



Richlands East State School

Student Code of Conduct

2021

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

The purpose of the Richlands East State School Student Code of Conduct is to provide information about how Richlands East State School responds to student behavioural conduct within an inclusive school.

The Student Code of Conduct specifically communicates:

- Student behaviour and conduct expectations;
- How behaviour and conduct expectations are explicitly taught and modelled for all students;
- How as a team we identify students who may require reasonable adjustments, in the form of focused and intensive teaching, in order for them to best access and participate alongside their age appropriate peers; and
- How we use inclusive practices when responding to complex and/or challenging student behaviour.

This document provides an overview of our approach to support student wellbeing and should be read in conjunction with our *Student Wellbeing Framework*.

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Principal Name: Ms Kim Schembri

Principal Signature: 

Date:

P&C President Name: Mrs Rebecca Taua

P&C President Signature:

Date:

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Whole School Approach to Discipline

CORE VISION

At the very core of our school's Student Code of Conduct is our Student Wellbeing **vision** - every child's right to an Inclusive Education. Students experience an inclusive education when they can access and participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to best meet their individual needs.

CORE VALUE

Our overarching **value** is best articulated as a belief that every student in Queensland state schools succeeds and receives the support they need to belong to the school community, engage purposefully in learning and experience academic success (*Every Student Succeeding - State Schools Strategy 2018-2022*).

SCHOOL VISION

Richlands East State School's **school vision** begins with 'Know the Student' and thus provides us with the mandate to always place the child at the centre of our focus.



STUDENT WELLBEING FRAMEWORK

The Student Code of Conduct is an integral part of our whole school **Student Wellbeing Framework**. The framework operationalises our vision and values by placing the student at the core of our focus.

Its very essence is based on the following evidence-based research which we draw upon to provide precise support for individual student wellbeing:

- Trauma Informed Practices (Berry St Education Model and Pathways to Resilience Program)
- Neuroscience of Brain Development
- Positive Behaviour for Learning approach (PBL)

Furthermore, it is organised and delivered within our daily practice through a differentiated three-tiered approach:

TIER 1 UNIVERSAL APPROACHES - (All Students - All of the Time)

Universal interventions help schools to create a positive, inclusive and supportive school climate. They teach expected school behaviours and routines to all students.

Tier 1 Universal Approaches acknowledges that all students should be aware of our school-wide expectations and these should be explicitly taught and modelled every day in every context. Tier 1 approaches transcend the whole school setting including the classroom, playground and when representing our school.

TIER 2 FOCUSED APPROACHES – (Some Students – Some of the Time)

Focused interventions complement universal interventions and provide essential additional support for cohorts of students who may have specific needs or vulnerabilities.

TIER 3 INTENSIVE APPROACHES – (Individual Students – Some of the Time)

Individual interventions are designed for students who are identified as requiring intensive tailored support to engage positively in education.

We acknowledge students come to school with a unique set of individual circumstances as well as those who learn and develop at different rates. As a result, some students may require additional focused (tier 2) and/or intensive (tier 3) teaching and support in order to access and participate alongside school-aged peers. Tier 2 and 3 approaches require all staff to understand individual student needs and make reasonable adjustments to support student wellbeing both within the classroom, playground and outside school settings.

This evokes an understanding that supporting a child's wellbeing at school is a process which may take time, a precise understanding of individual needs, alignment of evidence-based reasonable adjustments, and in some cases, input from external stakeholders. As a staff we are committed to this journey and will walk alongside families to understand, reveal and achieve the best for each student.

Richlands East State School is committed to providing a safe and supportive environment for all students. Our vision, our values and our frameworks enable us to best achieve this for the children in our care.

Families are important stakeholders in their child's education. It is essential our school work within a close relationship of school, families and external stakeholders where appropriate. Families will be provided all opportunities to work alongside the school, and have input into the approaches and support for their children. All approaches will be documented using Education Queensland formats and protocols which will be centrally uploaded to each child's One School profile under Support Provisions – Personalised Learning.

Consideration of Individual Circumstances



At the very core of our vision are our students. They are the intentional focus of every aspect of our curriculum and wellbeing development. We focus on them as we collaborate with external stakeholders and families to intentionally and precisely align best-practice support approaches tailored to the best needs of our students.

Our goal is to be a Trauma-Informed Practices school. A school with a trauma informed lens looks at a child's complex behaviour, and asks why it might be occurring and what the child needs in order to alleviate the need to enact the behaviour. These practices allow children and families to feel safe and valued.

