

# School Disciplinary Absences

Right to Information Application Reference Number: 211882

Released: June 2021

Ref: JMS 43235

OFFICIAL

## Right to Information Application Reference Number: 211882

1. For each school year between 2016-2020, documents containing the number of short term and long term suspensions, exclusions and cancellations of enrolment for the following categories:

- Students with a disability registered with the Nationally Consistent Collection of Data on School Students with Disability (NCCD)
- Students in receipt of an Individual Learning Plan
- Students with an Education Adjustment Program (EAP) verified disability
- Students with a disability registered with the Nationally Consistent Collection of Data on School Students with Disability (NCCD) who identified as Aboriginal and/or Torres Strait Islander
- Students in receipt of an Individual Learning Plan who identified as Aboriginal and/or Torres Strait Islander
- Students with an Education Adjustment Program (EAP) verified disability who identified as Aboriginal and/or Torres Strait Islander

2. For each school year between 2016-2020:

- The number of students who received more than one short term suspension within a school year

## Notes

- Section 1 reports on the number of School Disciplinary Absence (SDA) incidents for the each demographic group. Section 2 reports on the number of individual students who received more than one short-term suspension.
- SDAs were impacted by the COVID-19 health pandemic in 2020.
- A count of NCCD students is the number of students with disability receiving adjustments to access and participate in education according to the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The data is collected from schools annually in August.
- A student with an EAP status is a student with an active Adjustment Information Management (AIMs) record in the February and August enrolment collections each year and one or more active verified disabilities.
- Individual Curriculum Plans (ICPs) are provided for the small percentage of students who are identified as requiring a different year-level curriculum in some or all learning areas and/or subjects for the reporting period

## School Disciplinary Absences (SDAs)

- There are four categories of SDA: Short Suspension (1 to 10 days), Long Suspension (11 to 20 days), Exclusion and Cancellation.
- A student may be **suspended** from a school because of disobedience, misconduct or other conduct that is prejudicial to the good order and management of the school.
- A student may be **excluded** where behaviour is so serious that suspension is inadequate to deal with the behaviour or for contravention of a Behaviour Improvement Condition. Exclusion prohibits a student from attending one or more state educational institutions for a nominated period of not more than 12 months or permanently.
- The principal can **cancel** the enrolment of a post compulsory age student if the student displays persistent refusal to participate in the program of instruction. e. Schools are also required to report SDAs in their school annual report. These data may differ from data contained in these tables due to local validation.

## Data source

- School Disciplinary Absences Collection 2016-2021

## Contact details

Prepared by: Data and Information Services and  
Coordination  
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## School Disciplinary Absences

Right to Information Application Reference Number: 211882

1. For each school year between 2016-2020, documents containing the number of short term and long term suspensions, exclusions and cancellations of enrolment for the following categories:

**a) Students with disability registered with the Nationally Consistent Collection of Data on School Students with Disability (NCCD)**

Calendar Year	Short suspension	Long suspension	Exclusion	Cancellation
2020	31382	1136	420	106
2019	37146	1298	469	98
2018	36446	1356	503	111
2017	32597	1288	506	160
2016	32905	1258	463	162

**b) Students in receipt of an Individual Learning Plan\***

Calendar Year	Short suspension	Long suspension	Exclusion	Cancellation
2020	6091	208	35	
2019	7979	259	58	2
2018	8470	297	58	
2017	7832	293	52	2
2016	6845	200	32	2

\*Defined as students with a least one subject that is on an Individual curriculum plan

**c) Students with an Education Adjustment Program (EAP) verified disability**

Calendar Year	Short suspension	Long suspension	Exclusion	Cancellation
2020	9588	325	144	41
2019	11303	385	175	65
2018	11846	369	167	57
2017	10642	410	182	65
2016	9959	367	174	65

**d) Students with a disability registered with the Nationally Consistent Collection of Data on School Students with Disability (NCCD) who identified as Aboriginal and/or Torres Strait Islander**

Calendar Year	Short suspension	Long suspension	Exclusion	Cancellation
2020	8500	325	118	31
2019	9612	371	119	26
2018	8997	363	121	24
2017	7926	353	133	37
2016	7930	323	107	29

**e) Students in receipt of an Individual Learning Plan\* who identified as Aboriginal and/or Torres Strait Islander**

Calendar Year	Short suspension	Long suspension	Exclusion	Cancellation
2020	2158	74	11	
2019	2552	93	13	2
2018	2462	94	17	
2017	2341	91	17	1
2016	2200	66	8	

\*Defined as students with a least one subject that is on an Individual curriculum plan.

**f) Students with an Education Adjustment Program (EAP) verified disability who identified as Aboriginal and/or Torres Strait Islander**

Calendar Year	Short suspension	Long suspension	Exclusion	Cancellation
2020	2470	92	40	11
2019	2817	77	36	25
2018	2690	76	43	14
2017	2353	96	49	15
2016	2188	91	45	9

**2. For each school year between 2016-2020**

**a) The number of students who received more than one short term suspension within a school year**

Calendar Year	Students with more than one short term suspension
2020	13759
2019	16687
2018	17369
2017	15482
2016	14790

**b) The number of students who identify as Aboriginal and/or Torres Strait Islander who received more than one short-term suspension within a school year**

Calendar Year	Aboriginal and/or Torres Strait Islander students who received more than one short-term suspension
2020	3665
2019	4332
2018	4468
2017	3914
2016	3644

Department of Education



# Procedure

## Cancellation of enrolment

### Audience

All state schools

Version effective: 23/01/2020

Version: 1.0

### Purpose

This procedure sets out the responsibilities and processes for cancellation of enrolment of students who are older than compulsory school age.

### Overview

This procedure includes guidance on the application, where required, of cancellation of enrolment for students of post-compulsory school age. It is based on the legislative framework outlined in Chapter 12, Education (General Provisions) Act 2006 (Qld).

### Responsibilities

#### Principals

- ensure compliance with this procedure as determined by the Director-General
- make and authorise cancellation of enrolment decisions
- understand that decisions about cancellation of enrolment **cannot** be delegated to other staff
- assess risks regarding cancellation consequences
- 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
- are mindful of their obligations under the Disability Standards for Education
- ensure cancellation of enrolment decisions are documented in OneSchool, including outcomes of regional appeal processes
- ensure signed copies of letters (approved forms) and attachments relating to these decisions are uploaded in OneSchool.

#### Regional Case Managers

- act as a point of contact for the student and their family when a student's enrolment is cancelled
- facilitate access to information about other educational options or alternatives available in the local area





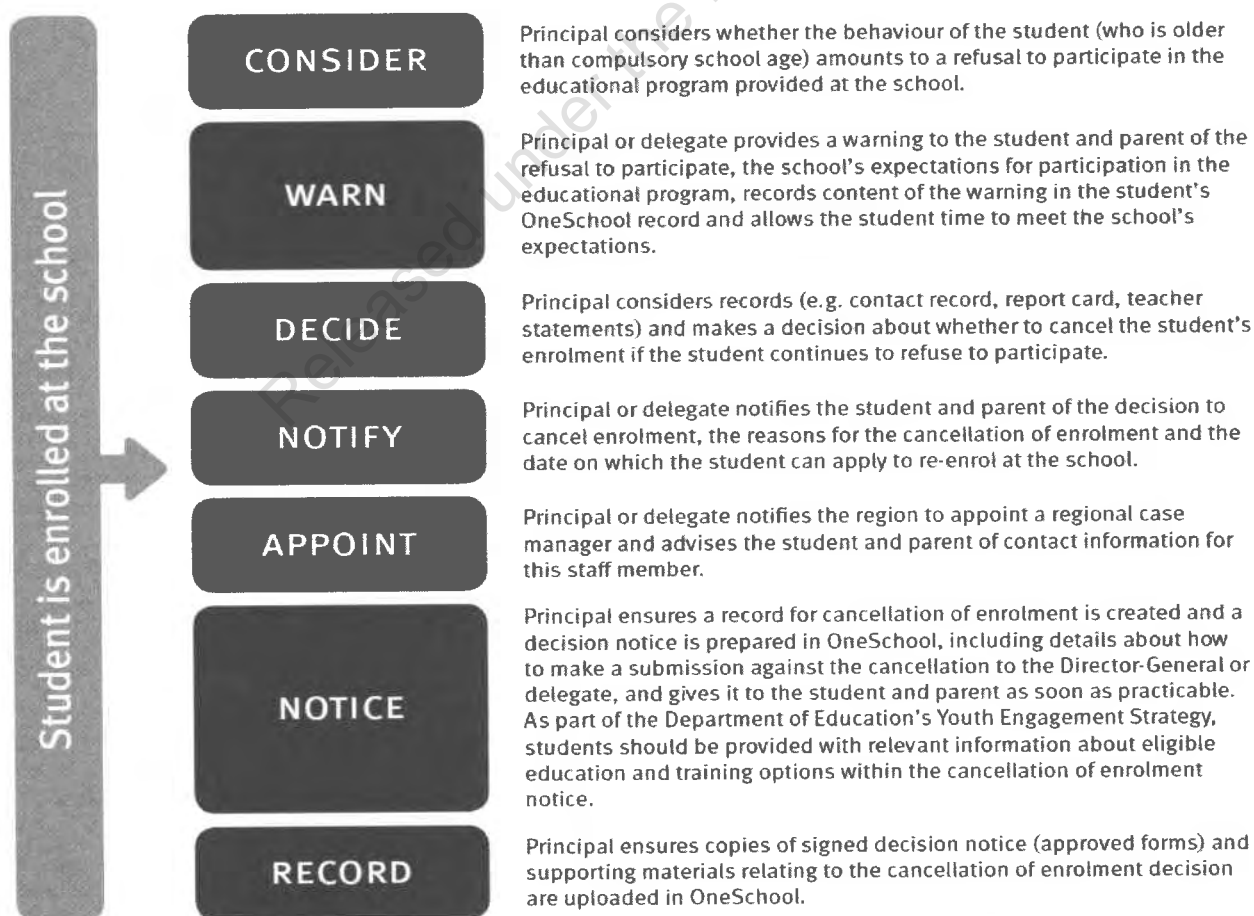
- record contact with student and family in OneSchool, including copies of correspondence
- provide assistance with understanding cancellation of enrolment consequences and the appeal processes, including making arrangements to support submission of oral appeals
- take into account a student's individual circumstances, such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

## Process

### Principals

- are the only persons authorised under the Education (General Provisions) Act 2006 (Qld) to cancel the enrolment of a student who is of post-compulsory school age, and must be the officer who, in writing, communicates their decision to the student and their parent.
- in contemplating cancellation of enrolment, consider whether the behaviour of a student who is older than compulsory school age constitutes the ground for cancellation from section.317 of the Education (General Provisions) Act 2006 (Qld)
  - student's behaviour amounts to a refusal to participate in the educational program provided at the school.

