



Oakleigh State School

Student Code of Conduct 2024-2028

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

Purpose

Oakleigh State School's vision is to empower our learners to achieve their potential and make a positive contribution to their local and global community. As part of this, we are committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.



The Student Code of Conduct sets out the responsibilities and processes we use in our school to aspire to achieve our vision and promote a productive, effective whole school approach to discipline. This policy is designed 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.

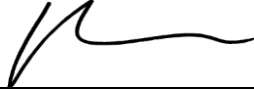
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Endorsement

Principal Name: Glen O'Halloran

Principal Signature:

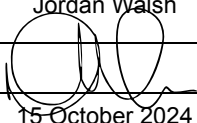


Date: 14 October 2024

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

Jordan Walsh

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



Date:

15 October 2024

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Principal's Foreword

Introduction

Oakleigh State School's values of Responsibility, Resilience, Respect and Safety ensures that students are encouraged to demonstrate excellence in everything they do. Our supportive community and the varied avenues and practices in place, create a productive and inclusive environment in which students learning, social and emotional growth can prosper.

It is through a collaborative approach to student behaviours and respectful interactions, that we "empower our community of learners to create a legacy which redefines our world".

P&C Statement of Support

The Oakleigh State School Parents and Citizens Association would like to formally state our support for this version of the Oakleigh Student Code of Conduct. The P&C continue to be impressed by the thorough, thoughtful and considered manner in which the leadership team at Oakleigh ensure all students display admirable behaviour when wearing the Oakleigh uniform or representing the school off campus.

I would like to thank the Oakleigh State School leadership team, on behalf of the parent body; for their regular engagement and collaboration which has led to a thorough and considered Student Code of Conduct.

Learning and Behaviour Statement

At Oakleigh we use the pillars of *The Oakleigh Way* to establish high expectations and ensure consistency in school-wide behaviour expectations.

The pillars are used to teach and promote high standards of responsible behaviour and reinforce our school motto of *Deeds not Words*. The pillars are articulated to our whole school community through assemblies, newsletters, classroom lessons and individual and group conversations. Students are acknowledged for reaching these high standards and provided with feedback and opportunities for learning, support and growth if expectations are not met.

Our pillars are:

- Respect: I am kind, use appropriate manners and consider the feelings of others.
- Responsibility: I am organised, follow instructions and care for my belongings.
- Safety: I am safe, careful with words, actions and objects, and get along with others.
- Resilience: I demonstrate a growth mindset, never give up and bounce forward.



The Berry Street Educational Model is a practical approach to teaching and learning which enables school staff to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth and academic achievement. The pedagogical strategies incorporate evidence-based trauma-aware teaching, positive education, and wellbeing practices.

At Oakleigh State School, we look to the Berry Street Educational Model practices to establish consistent routines and expectations to enable all students to succeed.

Student Wellbeing and Support Network

Oakleigh State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer, social worker or Defence Support Transition Aide (DSTA) if they would like individual advice about accessing particular services.