We acknowledge our students come to us with differentiated circumstances and as a result it affords us with the perfect opportunity to seamlessly take their individualism into consideration as we support their wellbeing growth.

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. 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 teachers and the 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 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 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.

Differentiated and Explicit Teaching

TIER 1
Universal

Our Whole School Behaviour Expectations are based on our mantra of.....

We are the...Richlands East Eagles. Our job is to...learn.

Our expectations are to be...Respectful, Responsible and Resilient.

Richlands East State School provides opportunities for students to develop knowledge and skills for life success and to be a valuable member of society. For our students to be:

**RESPECTFUL
RESPONSIBLE; and
RESILIENT**

WHOLE SCHOOL BEHAVIOUR EXPECTATIONS

We achieve this by explicitly teaching students to be Respectful, Responsible and Resilient in the classroom, playground and outside of school setting.

Respectful

- Whole body listening
- Following all instructions given by all staff members
- Listening to the speaker
- Using kind words to others.
- Using our manners.
- Walking quietly around the school when others are learning.

Responsible

- Looking after our belongings, the belongings of others and our school.
- In the right place at the right time.
- Ready to learn.
- Allowing others to learn in a safe environment.

Resilient

- Keeping our hands and feet to ourselves.
- Having a go and never giving up.
- Asking for help when we have a problem.
- Using our High 5.
- Keeping our problems small.

WHOLE SCHOOL BEHAVIOUR EXPECTATIONS - Explicitly Taught

These behavioural expectations are taught to students using the following methods and opportunities:

1. **Beginning of each year and term** - at the commencement of each year and term, teachers explicitly teach school wide expectations in focused lessons. These will take place within the context of where the behaviour is to be evident. For instance,
 - a. appropriate lining up at the tuckshop takes place by modelling and practicing lining up procedures at the tuckshop.
2. **Weekly lessons** - each week teachers explicitly teach a behaviour expectation based on current behaviour data trends. This could include:
 - a. 'We put up our hands to speak',
 - b. 'We arrive back to class on time',
 - c. 'We are in the right place at the right time' etc.

3. **Pathways to Resilience Program** - Pathways' workshops and programs build on a knowledge of the brain to develop self-awareness and support young people, educators and families to create calm, connected classrooms and homes.

Professional Development for staff include:

- An Introduction to Neuroscience for Educators
- Trauma and Attachment in Classrooms

Explicit teaching for students include:

- Mindfulness
- Meet the Brain
- Brain Talks
- Kaleidoscope of Colour (Prep to Year 3)
- Journey to the Island of Calm (Year 4 to 6)

4. **Modelling, Describing and Practising** - through modelling of expected behaviours, explicitly describing the behaviours we want to see and hear, and practising expected behaviours.

Richlands East State School is in the process of providing professional development for all staff in the **Berry Street Education Model**. This model is directly aligned to our goal of being a Trauma Informed School, and provides evidence-based best practice strategies and approaches for all students. It is our goal to implement the core learnings from the Berry St program into our daily practice.

PROMOTING EXPECTED BEHAVIOURS

At Richlands East State School we actively acknowledge and promote expected behaviours. This provides immediate and tangible feedback to students and promotes reciprocal positive relationships.

CELEBRATING EXPECTED BEHAVIOURS

At Richlands East State School we celebrate expected behaviours both intrinsically and extrinsically.

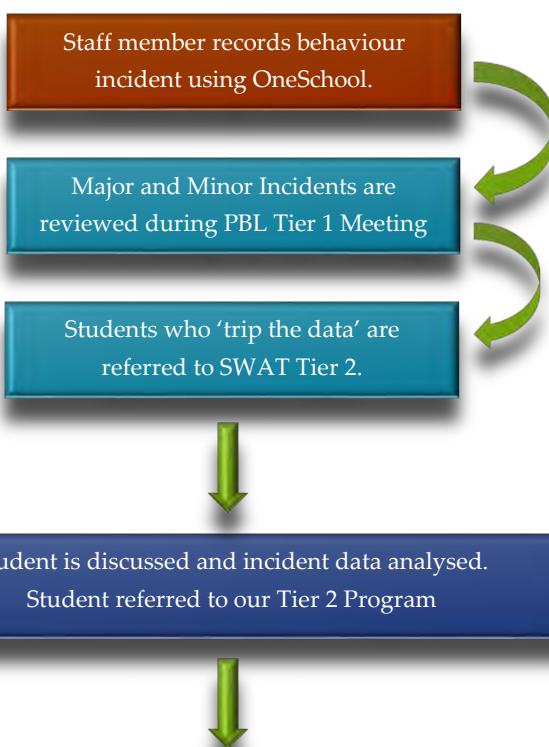
INTRINSIC - We provide positive verbal feedback to identify the expectation that the student met; and the specific behaviour he/she displayed. We also add the 'why' to promote retention.