### Flowchart: Cancellation of enrolment



## Submission against the Principal's decision to cancel enrolment

### Parent or student

- prepare a written submission against the cancellation of enrolment within 30 school days of being notified in writing of the cancellation decision
- send submission to the Director-General or delegate

### Principal

- respond to requests for information from the Director-General or delegate

### Director-General (or delegate)

- gather any information required to address the points raised in the submission and provide de-identified copies of any relevant new materials that were considered to the student and/or parent to allow them to consider the new materials (e.g. a Principal's Report) and to provide a response as soon as practicable
- confirm, vary, or set aside the decision and substitute another decision to cancel the enrolment of the student following consideration of the submission and any relevant information provided by the student and/or parent and school
- verbally notify the student and/or parent, principal and regional case manager of the decision as soon as practicable
- create a written notice on the approved form of the decision and give to the student and/or parent as soon as practicable
- upload signed copies of the decision notice and supporting materials in the student's OneSchool record

## Definitions

<b>Approved form</b>	An approved form for cancellation of enrolment is the departmental proforma located in OneSchool.
<b>Compulsory participation phase</b>	<p>A young person's compulsory participation phase starts when the person stops being of compulsory school age; and ends when the person</p> <ul style="list-style-type: none"> <li>• gains a certificate of achievement, senior statement, certificate III or certificate IV; or</li> <li>• has participated in eligible options for 2 years after the person stopped being of compulsory school age; or</li> <li>• turns 17 years.</li> </ul>
<b>Compulsory school age</b>	A child is of compulsory school age if the child is at least six years and six months and less than 16 years of age. However a child is no longer of compulsory school age if the child has completed Year 10.

<b>Eligible education and training options (and providers)</b>	<b>Eligible option</b>	<b>Provider</b>
	an educational program provided under the <u><i>Education (General Provisions) Act 2006 (Qld)</i></u>	a State school
	an educational program provided under the <u><i>Education (Accreditation of Non-State Schools) Act 2017 (Qld)</i></u>	a non-State school
	a course of study under the <u><i>Tertiary Education Quality and Standards Agency Act 2011 (Cwlth)</i></u>	a registered higher education provider
	a VET course under the <u><i>National Vocational Education and Training Regulator Act 2011 (Cwlth)</i></u>	a registered training organisation
	an apprenticeship or traineeship under the <u><i>Further Education and Training Act 2014 (Qld)</i></u>	a registered training organisation
	a departmental employment skills development program under the <u><i>Further Education and Training Act 2014 (Qld)</i></u>	the chief executive administering the <i>Further Education and Training Act 2014</i>
<b>Parent</b>	A child's mother, a child's father, a person who exercises parental responsibility and a person standing in the place of a parent of a child on a temporary basis. This may include the Office of the Public Guardian or a Child Safety Officer.	
<b>Procedural fairness</b>	<p>Procedural fairness comprises two elements:</p> <ul style="list-style-type: none"> <li>the right to be told the allegations against you, a reasonable opportunity to see and consider the evidence relied upon by the decision maker, and a reasonable opportunity to present your case and be given a fair hearing before the decision is made.</li> <li>the right to have a decision made by an unbiased decision maker.</li> </ul>	

## Legislation

- *Education (General Provisions) Act 2006 (Qld)* Chapter 12, Chapter 8 Part 1, 2 and 4
- *Disability Discrimination Act 1992 (Cwlth)* Part 2, Division 2, Section 22
- *Information Privacy Act 2009 (Qld)*
- *Working with Children (Risk Management and Screening) Act 2000 (Qld)*



## Delegations/Authorisations

- Director-General's delegations under the *Education (General Provisions) Act 2006* (Qld)
- Director-General's authorisations under the *Information Privacy Act 2009* (Qld)

## Related policies

- Nil

## Related procedures

- Enrolment in state primary, secondary and special schools
- School enrolment management plans
- Student protection

## Guidelines

- Principal guidelines – student discipline

## Supporting information/websites

- Good decision making – Queensland Ombudsman
- Accidents, incidents and incident investigations

## Contact

For more information, please contact your closest regional office.

## Review date

21/01/2023

## Superseded versions

*Previous seven years shown. Minor version updates not included.*

- |     |   |
|-----|---|
| 6.0 | Safe, supportive and disciplined school environment |
| 7.0 | Safe, Support and disciplined school environment    |

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# Fact sheet

## Cancellation of enrolment

A principal of a state school at which a student *who is older than compulsory school age* is enrolled, may cancel the enrolment of the student if they are reasonably satisfied the student's behaviour meets the ground for cancellation.

Any decision by the principal to cancel a student's enrolment is a very serious disciplinary action.

### Ground for cancellation of enrolment

As per the Education (General Provisions) Act 2006, the only ground for cancellation of enrolment is that the behaviour of a student (who is older than compulsory school age) amounts to a refusal to participate in the educational program provided at the school.

### Key information

- Principals are the only persons authorised to cancel a student's enrolment, and must be the officer who, in writing, communicates this decision to the student and their parent.
- The principal can cancel the enrolment of a post compulsory school age student if the student refuses to participate in the educational program provided by the school.
- The enrolment of a student of compulsory school age cannot be cancelled.
- Prior to any decision regarding cancellation, the principal or delegate must provide a warning to the student of the refusal to participate and the school's expectations for participation in the educational program, then allow the student a reasonable opportunity to meet the school's expectations.

### Responsibilities

#### Principals

- Must be able to justify the ground for cancellation of enrolment with comprehensive explanation and evidence, explaining how the student's behaviour specifically meets the ground.
- Arrange for the region to be notified to appoint a **regional case manager**.
- Ensure the student and parent are provided with a warning of the refusal to participate and the school's expectations for participation in the educational program.
- Allow the student a reasonable opportunity to meet the school's expectations following the warning.
- Use only the letters and approved forms available in OneSchool.

- Provide the student and parent with a notice on the approved form, including:
  - the decision to cancel the student's enrolment;
  - the reasons for cancelling the student's enrolment;
  - the date on which the student can apply to re-enrol at the school;
  - the contact details for the **regional case manager**;
  - details about making a submission to the Director-General or delegate; and
  - if the student is in the compulsory participation phase, information about **eligible education and training options**.
- Ensure copies of the signed letters (approved forms) and attachments provided to the student and parent are saved in the student's OneSchool behaviour record.

### Regional Case Managers

- Act as a point of contact for the student and their family.
- Facilitate access to information about other educational options or alternatives available in the local area.
- Record contact with the student/ family in OneSchool, including copies of correspondence.
- Provide assistance with understanding the appeal processes, including making arrangements to support submission of oral appeals.

### Students

- Can make an **appeal submission to the Director-General or delegate** against cancellation of enrolment decisions.
- May not attend the state school or any school activity where their enrolment was cancelled.

### Definitions

#### Compulsory school age

1. A child is of compulsory school age if the child is at least 6 years and 6 months, and less than 16 years.
2. However, a child is no longer of compulsory school age if the child has completed year 10.

#### Compulsory participation phase

A young person's compulsory participation phase—

- a. starts when the person stops being of compulsory school age; and
- b. ends when the person—
  - i. gains a certificate of achievement, senior statement, certificate III or certificate IV; or
  - ii. has participated in eligible options for 2 years after the person stopped being of compulsory school age; or
  - iii. turns 17 years.