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

Curriculum and pedagogy

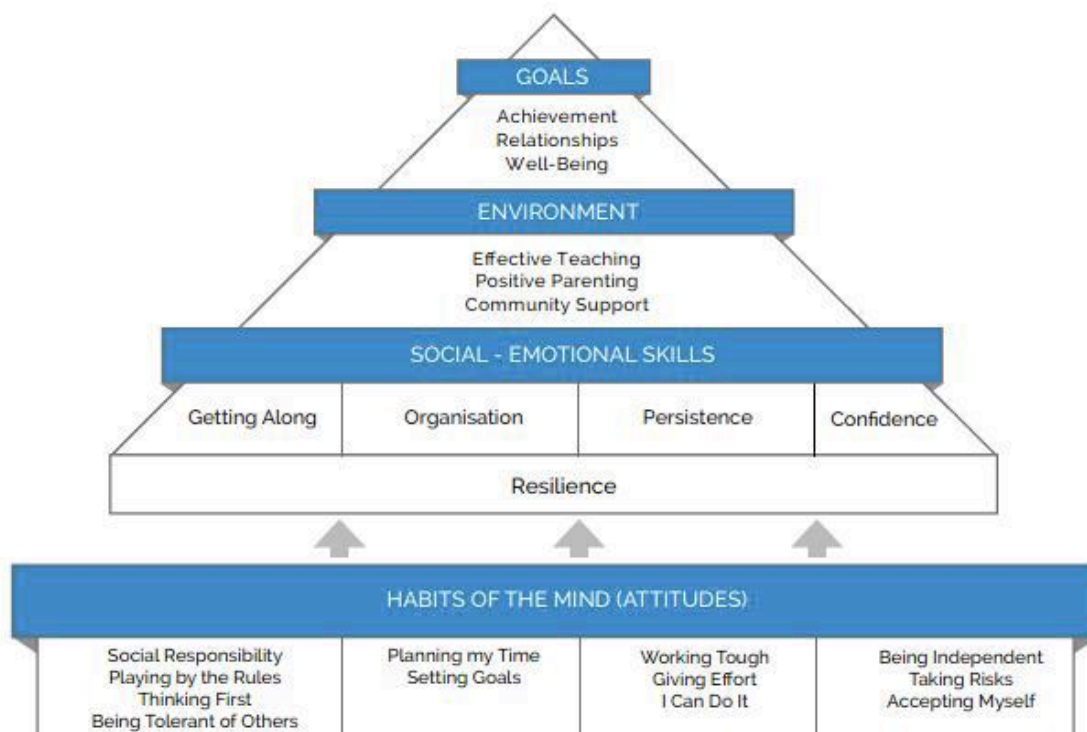
Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Oakleigh State School implements the 'You Can Do It! – Program Achieve – a social-emotional learning program from Prep to year 6. Students engage in weekly lessons that cover the following topics:

- Achievement: confidence, persistence, organisation and teamwork
- Relationships: values, character strengths and getting along skills
- Wellbeing: resilience and happiness (awareness, self-management, emotions, cognitive restructuring, mindfulness)
- Social-emotional blockers: awareness and management of anger, not paying attention, procrastination, worry and feeling down.

This works in partnership with the Berry Street Education Model to assist students in building a toolkit of strategies to support their social and emotional development.



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

Oakleigh 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

Oakleigh State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms. For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Oakleigh State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required. An AED is also situated in the school health room and in the pool canteen.

Mental health

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

Suicide prevention

Oakleigh 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 the student in the first instance, and where necessary provide first aid. In all other situations, Oakleigh 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, Oakleigh 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, Oakleigh 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.

Inclusive Schooling Team

Oakleigh State School has an Inclusive Schooling Team in place to help grow the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have staff whose dedicated roles help ensure our school is an inclusive, nurturing environment. Members of the Inclusive Schooling Team case manage targeted students who require additional support to access the curriculum and are supported by a Guidance Officer, Deputy Principal, Learning Support Teacher, Social Worker, Speech Language Pathologist and visiting ancillary specialist staff (Advisory Visiting Teachers etc).

Students can approach any trusted school staff member at Oakleigh 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 Inclusive Schooling Team. Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal or Deputy Principal on 3510 2888.

There are regional and statewide support services also available to supplement the students, families and staff. These include Principal Advisor Student Protection, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please contact the Principal or Deputy Principal on 3510 2888.

Whole School Approach to Discipline

At Oakleigh we believe all students have the right to access the curriculum and will take into account a student's individual circumstances, such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements, when responding to inappropriate behaviour and applying a disciplinary consequence. We use the pillars of *The Oakleigh Way* to establish high expectations and ensure consistency in school-wide behaviour expectations, as well as ongoing messaging through assemblies and newsletters in line with the *You Can Do It (YCDI)* keys, referenced throughout our social emotional learning program. To help students consolidate an understanding of appropriate online behaviour, negotiate friendships, and set personal boundaries, our year 5 and 6 students participate in student led workshops focusing

on a range of skills to support them in this space. Online workshops from the Rebecca Sparrow suite of resources support these learning opportunities.