EXTRINSIC - We use a number of extrinsic motivators to realise expected behaviours:

- Eagle Eyes (for individuals)
- Eagle Eyes 'cash in'
- Eagle Start Tickets (for classes)
- Student of the Week Awards
- Michelsen Award (each term)
- Post Cards (positive post cards sent home)

Focused Teaching

At Richlands East State School some students may require additional support in the form of focused teaching to revisit, practice and internalise expected behavioural concepts. We have a referral and identified system for students who may require tier 2 Focused Teaching supports.



TIER 2 SUPPORTS

Support Staff:

Student Engagement Teacher
Social Worker (Student Engagement)

PROCESS:

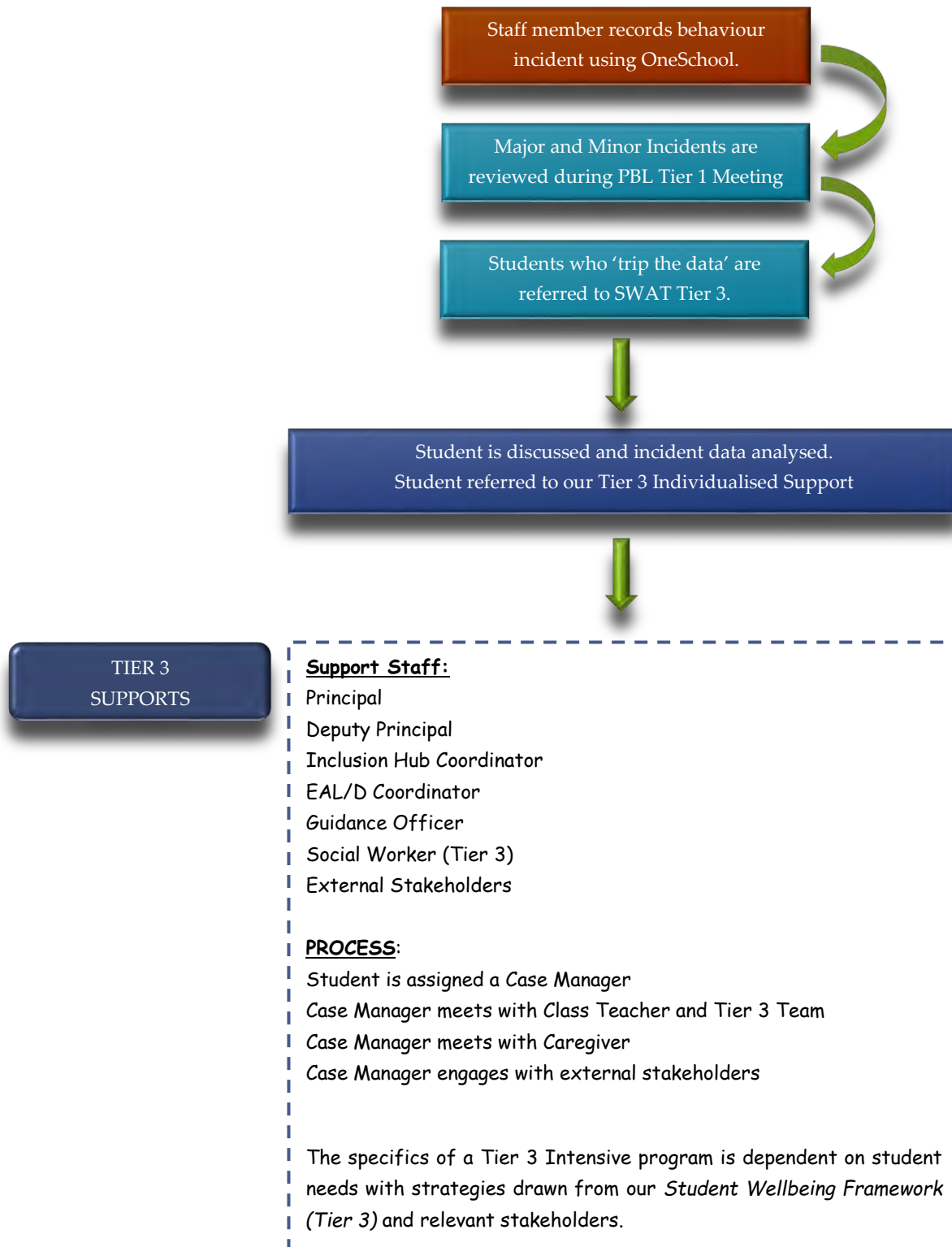
Student is assigned a Case Manager (SET Teacher/Social Worker)
Case Manager meets with Class Teacher
Case Manager meets with Caregiver

An *Individual Behaviour Support Plan (IBSP)* is developed with all stakeholder input. The specifics of this plan is dependent on student needs with strategies drawn from our *Student Wellbeing Framework (Tier 2)*.