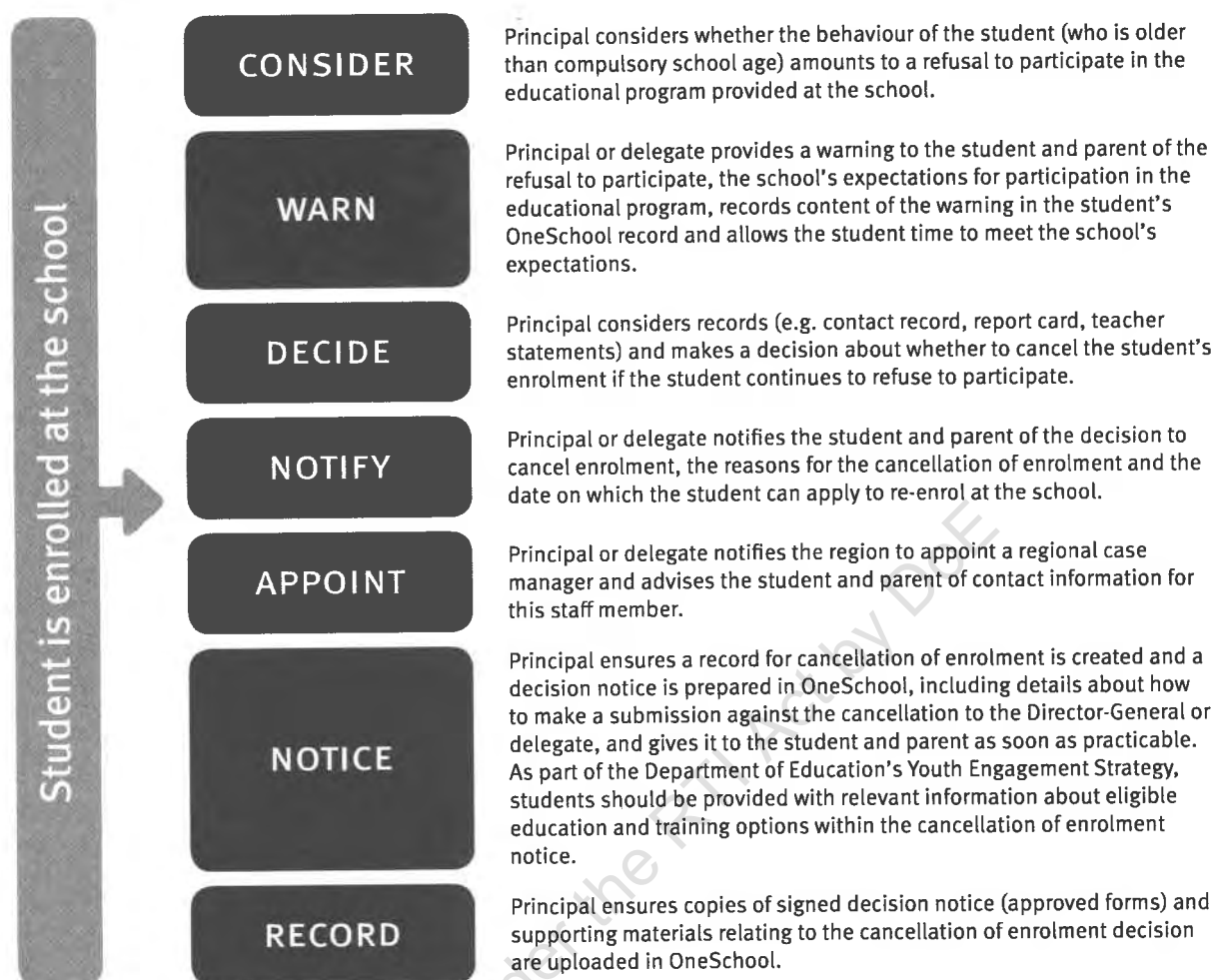
**Uncontrolled copy.** Refer to the Department of Education Policy and Procedure Register at <https://ppr.qed.qld.gov.au/pp/cancellation-of-enrolment-procedure> to ensure you have the most current version of this document.

Page 1 of 2 Version: 1.1



**Queensland  
Government**

## Cancellation of enrolment flowchart



## Considerations

### Age

Is the student younger than compulsory school age?

### Effort

Do the student's contact record, report card and teacher statements collectively indicate participation in the educational program provided at the school? Is the student achieving *average* or above in their *effort*?

### Engagement

Has the student received a warning of the refusal to participate and the school's expectations for participation in the educational program? Is there improvement in the student's engagement? Does the student regularly submit their assessment items on time?

### Attendance

Does the student's attendance data indicate they are attending school regularly?

### Achievement

Is the student on track to achieving academic results or obtaining their QCE?

### Behaviour

Could the student's problem behaviour be addressed through a disciplinary consequence or strategy?

### Support

Is there evidence that additional support measures have been implemented to assist the student to re-engage as soon as the school became aware the student was at risk of cancellation?

Have the student's individual circumstances been taken into account? Has there been a genuine opportunity for the support to make an impact, to enable the student to improve their engagement?

## Resources

- [Code of Conduct for the Queensland Public Service](#)
- [Department of Education standard of practice](#)
- [Education \(General Provision\) Act 2006](#)
- [Ombudsman Good Decision-Making Guide](#)
- [Cancellation of enrolment procedure](#)
- [Fact sheet – Student Code of Conduct](#)
- [Principal guidelines – student discipline](#)



# Procedure

## Student discipline

### Audience

All state schools

Version effective: 17/12/2020  
Version: 1.5

### Purpose

This procedure sets out the responsibilities and processes to promote safe, supportive and disciplined learning environments in Queensland state schools. It supports schools to understand and meet their legislative obligations, to maintain good order and management of schools and provide access to state education to ensure all students can participate in and gain positive outcomes from schooling.

### Overview

This procedure includes:

- the requirement for all state schools to have a Student Code of Conduct
- clear expectations about staff responsibilities to support students to understand and meet discipline expectations of the school
- guidance on the application, where required, of disciplinary consequences.

This procedure is based on the legislative framework outlined in Chapter 12, Education (General Provisions) Act 2006 (Qld).

### Responsibilities

#### Director-General (or delegate)

- make decisions about excluding a student from a state school, certain state schools, or all Queensland state schools
- respond to submissions against Director-General (or delegate) decisions relating to suspension or exclusion
- respond to submissions made against a principal's decision to:
  - suspend a student for 11-20 days
  - suspend a student on a charge-related ground
  - exclude a student
- respond to periodic review submissions related to permanent exclusion



- exercise the suspension or exclusion power of the Principal if the Principal of a state school or the Director-General (or delegate) reasonably believes it would be appropriate for the Director-General (or delegate) to exercise the power.

The Director-General may delegate decisions. If so, the delegate may exercise the Director-General's power.

## Principals

- ensure compliance with the procedure determined by the Director-General (or delegate)
- develop a Student Code of Conduct in consultation with the school community, including employees, which is consistent with the expectations outlined in this procedure
- implement a communication plan to ensure all staff, students and the wider school community are aware of the content and can access the Student Code of Conduct
- make school disciplinary absence decisions
- understand that decisions about school disciplinary absences **cannot** be delegated to other staff
- use the Instrument of Authorisation to record any authorisation/s given by the Principal for the Deputy Principal, Head of School and/or Head of Campus to tell students and parents of suspension or exclusion decisions made by the Principal
- refer school disciplinary absence decisions to the Director-General (or delegate) where it is inappropriate for the Principal to make the decision (e.g. due to bias)
- assess risks regarding disciplinary consequences
- take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour and applying any disciplinary consequence
- take reasonable steps to arrange for the student to continue to access their educational program for the duration of their school disciplinary absence
- are mindful of their obligations under the Disability Standards for Education
- ensure school disciplinary absence decisions are documented in OneSchool
- ensure signed copies of all letters (also known as approved forms) and attachments relating to school disciplinary absence decisions are uploaded into OneSchool.

## Teachers

- familiarise themselves with the school's Student Code of Conduct, including support and response strategies for students
- implement expectations consistent with the school's Student Code of Conduct
- explicitly teach student's expected behaviours and provide opportunities for them to practise the expected behaviours
- provide differentiated teaching to respond to the particular learning needs of all students as a regular part of classroom instructional practice
- 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 student behaviour
- document disciplinary incidents in OneSchool in a timely manner (within school day).





## Regional Case Managers

Regional Case Managers are any allocated officer that the Regional Director or delegate deems is appropriately qualified to undertake this role. These staff:

- act as a point of contact for the student and their family when student is subject to a charge-related suspension, suspension pending exclusion or exclusion
- support the Principal of the student's school to take reasonable steps to arrange for the student to continue to access their educational program for the duration of their school disciplinary absence
- record contact with student and family in OneSchool, including copies of correspondence
- provide assistance with understanding disciplinary consequences and appeal processes, including making arrangements to support submission of oral appeals
- 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.

## Process

### Student Code of Conduct

#### Principals

- consult the school community, including employees, to develop a Student Code of Conduct which outlines expected behaviour in the school
- ensure the Student Code of Conduct provides information about:
  - explicit teaching of expected behaviours and opportunities for students to practise appropriate responses
  - differentiated teaching to respond to the particular learning needs of all students as a practice feature of the teaching approach across the school
  - how to 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
  - confidentiality obligations limiting discussion or sharing information about individual circumstances of students, including applied disciplinary consequences, with persons other than the student's parent/s
- ensure a signed copy of the Student Code of Conduct is publicly available on the school website, reviewed and updated annually to maintain currency and comprehensively reviewed every four years in line with cycles of the School Planning, Reviewing and Reporting Framework (DoE employees only).



## Disciplinary consequences – General principles

### Principal or Director-General (or delegate)

Prior to making a decision about disciplinary consequences, including detention, removal of privileges, suspension or exclusion:

- assess the student's behaviour and the level of risk the behaviour presents
- take into account:
  - a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
  - procedural fairness in all decision making
  - that the grounds for suspending or excluding a student apply to all students, including mature aged students
  - the conduct of a student may include an omission to perform an act by the student
  - that action can be taken to address behaviour occurring outside school premises or school hours
  - an offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland
- apply a school disciplinary absence, such suspension or exclusion, as a strategy of **last resort**.