An Oakleigh Pledge of Acceptance (below) has also been created through the Bullying No Way day to reinforce a school-wide understanding that at Oakleigh, Everyone Belongs.



Everyone Belongs - A Pledge of Acceptance

OAKLEIGH STATE SCHOOL



Our teachers reflect on their own practice and a key role in developing classroom management strategies for teaching is outlined in the [Australian Professional Standards for Teachers – Standard 4](#), *Create and maintain supportive and safe learning environments*.

Additionally, as adjustments become evident to support students to access the curriculum, these are recorded in our Oneschool recording system in the student plan section. These will be shared with parents through the case manager on our Inclusive Schooling Team as they form part of the Personalised Learning Records, typically for Students with a Disability.

The Multi-tiered support model below outlines the 3 different levels of support that are implemented with some examples of the strategies, instructions, and services that are able to be utilised to set a student up for success at school and to provide them with opportunities to be the best version of themselves in the learning environment.

Multi-Tiered Support Model

Oakleigh State School uses a multi-tiered support model as the foundation for our integrated approach to learning and behaviour. This differentiated model is preventative and is grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, school staff and parents work together to match increasingly intensive interventions to the identified needs of individual students.

Tiers	Description
Tier 1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and the Oakleigh Way behaviour expectations. This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made <p>School-wide strategies used for all students in our school to support academic and behavioural development include:</p> <ul style="list-style-type: none"> • You Can Do It! Social emotional wellbeing program • Berry Street strategies e.g. morning circles, brain breaks, positive primers • The Oakleigh Way Day program – the first few weeks of school each year are given to explicit teaching around whole school behaviour and learning expectations. This culminates in a celebration ‘Oakleigh Way Day’ • The High 5 model for resolving friendship difficulties • Bullying – No Way Day! Learning activities and celebration day • Ready to learn charts to support student learning around self-awareness and self-regulation • Class rules and behaviour processes for acknowledgement and correction are articulated in each classroom
Tier 2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the</p>

	<p>Australian Curriculum or particular aspects of school-wide behaviour expectations. The types of interventions offered at this level will vary according to the identified needs of students, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations • interventions are time-efficient and easy to sustain • variations within each intervention are limited • interventions are evidenced-based and have a good chance of working <p>Strategies used across the school include:</p> <ul style="list-style-type: none"> • Small group instruction in aspects of <i>You Can Do It!</i> • Peer conferencing and learning circles • Reflection sheets and triage conversations to assist students to recognise triggers and review choices • Year level/class/peer group meetings <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
<p>Tier 3</p>	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their Functional Behaviour Assessment) and should include strategies to:</p> <ul style="list-style-type: none"> • prevent problem behaviour • teach the student an acceptable replacement behaviour • reinforce the student's use of the replacement behaviour • minimise the payoff for problem behaviour <p>Tier 3 supports exist along a continuum. Many students can benefit from a Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>Strategies used across the school include:</p> <ul style="list-style-type: none"> • A Functional Behaviour Assessment

	<ul style="list-style-type: none"> • Individual conferences/meetings/discussions • Individualised instruction and reflection • Behaviour agreements and check ins • Individual goal setting • acknowledgement and correction plans • Stakeholder meetings including support from external agencies <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>
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Consideration of Individual Circumstances

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

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

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

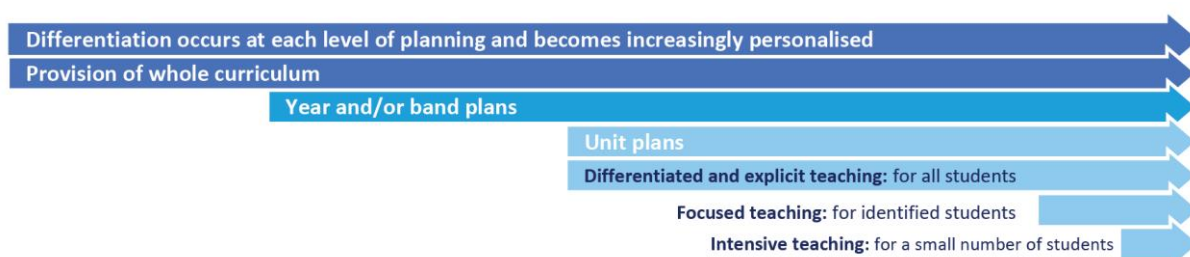
We expect that parents and students will respect the privacy of other students and families. If you have concerns about the behaviour of your child, or that of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Oakleigh 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 Oakleigh 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, 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 support for students.