Intensive Teaching

At Richlands East State School some students may require individualised support. This will typically be reserved for students who display complex and challenging behaviours which require a whole systemic approach to support the child.

Tier 3 Intensive Programs are highly individualised, with no two programs being the same. The tier 3 approach also incorporates external stakeholders, along with family input, as fundamental to the success of the program.



Support Documentation which may be implemented:

- Functional Behavioural Assessment
- Individual Behaviour Support Plan
- Individual Student Safety Plan & Behaviour Risk Assessment
- Part-time Plan

External Support Providers:

- Tennyson Specific Purpose School
- Qld Health (incl Inala Indigenous Health and CYMHs)
- Psychologist and Psychiatrist
- QPASTT Counselling
- Inala Wangarra (Indigenous student support)
- Intensive Family Support

Student Wellbeing and Support Network

In order for students to be safe and successful at school, Richlands East State School has forged strong relationships with various community stakeholders. These stakeholders provide our students with wellbeing supports both at a school and community level.

School Based Student Wellbeing Support Staff

- Tier 1 Team - various staff, teaching and non-teaching.
- Tier 2 and 3 Team - Principal, Deputy Principal, Inclusion Hub Coordinator, EAL/D Coordinator, Social Worker (Student Engagement), Social Worker (Tier 3), Student Engagement Teacher, Guidance Officer.

Education Queensland Supports

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

Community Support

- Inala Wangarra
- Kummara
- Intensive Family Support
- QPASTT
- Inala Youth Services
- Mission Australia
- Multicultural Australia
- One Step, Two Step Program
- Smith Family
- Gallang Place

Health Support

- Mater Refugee Complex Care Centre
- Inala Indigenous Health
- CYMHs
- Child Development Service
- Health Screening - Pop Up Clinics, hearing and vision screening

Legislative Delegations

Legislation

The following legislative documents inform the Richlands East State School Student Code of Conduct.

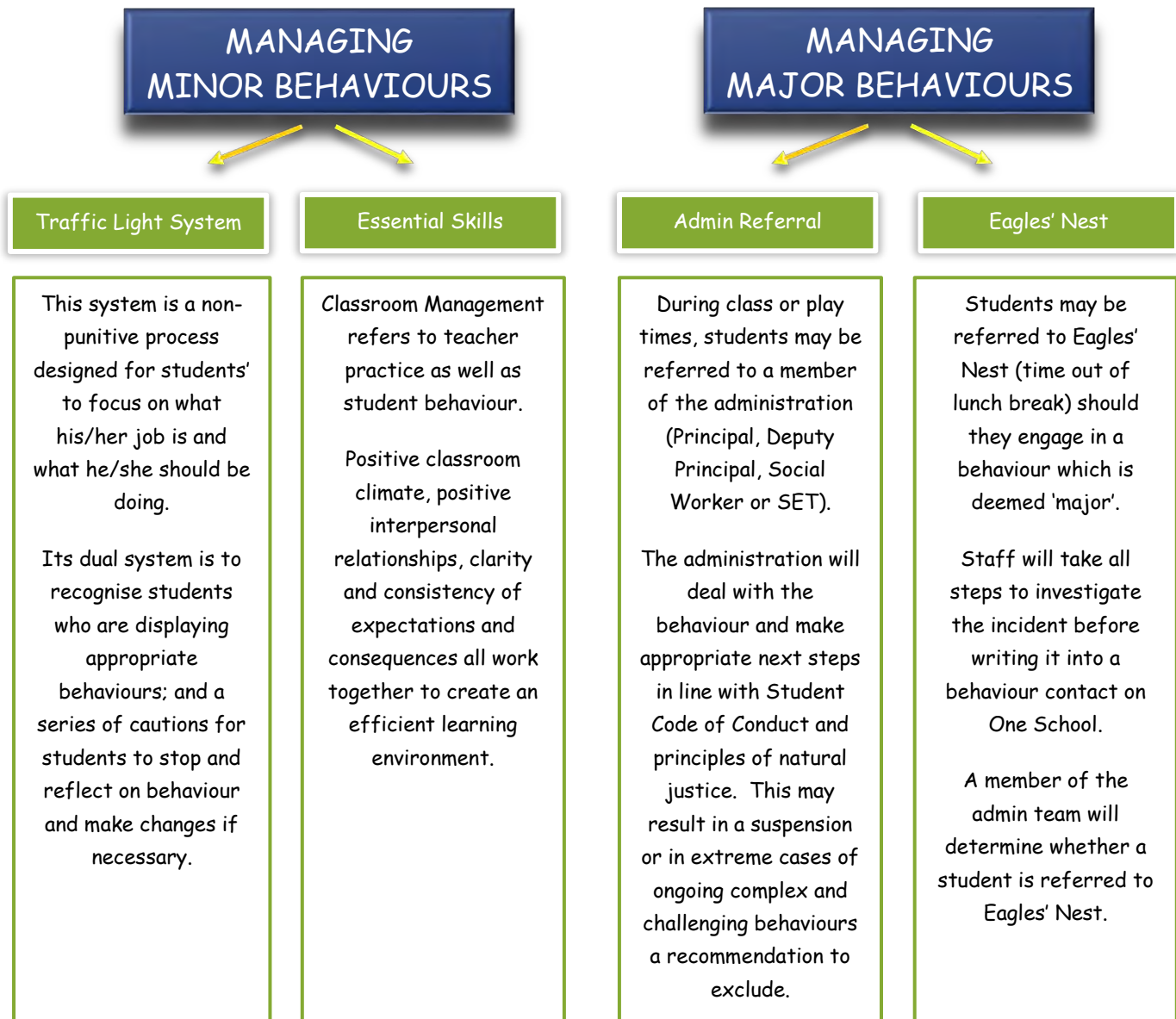
- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) 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