### Suspensions (1-10 or 11-20 days)

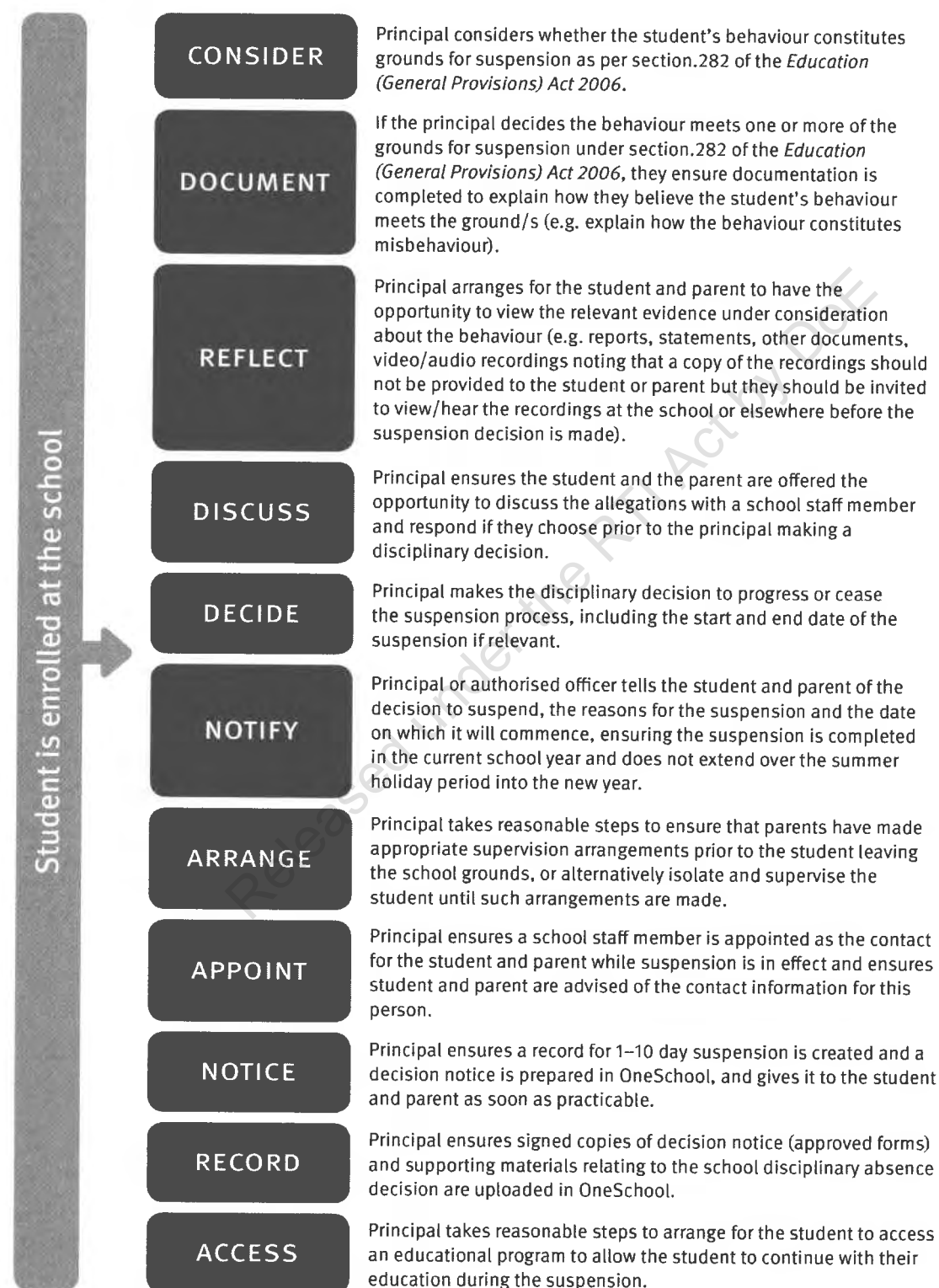
#### Principals

- are the only staff members under the *Education (General Provisions) Act 2006* (Qld) with the power to make a decision about the use of suspension for an enrolled student
- in contemplating the use of suspension as a disciplinary consequence, consider whether the student's behaviour constitutes one or more of the following grounds from section.282 of the *Education (General Provisions) Act 2006* (Qld):
  - disobedience
  - misbehaviour
  - conduct that adversely affects, or is likely to adversely affect, other students (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
  - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
  - the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff
  - the student is charged with a serious offence (refer to Flowchart: Suspensions (charge-related))
  - the student is charged with an offence other than a serious offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending (refer to Flowchart: Suspensions (charge-related))
- provide the student and parent written notice of the suspension on the approved form



- may authorise a Deputy Principal, Head of School or Head of Campus to tell a student and parent of the Principal's decision to suspend.

### Flowchart: Suspensions (1-10 days)



## Flowchart: Suspensions (11-20 days)

Student is enrolled at the school

**CONSIDER**

Principal considers whether the student's behaviour constitutes grounds for suspension as per section.282 of the *Education (General Provisions) Act 2006*.

**DOCUMENT**

If the principal decides the behaviour meets one or more of the grounds for suspension under section.282 of the *Education (General Provisions) Act 2006*, they ensure documentation is completed to explain how they believe the student's behaviour meets the ground/s (e.g. explain how the behaviour constitutes misbehaviour).

**REFLECT**

Principal arranges for the student and parent to have the opportunity to view the relevant evidence under consideration about the behaviour (e.g. reports, statements, other documents, video/audio recordings noting that a copy of the recordings should not be provided to the student or parent but they should be invited to view/hear the recordings at the school or elsewhere before the suspension decision is made).

**DISCUSS**

Principal ensures the student and the parent are offered the opportunity to discuss the allegations with a school staff member and respond if they choose prior to the principal making a disciplinary decision.

**DECIDE**

Principal makes the disciplinary decision to progress or cease the suspension process, including the start and end date of the suspension if relevant.

**NOTIFY**

Principal or authorised officer tells the student and parent of the decision to suspend, the reasons for the suspension and the date on which it will commence, ensuring the suspension is completed in the current school year and does not extend over the summer holiday period into the new year.

**ARRANGE**

Principal takes reasonable steps to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or alternatively isolate and supervise the student until such arrangements are made.

**APPOINT**

Principal ensures a school staff member is appointed as the contact for the student and parent while suspension is in effect and ensures student and parent are advised of the contact information for this person.

**NOTICE**

Principal ensures a record for 11–20 day suspension is created and a decision notice is prepared in OneSchool, including details about how to make a submission against the suspension to the Director-General or delegate, and gives it to the student and parent as soon as practicable.

**RECORD**

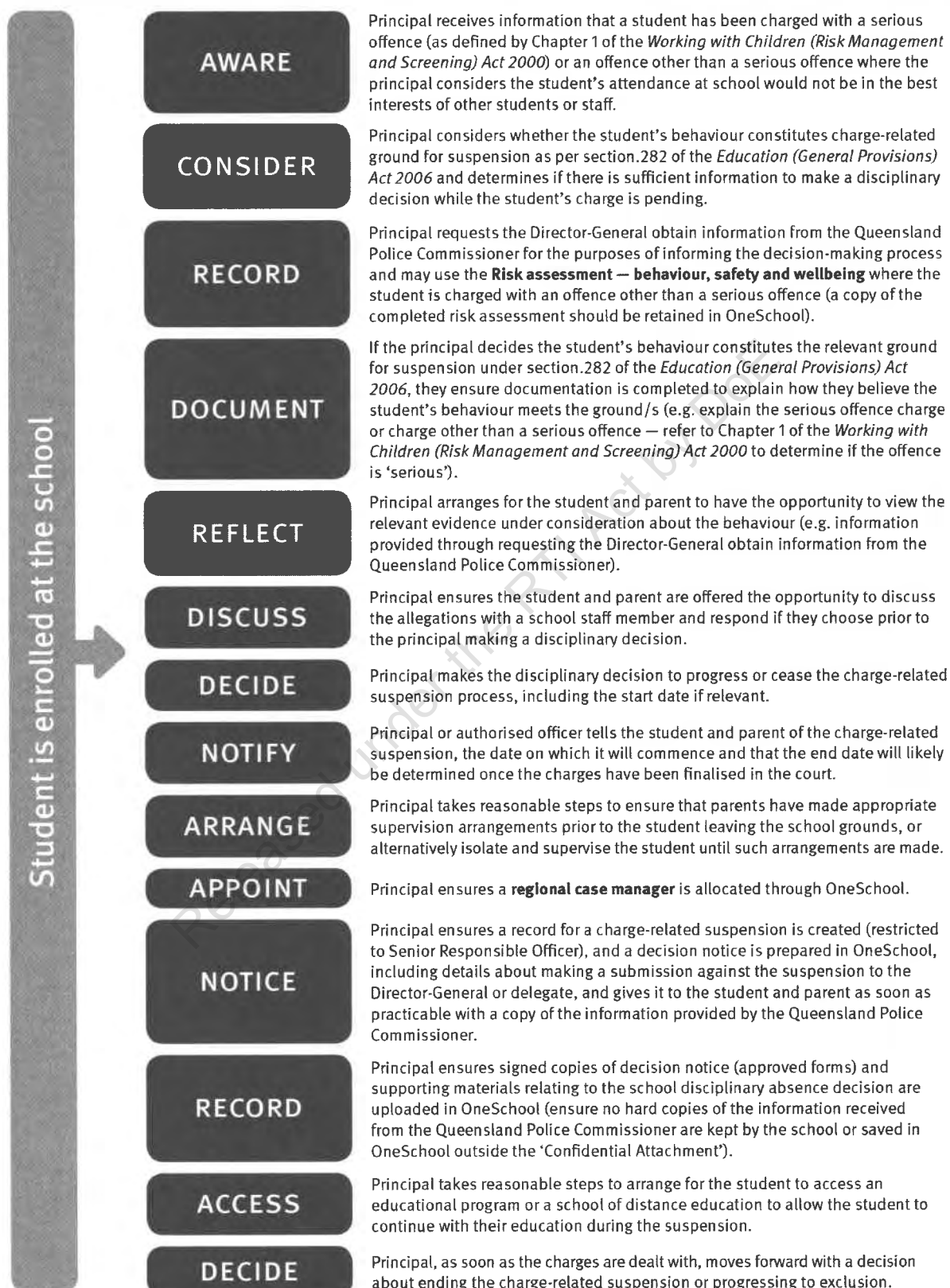
Principal ensures signed copies of decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool.