Every classroom in our school uses the Oakleigh Way Expectations Matrix 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 matrix is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Teachers are able to differentiate teaching and learning through:

- Content — the curriculum (what students will learn)
- Process — the way the content is presented (how students will learn)
- Product — the ways students are able to demonstrate their knowledge (what students produce)
- Learning environment — the way the classroom environment supports differentiation of the content, process and product

Active engagement increases on-task behaviours and task-completion rates, making it less likely students will engage in unproductive behaviours and disrupt the learning environment. Research shows that when students are actively engaged in the learning environment, they are more likely to absorb the content, ultimately increasing retention and mastery of the newly learned skills.



Oakleigh Way Expectations Matrix

OAKLEIGH STATE SCHOOL

	 Be safe <i>Makuru</i> I am safe, careful with words, actions and objects, and get along with others.	 Be respectful <i>Whakarua-ki</i> I am kind, use appropriate manners and consider the feelings of others.	 Be responsible <i>Bururu kiwa</i> I am organised, follow instructions and care for my belongings.	 Be resilient <i>Baakiwhai</i> I demonstrate a growth mindset, never give up and bounce forward.
All areas	I keep my hands, feet and objects safe.	I speak and act respectfully to all members of our school community.	I am in the right place at the right time. I follow instructions in a timely manner. I show care for others.	I make amends and learn from mistakes. I accept consequences for my own behaviour. I am confident that I have strategies to manage most situations.
Classroom	I learn and behave in a way that keeps myself and others safe.	I follow classroom rules. I show respect to the teacher. I show respect for my own learning and the learning of others.	I look after my belongings & school property. I am prepared for learning. I complete learning tasks giving my best effort. I ask for help and engage with feedback in my learning.	I respond positively to feedback I attempt all activities and give effort to my learning. I can verbalise the strategies I use to bounce forward.
Playtime	I play safely with others in all play areas. I wear a hat and shoes.	I play in a friendly and fair manner. I play in appropriate areas. I include others.	I wear a hat and shoes. I use play equipment safely and responsibly.	I use the HI-5 strategy to solve problems. I help my peers solve challenges. I bounce forward after a disagreement.
Moving around school	I walk in an orderly and safe way. I use the stairs safely. I carry equipment safely and responsibly.	I am respectful of the learning of other classes. I line up quietly outside the classroom. I use soft feet and soft voices.	I walk around and under buildings. I keep bags and belongings in the right place. I stay with my class group.	I will report conflict to staff and act positively to restore peace.
Toilets	I am safe and demonstrate good hygiene.	I keep areas clean. I respect the privacy of others.	I wash my hands. I use the bathrooms in appropriate ways.	
Eating time		I sit in designated eating areas. I wait for dismissal. I put my lunch box away before I play.	I eat my own food in eating time. I put all rubbish in the appropriate bins.	
Excursions	I am safe at all times when on excursions or camps.	I show respect to visitors, supervisors and volunteers.	I stay with my group. I follow travel rules.	I am a good sport. I focus on my personal best.
Before and after school	I sit in the avenues area prior to 8:30am. At 3:20pm I go to the office if I am still waiting.	I walk and talk in the designated areas from 8:30am. I can enter the building at 8:30am bell.	I go home in the way expected by my parents. I am ready to learn at 8:50am.	I ask for help if I'm unsure of what I need to do.
Digital	I am cybersafe and sensible when using devices and the internet. I keep personal information private.	I ask permission before taking photographs. I message people sensibly. I work collaboratively on digital projects.	I ensure my device is charged and ready for use every day. I use my device at appropriate times.	I explore other ways to complete work when technology fails. I am aware of my screen time usage and manage my time appropriately.