The Richlands East State School Principal provides the Deputy Principal with the delegation to contact a caregiver and inform them of a student suspension.

Disciplinary Consequences

At Richlands East State School we have implemented several ways of managing challenging student behaviours which may result in possible disciplinary consequences. Each instance of a major or minor behaviour is deemed unique and will be fully investigated, and student individual circumstances taken into consideration before any disciplinary consequences being applied.



NB. Should a student receive a referral to Eagles' Nest, caregivers will receive a text message informing them. Caregivers are encouraged to contact the school for further information and clarification.

REVIEWING STUDENT BEHAVIOUR DATA

Our PBL Tier 1 team meets fortnightly and reviews all major and minor behaviour data and refers students to the PBL Tier 2/3 Team for focused and intensive support for individual students.

At the conclusion of each term, the PBL Tier 2/3 Team reviews and analyses student behaviour data and looks for trends. School systems and processes are adjusted and reviewed accordingly to ensure they are effective in supporting student wellbeing.

School Policies

This section provides school policies on the following:

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

Temporary removal of student property

Purpose

This procedure outlines the processes, conditions and responsibilities for principals and state school staff when temporarily removing student property.

Overview

The removal of any property in a students' 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, students and visitors.

Responsibilities

- **Consent is not required** to search school property such as desks or laptops/iPad that are supplied to the student through the school.
- **Consent is required** from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without consent of the student or parent, principals or state school 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.
- Where there is suspicion the student has a dangerous items (eg. a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's access prior to seeking search consent or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.
- Under normal circumstances, principals or state school staff members are not permitted to search student property (eg. school bag) unless they have the consent of the student or their parent.
- Under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, principals or state school staff may need to search a student's property without the student's consent or the consent of the student's parents.
- Principals or state school staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination.

Students

Students must not bring property onto school grounds or other settings used by the school (eg camp or sporting venues) that:

- Is illegal (eg drugs or alcohol)
- Puts the safety or wellbeing of others at risk (eg knife, firearm, handcuffs or replica firearms)
- Does not preserve a caring, safe supportive or productive learning environment (eg baton, nunchaku, or club)
- Does not maintain and foster mutual respect (eg printed materials with offensive language or extremist propaganda)

Parents

Parents must ensure their children do not bring property onto school grounds or other settings used by the school that is deemed illegal, unsafe, does not maintain mutual respect.

Parents should be aware they have the right to refuse permission for state school staff to search student property, however should the principal deem necessary, police may be called if consent is not provided.