**ACCESS**

Principal takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.



## Flowchart: Suspensions (charge-related)



\* At any time throughout the charge-related suspension, the principal may seek an update on the status of the student's charges through an additional request to the Director-General to obtain information from the Queensland Police Commissioner.

## Exclusion by Principals

### Principals

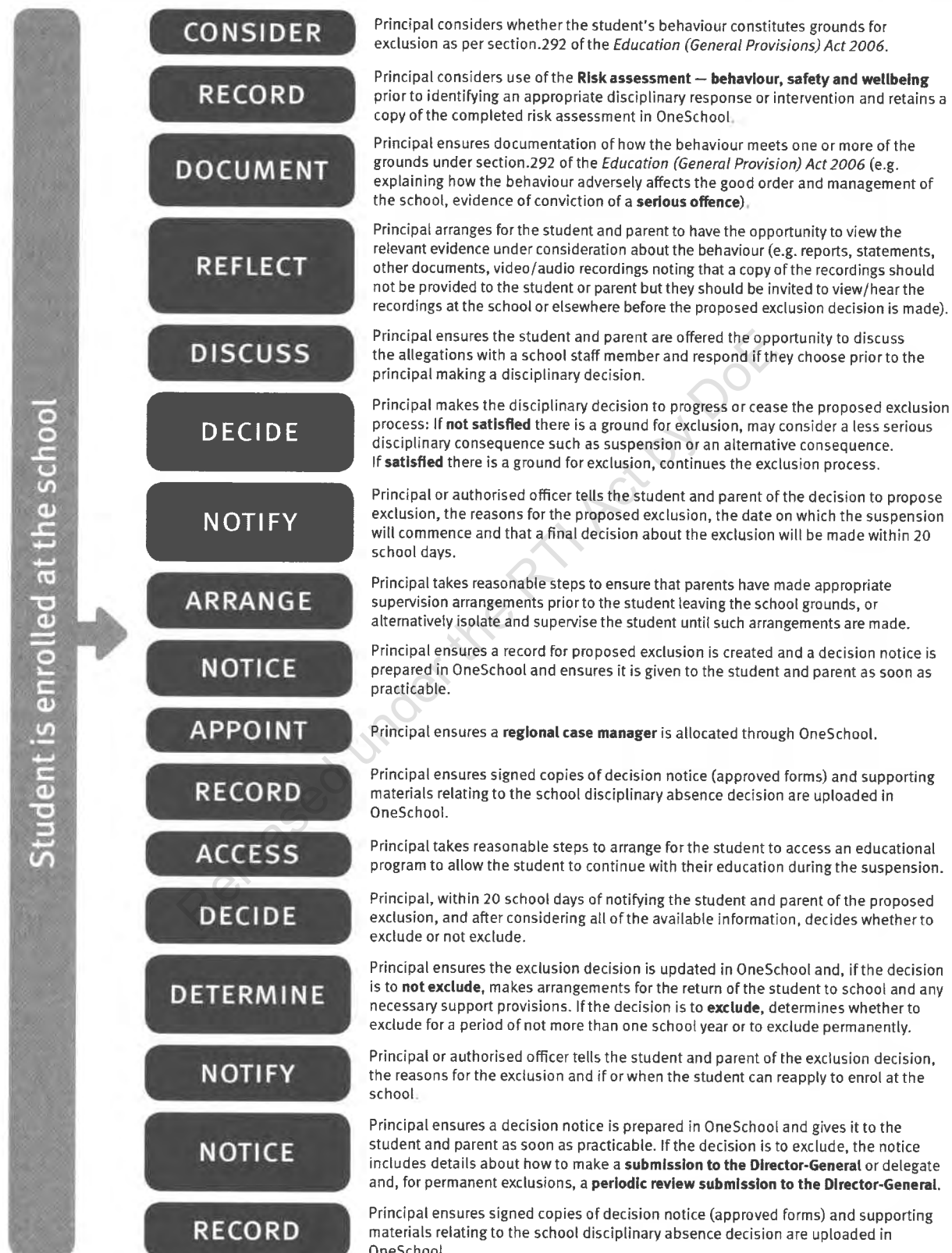
- are the only persons authorised under the *Education (General Provisions) Act 2006* (Qld) to make a disciplinary decision about the use of exclusion
- consider exclusion only as a **last resort**, including if suspension is demonstrably inadequate to deal with the student's disobedience, misbehaviour, conduct or risk (e.g. student has sold a large quantity of illicit drugs, seriously assaulted a staff member)
- in contemplating disciplinary consequences, consider whether the suspension of the student under division 2 of the *Education (General Provisions) Act 2006* (Qld) is inadequate to deal with the disobedience, misbehaviour, conduct or risk, and if so, whether the student's behaviour constitutes one or more of the following grounds under section.292 of the *Education (General Provisions) Act 2006* (Qld):
  - persistent disobedience
  - misbehaviour
  - conduct that adversely affects, or is likely to adversely affect, other students (may be ground for exclusion even if the conduct does not happen on school premises or during school hours)
  - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for exclusion even if the conduct does not happen on school premises or during school hours)
  - the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff

It is also ground for exclusion if:

  - the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school
- provide the student and parent written notice of the proposed exclusion on the approved form
- ensure the student and parent have at least five school days of receiving the proposed exclusion notice to provide relevant additional information or responses to allegations prior to making a final decision
- finalise the decision within 20 school days of providing the student and parent with the proposed exclusion notice
- provide the student and parent written notice of the exclusion decision on the approved form
- may authorise a Deputy Principal, Head of School or Head of Campus to tell a student and parent of the Principal's decision to exclude.



## Flowchart: Exclusion by Principals



\* Failure to make the exclusion decision within the legislated 20 school days will result in the final decision being that the student is not excluded and can return to school.



## Exclusion by Director-General (or delegate) – certain Queensland state schools or all state schools

### Principals

- consider exclusion from the school only as a **last resort**, including if suspension is demonstrably inadequate to deal with the student's disobedience, misbehaviour, conduct or risk (e.g. student has sold a large quantity of illicit drugs, seriously assaulted a staff member)
- consider whether suspension of the student under division 2 of the *Education (General Provisions) Act 2006* (Qld) is inadequate to deal with the disobedience, misbehaviour, conduct or risk, and if so, whether the student's behaviour constitutes one or more of the following grounds under section 292 of the *Education (General Provisions) Act 2006* (Qld):
  - persistent disobedience
  - misbehaviour
  - conduct that adversely affects, or is likely to adversely affect, other students (may be ground for exclusion even if the conduct does not happen on school premises or during school hours)
  - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for exclusion even if the conduct does not happen on school premises or during school hours)
  - the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff

It is also ground for exclusion if:

- the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school
- consider whether exclusion of the student under Part 12, Division 3 of the *Education (General Provisions) Act 2006* (Qld) is inadequate to deal with the disobedience, misbehaviour, conduct or risk, or the student poses an unacceptable risk to the safety or wellbeing of certain or all state school communities
- complete an SD-1 Principal referral at the same time as the written notice of the proposed exclusion
- provide the student and parent with written notice of the proposed exclusion from the school on the approved form, including a copy of the SD-1 Principal referral
- forward the SD-1 Principal referral to the Regional Director and the written notice of the proposed exclusion with any relevant decision-making documentation (e.g. Behaviour Risk Assessment, OneSchool records) within five school days
- ensure the student and parent have at least five school days of receiving the proposed exclusion notice to provide relevant additional information or responses to allegations prior to making a final decision
- finalise the decision within 20 school days of providing the student and parent with the proposed exclusion notice
- provide the student and parent written notice of the exclusion decision on the approved form
- may authorise a Deputy Principal, Head of School or Head of Campus to tell a student and parent of the Principal's decision to exclude
- respond to any request from the Director-General (or delegate) for information.





