="list-style-type: none"> • Sports Room Roster – displayed on Noticeboard next to Cleaner’s Room. • Borrowed sports gear is to be returned straight away after the bell by the borrower. • REMEMBER - Bouncing, throwing, etc of gear after the bell is STILL PLAY. • School equipment only to be used – all personal toys/balls to stay at home. • Safe use of all playground equipment • Rough play will not be permitted such as kicking games, brandy etc. • Behaviour incidences will be required to be put onto OneSchool within 24 hours of incident occurring. • Record / report injuries – First Aid Book in sick bay • If students do not bring their hat to school, they will only be permitted to play undercover.

<p>First Break</p> <p>Session 2 Eating</p> <p>11.20 – 11.40am</p> <p>Staff on duty</p>	<ul style="list-style-type: none"> • All students to sit quietly in designated area for the entire time. • Students must ask for permission to go to the toilet. • Sports equipment is unavailable during eating time. • Students may leave when released by duty staff. • Students must walk on the concrete to put their lunch boxes away.
<p>Second Break</p> <p>Session 1 Play</p> <p>1.40 – 1.55pm</p> <p>Staff on duty</p>	<ul style="list-style-type: none"> • Sports Room Roster – displayed on Noticeboard next to Cleaner’s Room. • Borrowed sports equipment is to be returned straight away after the bell by the borrower. • REMEMBER - Bouncing, throwing, etc of gear after the bell is STILL PLAY. • School equipment only to be used – all personal toys/balls to stay at home. • Safe use of all playground equipment • Rough play will not be permitted such as kicking games, brandy etc. • Behaviour incidences will be required to be put onto OneSchool within 24 hours of incident occurring. • Record / report injuries – First Aid Book in sick bay • If students do not bring their hat to school, they will only be permitted to play undercover.
<p>Lunch</p> <p>Session 2 Eating</p> <p>1.55 – 2.10pm</p> <p>Staff on duty</p>	<ul style="list-style-type: none"> • All students to sit quietly in designated area for the entire time. • Students will need to bring any gear they intend on playing with during play outside to avoid going back to classrooms (drawing, reading etc) • Students must ask for permission to go to the toilet. • Sports equipment is unavailable during eating time. • Students may leave when released by duty staff. • Students must walk on the concrete to put their lunch boxes away.
<p>After School</p> <p>Staff on bus duty</p>	<ul style="list-style-type: none"> • 3:00pm - all students to be seated along the seats at the front gate and wait for their parents to collect them. • Pick-up students to let teacher know they are going. • Must stop at front gate & check for safe crossing. • Approx. 3:20pm – any students still at school to wait on front office steps until they are collected by parents/carers • Behaviour incidences will be required to be put onto OneSchool within 24 hours of incident occurring. • Record / report injuries – First Aid Book in sick bay
<p>Sports Equipment Use</p>	<ul style="list-style-type: none"> • Tennis Court is for tennis, handball, basketball and netball. Monitor large numbers of students playing there – eg limit tennis players. Safety is important. • Chasing games such as Tiggy will need to be played outside on the grass not underneath the buildings. • Rough play is no permitted at any time during the school day.

Movement Around School

- Walk on all hard surfaces – walkways, courtyard, steps, verandas.
- Use all seating properly – no climbing, sliding, walking or standing on seating.
- Transitioning to other rooms, eg for Art lesson needs to be done quietly
- Classroom access during break time will be unavailable.
- Children doing catch-up work in their classroom must do so under the supervision of their teacher.
- Walk any bikes or scooters through the school grounds.

Student Absence Process

El Arish State School

 0484 604 202

All schools must follow “Same Day Absence” procedures.

When absences do occur, schools must follow-up and accurately record absence explanations.

1. Parents are required to **SEND AN EXPLANATORY NOTE** or **CALL THE SCHOOL OR THE SCHOOL MOBILE PHONE** no later than 9:15am on the day of the absence.
2. When calling in an absence. Parents are asked to:-
 - a. **State their name clearly**
 - b. **State their child/ren’s name/s and year level/s**
 - c. **State the date and reason for their absence**
3. Should this not occur, the school will call or txt you to seek the reason for your child’s absence.

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)

- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

El Arish State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

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

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

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

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

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](#).