Temporarily removed items

Items will be temporarily removed until the end of the school day. 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 principal or state school staff may retain temporarily removed student property if the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime and state school staff are in the process of notifying the police. Parents will be notified if items are turned over to, or seized by the police.

Use of mobile phones and other devices by students

The following policy provides clear expectations for parents and students about what devices are allowed at school, how they are to be used and the possible consequences for failing to meet the stated expectations.

Mobile Phones

The school acknowledges that some students walk or come to school via public transport and parents may supply their child with a mobile phone for safety reasons. Should a student make their own way to and from school, and carry a mobile phone for safety, that phone must be handed into the school office as soon as the student enters the school grounds.

Students who are escorted to and from school either by their parents, or a responsible adult, must not bring a mobile phone to school.

Computer, Tablet, Laptop or other technological devices

All devices required for learning will be provided by the school. Therefore students must not bring any of these devices to school.

Wearable technology

Students may wear a smart watch, however it must not be paired to a mobile phone or other device and must not be used in lieu of a mobile phone or device.

Possible consequences for failure to adhere to mobile phone and other devices policy

In the first instance, students will be reminded not to bring mobile phone or other devices to school, or to ensure devices are handed into the office upon arrival at school.

Should this behaviour continue, students are not acting responsibly and therefore this is deemed a major behaviour and may result in a referral to our Eagles' Nest. Parents will be contacted should students continue to bring these items to school, or not hand them into the school office as directed.

The school takes no responsibility for mobile phone or devices which are lost, stolen or damaged.

Acceptable use of ICT facilities and devices

Upon enrolment, parents and/or students sign an ICT Agreement. This agreement sets out the acceptable and responsible behaviours whilst using ICT facilities and devices, as well as accessing the internet. It is expected students adhere to these responsibilities. Failure to comply may result in:

- Phone call to parents.
- Referral to our Eagles' Nest
- Suspended use of ICT facilities or devices

Preventing and responding to bullying

Richlands East State School uses our Student Wellbeing Framework, based on Trauma Informed Practices and Positive Behaviour for Learning 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. 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.

Our wellbeing framework enables us with the tools we need to prevent, identify and respond to any issues of bullying which may surface within our school.

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

The following flowchart explains the actions Richlands East 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.

BULLYING RESPONSE FLOWCHART For Staff

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Social Worker – Ms Lucy Creasy, Ms Chris Creech

Student Engagement Teacher – Mr C Gilbert

Deputy Principal – Mrs R Aitken-Carruth

Principal – Ms K Schembri

First hour
Listen

- Provide a safe, quiet space to talk
- Reassure the student 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
- Engage the student as part of the solution
- 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 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

Cyberbullying

Cyberbullying is treated at Richlands East 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 their child's class teacher. There is also a dedicated student wellbeing team, 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 Richlands East 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.

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](#).