## Regional Directors

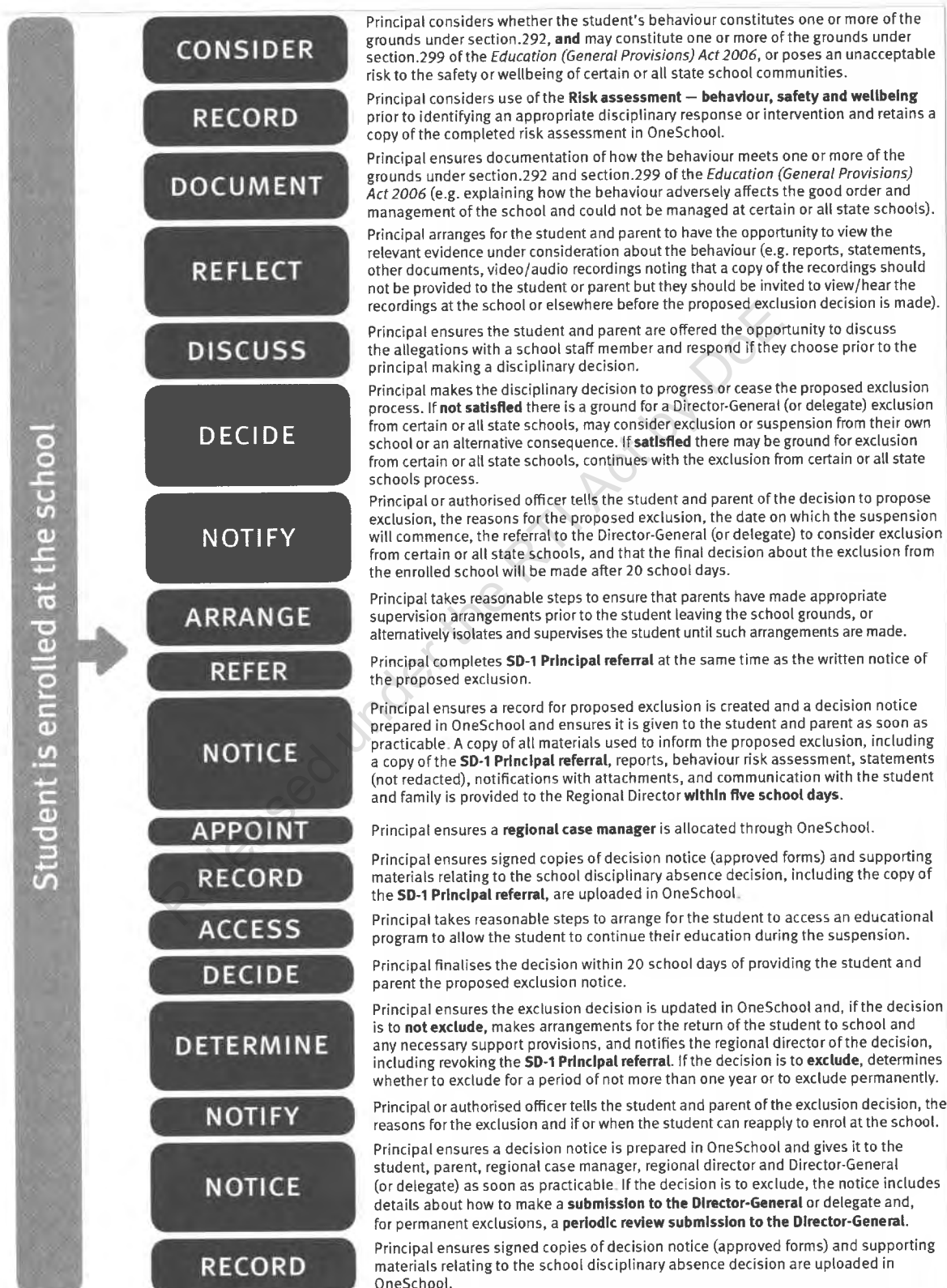
- within two school days of receipt, consider the SD-1 Principal referral and any relevant decision-making documentation (e.g. Behaviour Risk Assessment, OneSchool records) to inform the SD-2 Regional Director referral to the Director-General (or delegate)
- progress the SD-1 Principal referral and the SD-2 Regional Director referral to the Director-General (or delegate), irrespective of the Regional Director's advice in the SD-2 Regional Director referral, and provide a copy of the records to the Principal
- respond to any request from the Director-General (or delegate) for information.

## Director-General (or delegate)

- upon receipt, considers the SD-1 Principal referral, SD-2 Regional Director referral and any relevant decision-making documentation (e.g. Behaviour Risk Assessment, OneSchool records)
- considers whether they believe the student poses an unacceptable risk to the safety or wellbeing of certain or all state schools, and if exclusion by the principal under section.292 of the *Education (General Provisions) Act 2006* (Qld) is inadequate to deal with the student's behaviour
- arranges for the student and parent/s to be verbally notified of the proposed exclusion from certain or all state schools
- ensures a decision notice of the proposed exclusion from certain or all state schools is provided to the student and family and signed copies are saved in OneSchool
- finalises the decision within 30 school days of providing the student and parent with the proposed exclusion notice and after considering any relevant decision-making documentation
- records their decision on SD-3 Director-General Exclusion decision notice and ensures copies of signed documents are saved in OneSchool
- arranges for the student and parent/s to be verbally notified of the exclusion from certain or all state schools decision
- sends written notice of the exclusion decision to student, parent/s, Regional Director and Principal.



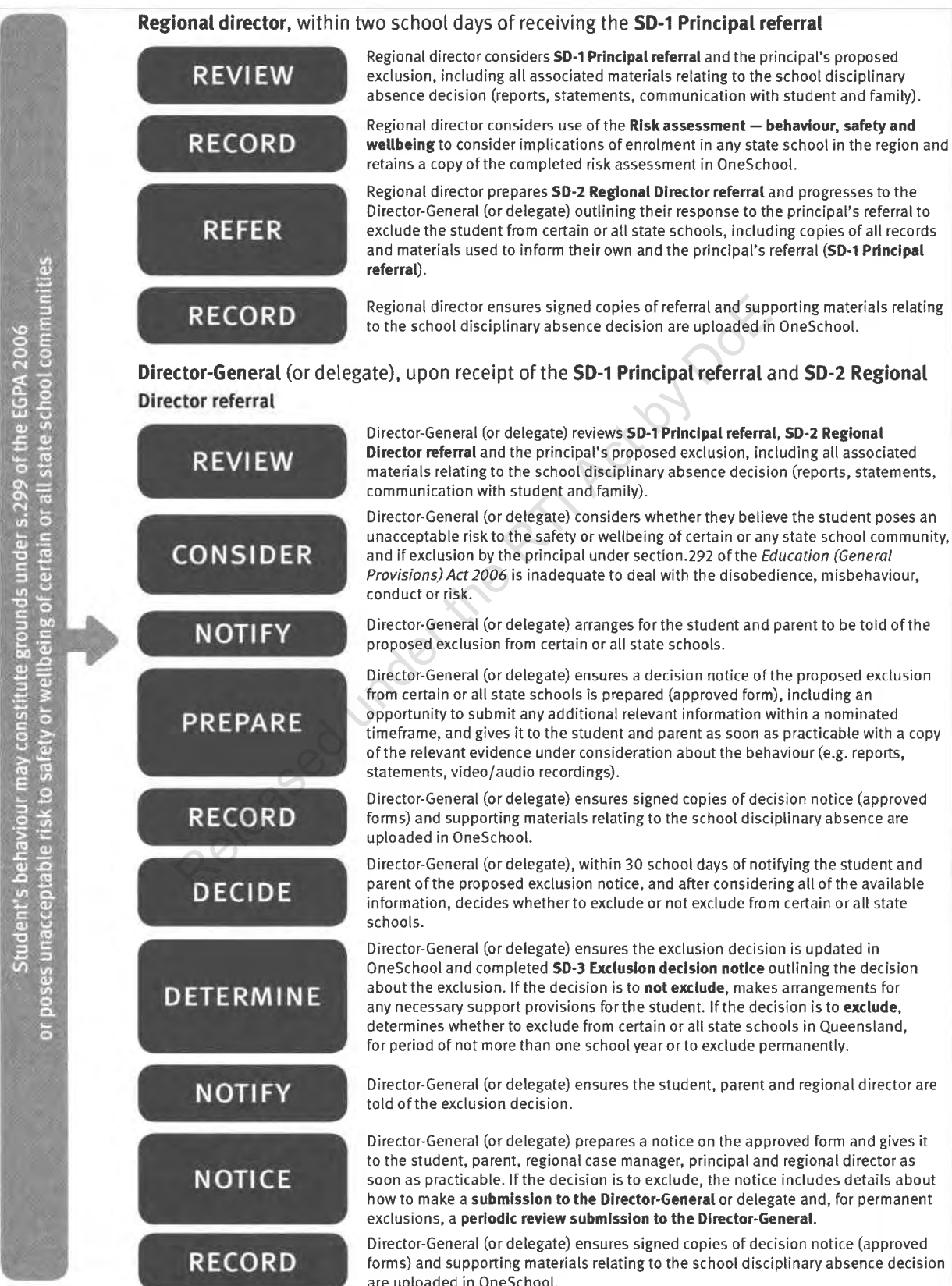
## Flowchart: Exclusion by Director-General (or delegate) - certain Queensland state schools or all state schools



\* Failure to make the exclusion decision within the legislated 20 school days will result in the final decision being that the student is not excluded and can return to school.



## Flowchart: Exclusion by Director-General (or delegate) - certain Queensland state schools or all state schools continued



## Submission against an 11-20 day suspension or charge-related suspension

### Parent or student

- prepares a written submission against the suspension decision within five school days of being notified in writing of the suspension decision
- sends submission to the Director-General (or delegate).

### Principal

- responds to requests for information from the Director-General (or delegate) in a timely manner.

### Director-General (or delegate)

- gathers any information required to address the points raised in the submission and provides de-identified copies of any relevant new materials that were considered to the student and/or parent to allow them to consider the new materials (e.g. a Principal's Report) and to provide a response as soon as practicable
- following consideration of the submission and any other relevant information provided by the student, parent and school, confirms, varies, or sets aside the decision to suspend the student
- verbally notifies the student and/or parent and Principal of the decision as soon as practicable
- creates a notice on the approved form of the decision and sends to the student, parent and Principal as soon as practicable
- uploads signed copies of the decision notice and supporting materials into the student's OneSchool record.