Essential Skills for Classroom Management

Staff at Oakleigh State School use the Essential Skills for Classroom Management as a consistent approach to acknowledging and correcting student behaviour.

The 10 Essential Skills for Classroom Management are:

Essential Skill	Description
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

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 Oakleigh State School to provide focused teaching. Focused teaching is aligned to the Oakleigh Way 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

Oakleigh State School uses the range of Student Support staff in place to plan and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

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

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

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

Legislative Delegations

The following links are provided to legislation that is used to inform the overall Student discipline procedure.

[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 \(Cwth\)](#)

Disciplinary Consequences

The disciplinary consequences model used at Oakleigh 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. As stated above, 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 leadership 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

Class teachers provide in-class or in-school disciplinary responses to low level or minor problem behaviours in alignment with 5 Step Behaviour Process. This may include:

- Whole class establishing of expectations and practising of routines
- Giving instructions and reminders (e.g. “Remember, walk quietly to your seat”)
- Using non-verbal and visual cues (e.g. posters, hand gestures)
- Providing corrective feedback (e.g. “Hand up when you want to ask a question”)
- Providing explicit behavioural instructions (e.g. “Begin your task now please”)
- Using body language including smiling, nodding, gesturing and proximity
- Selectively attending to inappropriate behaviour
- Revising the classroom environment and seating plan to maximise learning
- Providing individual, positive reinforcement for appropriate behaviour
- Using classwide incentives and acknowledgement strategies
- Redirecting students to learning and prompting on-task behaviour
- Using low voice and tone for individual instructions
- Allowing ‘take-up’ time for student/s to process and follow instructions
- Minimising verbal language about behaviour and maximising language about learning
- Breaking task down into smaller chunks
- Providing positive choice of task order (e.g. “Which one will you start with?”)
- Prompting student to take a break or time away in class
- Modelling appropriate language, problem solving and verbalising thinking process (e.g. “I’m not sure of the next step, who can help me?”)
- Demonstrating acceptable and appropriate behaviour
- Acknowledging another student to prompt others towards appropriate behaviours
- Conducting individual discussions with students about expected behaviour
- Warning students of ‘next steps’ in behaviour processes
- Using Time out as consequence where appropriate

Focussed

Class teacher is supported by other school-based staff to address in-class inappropriate behaviour in line with the 5 Step Behaviour Process. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Individual Behaviour Support Plan)
- Targeted skills teaching in small group
- Time out
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Teacher coaching and debriefing
- Referral to Inclusive Schooling Team for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

The school leadership team works in consultation with the class teacher, parents and the Inclusive Schooling Team to address persistent or ongoing significantly inappropriate behaviour in line with the 5 Step Behaviour Process. 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.



OAKLEIGH STATE SCHOOL

Behaviour Flowchart

Minor Behaviours

Behaviour which disrupts the learning or play of others. These behaviours do not seriously or immediately endanger the health, safety and wellbeing others but may impact on the learning, emotional or social interactions occurring.

Major Behaviours

Have direct negative impact on others or behaviours which would be considered illegal in wider society and can include repetitive minor behaviours and behaviours which are physical or verbally aggressive.



	<i>Examples</i>	
Verbal Warning	<ul style="list-style-type: none"> Gain attention Use student name Use proximity 	<ul style="list-style-type: none"> Active supervision (Teach from the feet, not from the seat) move, scan and interact Positively reinforce and cue in ("I like how you...") Corrective feedback ("Tom, you are calling out, remember to put your hand up" etc)
Second Warning	<ul style="list-style-type: none"> Restate behaviour expectation Use calm body language and firm tone of expected compliance (ie thanks) and provide choice Allow processing time 	<ul style="list-style-type: none"> Redirection – "Thanks for putting your hand up" & "Thanks for putting it away and getting on with your work" etc "Jen, you can either complete your work now or you will be going to time out" etc Avoid put downs, sarcasm, and power struggle
Timeout	<ul style="list-style-type: none"> Assess the situation (is it minor or major) Remove trigger Notify of time out period Modify environment Allow processing time 	<ul style="list-style-type: none"> Consider modifying content, process, product, environment Individual conference – "Dale, you were off task several times, In class we are learners by staying on task. When you complete your task you get to... What do you need to do to be ready to learn now?"
Removal	<ul style="list-style-type: none"> Buddy Class Debrief with students if necessary Notify buddy class Talk privately before returning to class 	<ul style="list-style-type: none"> Consider modifying content, process, product, environment Individual conference – "Dale, you were off task several times, In class we are learners by staying on task. When you complete your task you get to... What do you need to do to be ready to learn now?"
Office Referral	<ul style="list-style-type: none"> Call support staff or leadership team 	<ul style="list-style-type: none"> Remain calm Keep instructions brief and provide space Take evasive actions for you and students if necessary