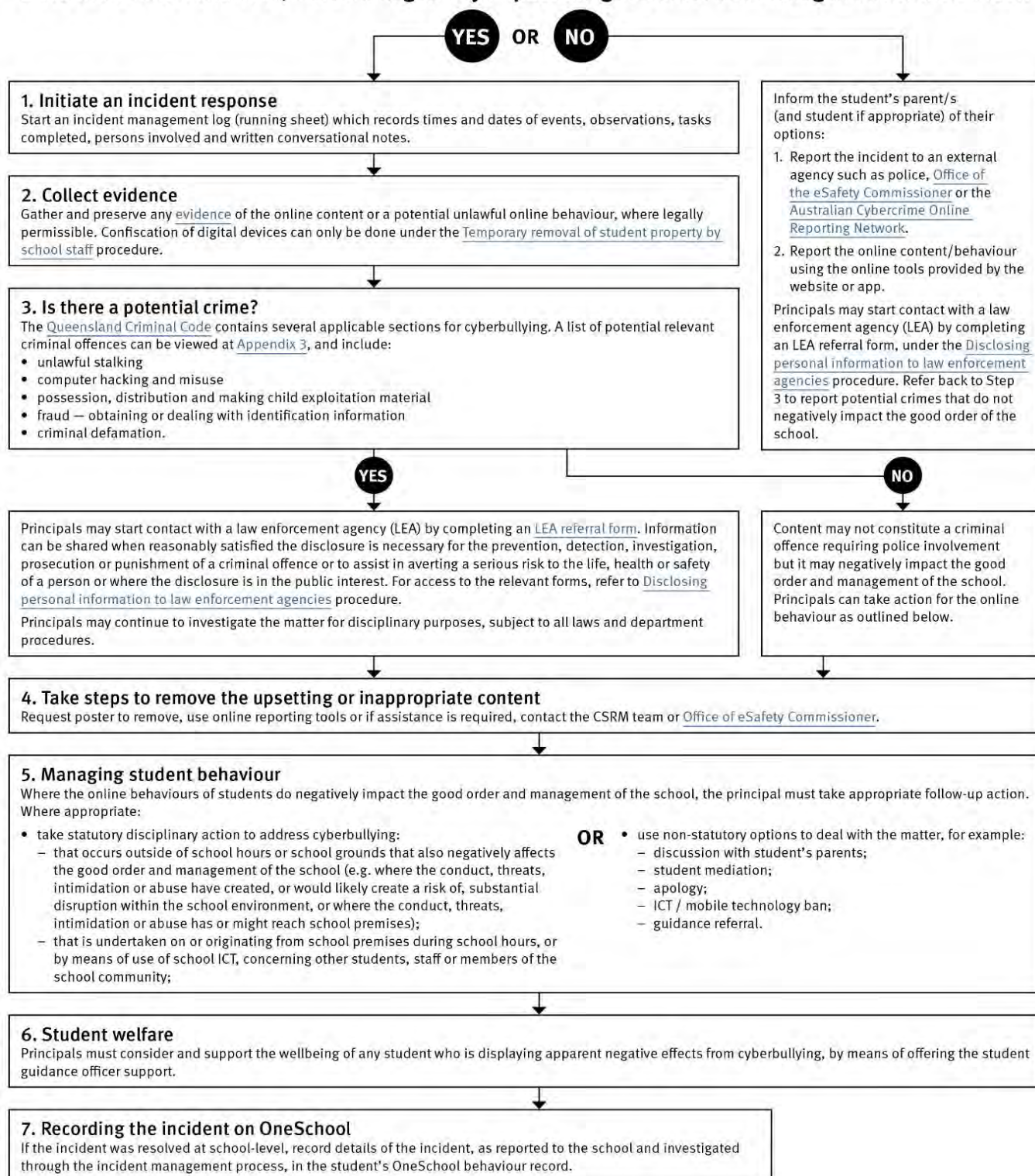
Explicit images

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 Cybersecurity 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?**



Appropriate use of social media

Richlands East State School acknowledges the growing popularity of social media as both a communication and educational tool. It is important that any use of social media is used appropriately.

Inappropriate use of social media has the potential to damage, either directly, or indirectly, staff, students or families.

Students are responsible for the content they publish on social media platforms, including taking of pictures.

Student expectations whilst using social media

- Students **must** only access social media sites with the permission of their class teacher.
- Students **must** only use social media to engage in the intended curriculum.
- Students **must not** take photos of staff or students, unless requested by their class teacher and only for intended curriculum purposes.
- Students **must not** access any social media sites they know to be offensive, unsafe or offensive.
- Students **must not** access any social media sites where they can communicate with others outside of school.

Possible consequences for inappropriate use of social media

In the first instance, students will be reminded of their obligations to ensure they are responsibly using social media for the intended learning purposes.

Should this behaviour continue, or should the first instance of this behaviour be deemed serious (eg accessing inappropriate content sites, bullying via social media, 'talking' with unknown persons over social media), parents will be notified and students may be referred to our Eagles' Nest.

Ongoing inappropriate use, or first instances whereby a crime could have been committed, will be referred to the Queensland Police Service.

Morning Assembly Routines

Richlands East State School has implemented a morning assembly routines to foster a safe environment for students prior to the commencement of teaching and learning.

Arrival at School

Students are not permitted at school until 8.15am as this is when teacher aides are rostered on for supervision. Once students arrive at school they are to report directly to their designated morning assembly area. The only exception to this is:

- handing in notes, money etc into the office (from 8.15am)
- ordering lunch from the tuckshop
- buying uniforms from the tuckshop

Acceptable behaviours whilst at the morning assembly area

Whilst at the morning assembly area students must:

- Sit within the designated area.
- Talk quietly with friends.
- Follow all instructions of duty supervisors.
- Not play ball games or running games etc.
- Play only the games provided by the duty supervisor (ie cards or reading a book)
- Move into their class lines once duty supervisor instructs.

Failure to adhere to morning assembly routines

- Parents may be notified to ensure their child follows acceptable morning routines.
- Students may be referred to our Eagles' Nest.
- Parents may be requested to keep their children at home until 8.45am - start of formal learning.