## Submission against an exclusion

### Parent or student

- prepares a written submission against the exclusion decision within 30 school days of being notified in writing of the exclusion decision
- sends submission to the Director-General (or delegate).

### Principal

- responds to requests for information from the Director-General (or delegate) in a timely manner.

### Director-General (or delegate)

- gathers any information required to address the points raised in the submission and provides de-identified copies of any relevant new materials that were considered to the student and/or parent to allow them to consider the new materials (e.g. a Principal's Report) and to provide a response as soon as practicable
- within 40 school days after receipt of any submission, and following consideration of the submission and any other relevant information provided by the student, parent and school, confirms, amends, or sets aside the decision to exclude the student from certain or all state schools
- verbally notifies the student and/or parent, Principal and Regional Case Manager of the decision as soon as practicable
- creates a notice on the approved form of the decision and gives it to the student, parent, Principal and Regional Case Manager as soon as practicable
- uploads signed copies of the decision notice and supporting materials into the student's OneSchool record.

## Periodic review of submission against permanent exclusion

### Parent (or student)

- until the student is 24 years of age, a request for a periodic review of the exclusion decision is entitled to be made each calendar year. These submissions may commence in the calendar year after being notified of the permanent exclusion decision. For example, a student whose permanent exclusion decision is finalised on 24 October 2019 is entitled to make a submission from 1 January 2020
- sends submission to the Principal who made the exclusion decision or the Director-General (or delegate).

### Principal or Director-General (or delegate)

- gathers any information required to address the points raised in the submission and provide de-identified copies of any relevant new materials that were considered to the student and/or parent to allow them to consider the new materials (e.g. a Principal's Report) and to provide a response as soon as practicable
- within 40 school days after receipt of any submission, and following consideration of the submission and any relevant information provided by the student, parent and school, makes a decision to either
  - revoke the decision: if the disobedience, misbehaviour or other conduct is unlikely to recur if the student was allowed to attend the school or schools; if the student's attendance at the school or schools no longer poses an unacceptable risk to the safety or wellbeing of other students or staff; or it would no longer not be in the best interests of other students or of staff for the student to be enrolled in the school or schools
  - not revoke the decision to exclude the student
- verbally notify the student and/or parent, Principal and Regional Case Manager of the decision as soon as practicable
- create a written notice on the approved form of the decision and send to the student, parent, Principal and Regional Case Manager as soon as practicable
- upload signed copies of the decision notice and supporting materials into the student's OneSchool record.

## Definitions

<b>Appropriately authorised</b>	Deputy Principal, Head of School or Head of Campus who has been authorised to communicate the decision about school disciplinary absences on behalf of the Principal. The <u>Instrument of Authorisation</u> is used to record this authorisation.
<b>Approved form</b>	An approved form for a school disciplinary absence is the departmental proforma located in OneSchool.
<b>Charge-related ground</b>	As outlined in section.282 of the <u>Education (General Provisions) Act 2006 (Qld)</u> (EGPA), a charge-related ground is where the student is either charged with a serious offence or the student is charged with an offence other than a serious offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending.
<b>Conduct</b>	Conduct refers to the behaviour of a student specifically described in section.282(c)(d) and section.292(c)(d) of the <u>Education (General Provisions) Act 2006 (Qld)</u> . Conduct of a student also includes that which does not happen on school premises, or during school hours. Conduct of a student includes an omission to perform an act by the student.



<b>Disciplinary consequences and decisions</b>	<p>Disciplinary consequences and decisions may include suspension or exclusion of a student. They can also include other strategies such as detention, <u>discipline improvement plans</u>, etc.</p> <p>Detentions, discipline improvement plans, drug and alcohol education programs and other disciplinary consequences are optional strategies that can be implemented by a Principal. The range of possible disciplinary consequences should be discussed with the community during the consultation phase of the Student Code of Conduct.</p>
<b>Dealt with</b>	<p>Dealt with in relation to a charge against a student for an offence means any of the following:</p> <ul style="list-style-type: none"> <li>the student is acquitted or convicted of the charge</li> <li>the student is convicted of another offence arising out of substantially the same acts or omissions as those constituting the charge</li> <li>the charge is withdrawn or dismissed or a nolle prosequi (a prosecutor's decision to voluntarily discontinue criminal charges either before trial or before a verdict is rendered) or no true bill (the prosecution decides not to present an indictment against an accused person after the accused person has been committed by a Magistrates Court to stand trial in a superior court, thereby ending the prosecution) is presented in relation to the charge.</li> </ul>
<b>Last resort</b>	<p>Means that staff have implemented all evidence based positive and proactive approaches for reducing behavioural risk and they have not reduced that risk or the risk is increasing due to behavioural escalation. Last resort responses of suspension or exclusion are a final course of action when no other alternative is available and likely to reduce risk.</p>
<b>Oral appeals</b>	<p>An independent person may be employed by the department to transcribe the oral appeal of a parent or student. This is a transcription provision only, not intended to prepare or guide the content of the appeal. The submission of the appeal remains the responsibility of the parent or student.</p>
<b>Parent</b>	<p>A child's mother, a child's father, a person who exercises parental responsibility and a person standing in the place of a parent of a child on a temporary basis. This may include the Office of the Public Guardian or a Child Safety Officer.</p>
<b>Procedural fairness</b>	<p>Procedural fairness comprises two elements:</p> <ul style="list-style-type: none"> <li>the right to be told the allegations against you, a reasonable opportunity to see and consider the evidence relied upon by the decision maker, and a reasonable opportunity to present your case and be given a fair hearing before the decision is made;</li> <li>the right to have a decision made by an unbiased decision maker.</li> </ul>
<b>Serious offence</b>	<p>A serious offence as defined by Chapter 1 of the <u>Working with Children (Risk Management and Screening) Act 2000 (Qld)</u>.</p>

## Legislation

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwlth\) Part 2, Division 2, Section 22](#)
- [Education \(General Provisions\) Act 2006 \(Qld\) Chapter 12, Division 8 Part 1, 2 and 4](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Working with Children \(Risk Management and Screening\) Act 2000 \(Qld\)](#)

## Delegations/Authorisations

- [Director-General's delegations under the Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Director-General's authorisations under the Information Privacy Act 2009 \(Qld\)](#)

## Related policies

- [Code of Conduct for the Queensland Public Service](#)
- [Department of Education Standard of Practice](#)

## Related procedures

- [Cancellation of enrolment](#)
- [Enrolment in state primary, secondary and special schools](#)
- [Managing risks in school curriculum activities](#)
- [Occupational violence prevention](#)
- [Refusal to enrol – Risk to safety or wellbeing](#)
- [Restrictive practices](#)
- [School enrolment management plans \(EMPs\)](#)
- [Student protection](#)
- [Temporary removal of student property by school staff](#)
- [Work experience placements for school students](#)
- [Working with children authority](#)

## Guidelines

- [Principal guidelines – Student discipline](#)

## Supporting information/websites

- [Accidents, incidents and incident investigations](#)
- [A guide to ethical decision-making](#)
- [Risk assessment – behaviour, safety and wellbeing](#)



- [Fact sheet – Exclusion](#)
- [Fact sheet – Requests to the Director-General to obtain information from the Queensland Police Commissioner](#)
- [Fact sheet – Role of Regional Case Managers](#)
- [Fact sheet – Student Code of Conduct](#)
- [Fact sheet – Suspension \(1-10 days and 11-20 days\)](#)
- [Fact sheet – Suspension \(charge-related\)](#)
- [Student Code of Conduct full exemplar](#)
- [Student Code of Conduct mandatory exemplar](#)
- [Student Code of Conduct prompt](#)
- [Discipline improvement plan](#)

### Forms

- [Instrument of Authorisation](#)
- [SD-1 Principal referral](#)
- [SD-2 Regional Director referral](#)
- [SD-3 Director-General exclusion decision notice](#)
- [Out-of-school-hours Detention Consent Form](#)
- [Risk assessment – behaviour, safety and wellbeing evaluation form](#)

### Contact

For more information, please contact your closest [regional office](#).

### Review date

23/01/2023

### Superseded versions

*Previous seven years shown. Minor version updates not included.*

- 7.0 Safe, supportive and disciplined school environment
- 1.0 Student discipline

### Creative Commons Licence





# Discipline improvement plan for [Student Name]

## Student problem behaviour/incident

[Insert description of behaviour(s)/ incident(s) that has led to the requirement for this plan.]

## School support

[Insert description of support, resources, program/ strategies to assist the student's improvement.]

## Expected behaviour

Examples

- You will be punctual, attend school and participate in all classroom learning activities for the next 2 weeks.
- You will attend and participate in the [name of program] (e.g. drug and alcohol) run by [staff member name] for [number] weeks.
- You will meet with your year coordinator on Mondays and Wednesdays at 10:00am to learn how to behave respectfully to your teachers.
- You will check in and check out daily with [staff member name] every morning at 8:30 am for the next 2 weeks. They will ensure you have all of the equipment you need for the day and that you have had your daily behaviour monitoring sheet signed by relevant staff and your parents.

## Consequences for non-compliance

- Include clear consequences for non-compliance (it is inappropriate to include consequences which are formal processes, for example, suspension or exclusion as the behaviour of the student must meet one of the grounds and due process must be followed).

## People who can support you

Include name of school support people

## Dates

Start date	
Review date	

## Agreement

I/We agree to [student name's] plan outlined above and understand that this plan will begin on [day month year] and be reviewed on [day month year].