Maintain unconditional positive regard – act with empathy towards others & ourselves



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 Oakleigh 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 Oakleigh 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 homeschool communication.

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Oakleigh 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 Oakleigh 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)

* 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 Oakleigh State School:

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

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

Parents of students at Oakleigh 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 Oakleigh 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 Oakleigh 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 Oakleigh 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, wearables such as smartwatches, handheld devices, and other emerging technologies which have the ability to connect to telecommunication networks or the internet. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Oakleigh State School has determined that explicit teaching of responsible use of mobile devices including iPads (both school owned and personal) and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Balance is a key element of our vision for learning that is enabled by technology and at Oakleigh State School we believe that technology is most powerful when it is part of intentionally designed learning that combines a deep curriculum knowledge with appropriate pedagogical intent. Important to us is the need to offer technology free time during which students are encouraged to engage in other activities appropriate to the learning and the social development of our students. Oakleigh State School is committed to reducing the distraction of mobile devices to provide optimal learning environments for all students.

All state school students must keep mobile phones switched off and 'away for the day' during school hours. Wearable devices, such as smartwatches, must have notifications switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

Students and their parents may apply for an exemption from this requirement based on certain criteria. Students with pre-existing school approval to use a mobile device on an ongoing basis to support certain medical, disability and/or wellbeing needs will not need to reapply under this procedure.

Additional information about how our BYOD program supports learning through the use of iPads and other technologies, as well as specific responsibilities associated with device use, can be located in our [BYO page on our school website](#).

Oakleigh State school staff

- implement expectations for student mobile device use consistent with the school's *Student Code of Conduct* and the BYOD policy.
- ensure familiarity with, and implement approved exemptions for students

Parents

- support their child to meet expectations of the school's local policy approach for student use of mobile devices, as outlined in the *Student Code of Conduct* and BYOD policy
- support implementation of the local policy approach by using the school's preferred communication channels to contact their child during school hours
- if required, apply for exemptions for medical, disability and/or wellbeing reasons in accordance with the school's local policy approach, outlined in the *Student Code of Conduct*
- work with the school to resolve issues regarding student compliance with the school's local policy approach

Students

- keep mobile phones switched off and *away for the day*, and notifications disabled on wearable devices during school hours
- if required, apply for exemptions for medical, disability or wellbeing reasons in accordance with the school's local policy approach, outlined in the *Student Code of Conduct*
- if permitted to use a mobile device at school under an approved exemption, only use it for the intended and agreed purpose
- are responsible for the security, integrity, insurance and maintenance of their personal mobile devices and their private network accounts

Preventing and responding to bullying

Oakleigh 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.

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 Oakleigh State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Oakleigh 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.

Oakleigh State School - Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

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

Appropriate use of social media

Oakleigh State School is an accredited member of [eSmart Schools](#), a long-term change program designed to educate, track, monitor and prevent bullying and cyberbullying. Cyberbullying is treated at Oakleigh 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).

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 and other online behaviours that adversely affect, or that are likely to adversely affect, the good order and management of the school. 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 Oakleigh 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.

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.

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

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 or Deputy Principal.

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](#).