Restrictive Practices

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

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

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

- Regard to the human rights of those students
- Safeguards students, staff and others from harm
- Ensures transparency and accountability
- Places importance on communication and consultation with parents and carers
- Maximises the opportunity for positive outcomes, and
- 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.

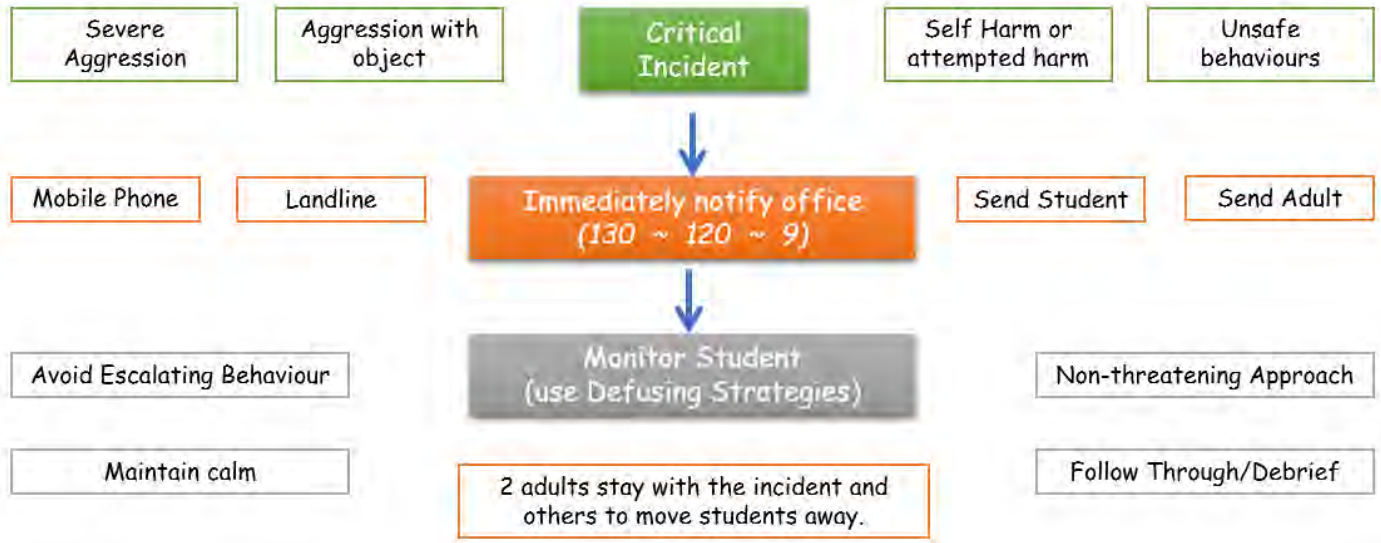
This section of the Student Code of Conduct should include examples of when your school intends to use any restrictive practices. Please refer to the Restrictive practices procedure in preparation of this element of the document.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies that seriously endanger students 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 following communicates how the staff at Richlands East State School response to critical incidents.



DE-ESCALATION STRATEGIES

There should be no more than 2 adults monitoring a student who is involved in a critical incident. This is so we do not overwhelm the student with adult presence. Likewise, only one person should speak with the student with others taking over if there is a need. Staff in the area should move other students away.

Avoid Escalating the Problem Behaviour	Maintain calmness, respect & detachment	Approach in a non-threatening manner	Follow through
Avoid shouting, cornering the student, moving into the student's space, touching, grabbing or sudden responses. Avoid sarcasm, becoming defensive, communicating anger and frustration through body language.	Model the behaviour you want the student to adopt, stay calm and controlled, use a serious measured tone, avoid humiliating statements, be matter of fact and avoid responding emotionally.	Move slowly and deliberately toward the situation, speak privately where possible, speak calmly and respectfully, keep a reasonable distance, establish eye contact, acknowledge cooperation, withdraw if situation escalates.	If the student starts displaying the appropriate behaviour briefly acknowledge this choice and re-direct student to their normal activity. If student persists, remind them of the expected school behaviour and identify any consequences.

Use of Unplanned Restrictive Practices

In some instances of complex and challenging behaviours, workplace health and safety incidents or instances of possible or actual self-harm, it may be deemed necessary to employ 'unplanned Restrictive Practices'. To ensure the safety of the student, and others, restrictive practices of physical restraint, seclusion or containment may be employed for the shortest time possible and only as a last resort.

Should unplanned restrictive practices be employed during a critical incident, caregivers will be notified and a full written report uploaded to the student's profile on One School.

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. *This may include reference to*

- 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