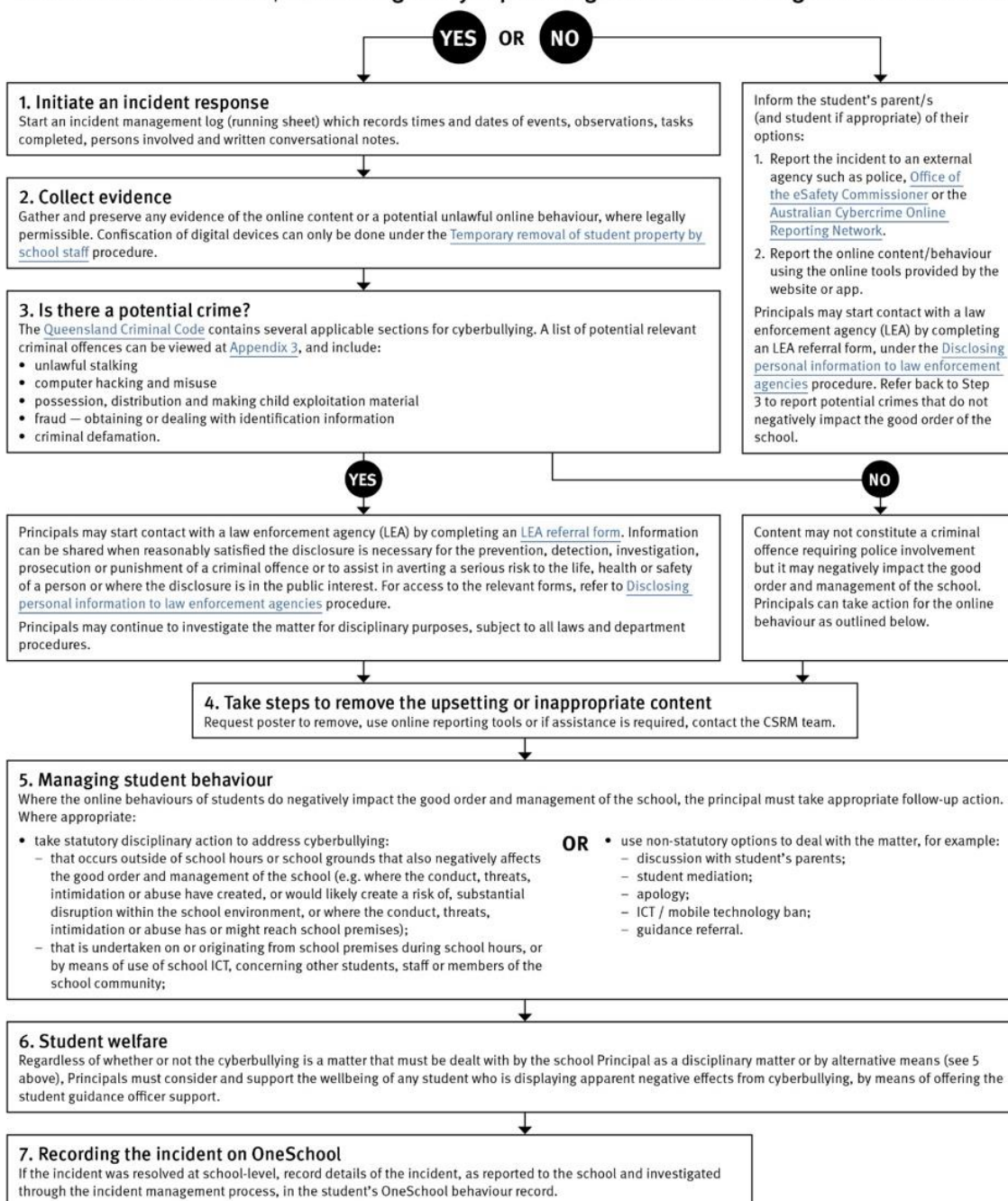
Explicit images

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 Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or Cybersecurity.ReputationManagement@qed.qld.gov.au.

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



Student Intervention and Support Services

Oakleigh 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. 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 Oakleigh 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.

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.

Restrictive Practices

School staff at Oakleigh 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 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:

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

Education Queensland has [policies, 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

Conclusion

Oakleigh State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. We are deeply committed to *empowering our community of learners to create a legacy that redefines the world*.

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