Student's signature	Date
Principal's signature	Date
Parent/s signature	Date
Other	Date



# Fact sheet

## Exclusion

A principal of a state school at which a student is enrolled may exclude the student from the school for a period of not more than one year, or permanently, if the principal is reasonably satisfied a ground exists for the exclusion.

Exclusion is the most serious disciplinary action that any school principal can take against a student, and must only be used if other disciplinary consequences are demonstrably inadequate to deal with the student's behaviour.

### Grounds for exclusion

As per the *Education (General Provisions) Act 2006*, each of the following is a ground for exclusion:

- persistent disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students;
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;

if suspension of the student is inadequate to deal with the disobedience, misbehaviour, conduct or risk.

It is also ground for exclusion if:

- the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.

### Key information

- Principals are the only staff members with the power to make a decision about the use of exclusion for an enrolled student.
- Principals may authorise a deputy principal, head of school or head of campus to tell a student and parent of their decision to exclude.
- Conduct that adversely affects, or is likely to adversely affect, other students, or the good order and management of the school may be ground/s for exclusion even if the conduct does not happen on school premises or during school hours.
- Exclusions do not need to be completed in the current school year — the 20 school day suspension continues into the next school period until the principal has made their final decision about exclusion.
- The suspension takes effect from the time the principal or authorised officer tells the student and their parent about it.
- Failure to make the exclusion decision within the legislated 20 school days will result in the final decision being that the student is not excluded and can return to school.

### Principals

- ✓ Considers use of the Risk assessment — behaviour, safety and wellbeing prior to identifying an appropriate disciplinary response or intervention and retain a copy in the student's OneSchool record.
- ✓ Must be able to justify the ground for exclusion with comprehensive explanation and evidence, explaining how the student's behaviour specifically meets the identified ground/s.

- ✓ Ensure the student and parent are offered the opportunity to discuss the allegations and respond if they choose prior to the principal making a disciplinary decision.
- ✓ Ensure a **regional case manager** is appointed as the contact for the student and parent while the proposed exclusion decision is in effect and communicate this information to the student and parent.
- ✓ Take reasonable steps to arrange for the student's access to an educational program that allows the student to continue the student's education during the suspension.
- ✓ Consider any relevant additional information that is provided by the student or parent within the five-school-day period of receiving the written notice of the proposed exclusion.
- ✓ Finalise the decision within 20 school days of providing the student and parent the proposed exclusion notice.
- ✓ Use only the letters and approved forms available in OneSchool.
- ✓ Provide details about making a submission against the exclusion decision to the Director-General or delegate with the written notice and include information on making a periodic review submission for permanent exclusion decisions.
- ✓ Ensure signed copies of the decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool.
- ✗ Should refer the exclusion decision to the Director-General or delegate where it is appropriate.
- ✗ If the parent advises that they are ending the enrolment of their child at the school, they must be advised that the suspension pending exclusion decision (and therefore the enrolment) will remain in effect until the exclusion decision has been finalised.

### Students

- ✓ Can make an **appeal submission to the Director-General or delegate** against exclusion decisions.
- ✓ Can make a **periodic review submission** against permanent exclusion decisions in each calendar year after being excluded (until the end of the year in which turning 24 years of age).
- ✓ Who have been excluded from a Queensland state school, are entitled to enrol as if in-catchment at a different state school, subject to the approval of the regional director. For more information see the Enrolment Management Plan (EMP).
- ✗ May not attend any state school or any school activity while suspended. Parents are responsible for their children during the period of suspension.
- ✗ While on suspension (pending final decision about exclusion), must maintain their enrolment at the school until the exclusion decision has been finalised.

### Resources

- Code of Conduct for the Queensland Public Service
- Department of Education standard of practice
- Enrolment in state primary, secondary and special schools
- Ombudsman Good Decision-Making Guide
- Student discipline procedure
- Fact sheet – Student Code of Conduct
- Principal guidelines – student discipline

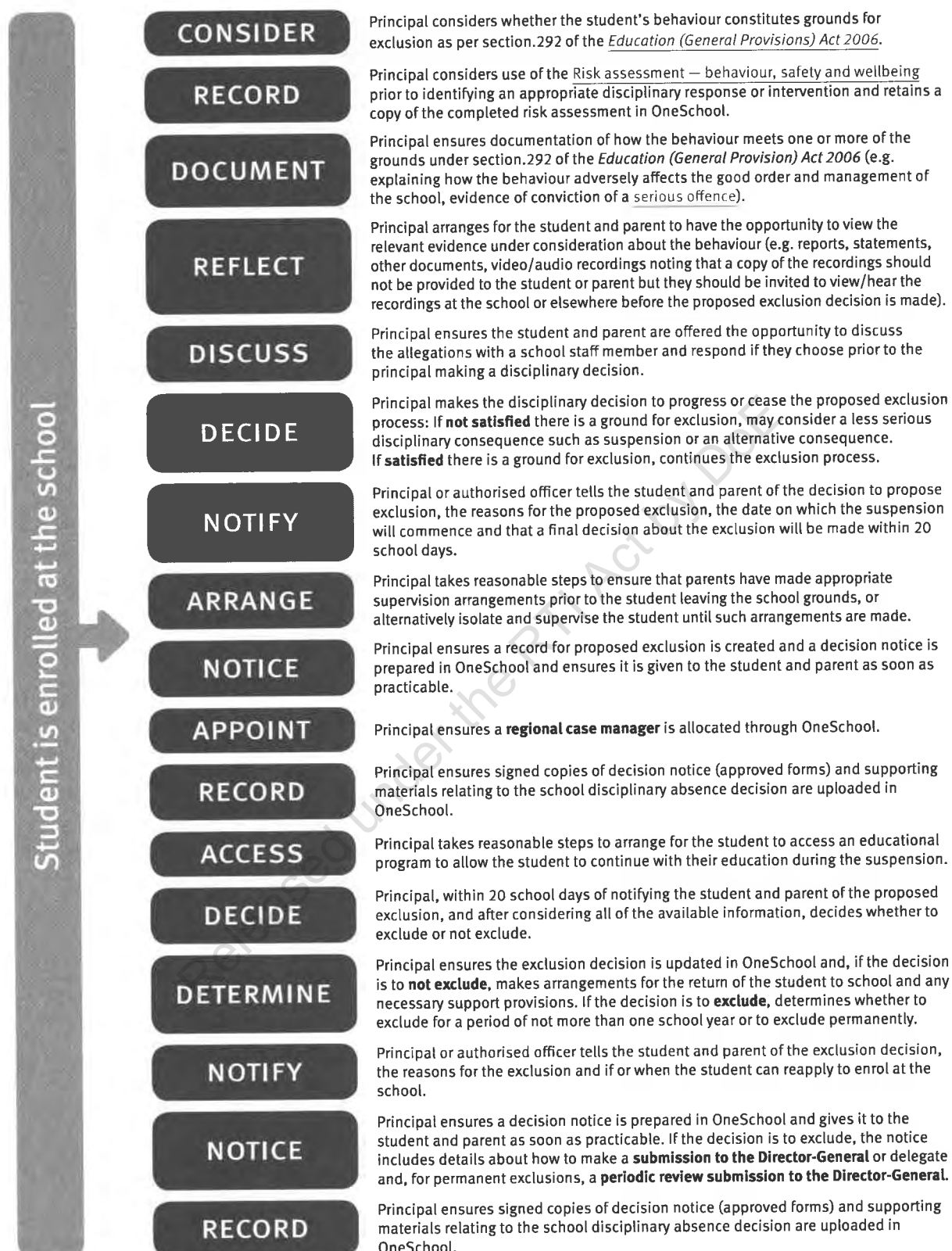
**Uncontrolled copy.** Refer to the Department of Education Policy and Procedure Register at <https://ppr.qed.qld.gov.au/pp/student-discipline-procedure> to ensure you have the most current version of this document.

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## Flowchart: Exclusions



\* Failure to make the exclusion decision within the legislated 20 school days will result in the final decision being that the student is not excluded and can return to school.



## Fact sheet

# Requesting the Director-General to obtain information from the Queensland Police Commissioner for the purpose of student disciplinary decisions

A principal may request that the Director-General obtain information from the Queensland Police Commissioner (QPC) to inform the principal's disciplinary decision-making where it is reasonably suspected a student enrolled at their school may have been charged with, or convicted of:

- a. a serious offence as defined by Chapter 1 of the *Working with Children (Risk Management and Screening) Act 2000*;
- or
- b. an offence other than a serious offence, and the principal is required to consider whether the student's attendance at school would not be in the best interests of other students or of staff.

The principal **may not**

- make a request about a young person not enrolled at the school; nor
- use any information obtained from the QPC for any other purpose, e.g. refusing enrolment.

The principal must consider whether the behaviour meets a ground for suspension or exclusion, taking into consideration the level of risk the continued attendance of the student potentially poses to the school community.

An example of an offence, that is not a 'serious offence' in section 167, but where the student may pose an unacceptable risk to other students, could be a student who has been charged with a number of counts of arson and the charges involved setting fire to buildings while significant numbers of people were inside, without causing injury. In this instance, a principal may not be able to manage the potential risk the student poses to the safety of students and staff.

The Director-General will not request information in relation to minor offences, e.g. graffiti, shoplifting or breaking and entering, where the student does not pose an unacceptable risk to other students or staff. If it is reasonably suspected that a student at a state school has been charged with or convicted of an offence, the Director-General may:

- ask the QPC whether the student has been charged with, or convicted of, the offence and, if so

- for information about the charge or conviction, including a brief description of the circumstances of the charge or conviction.

This information is intended to inform a principal's decision in relation to charge-related suspensions and exclusions (per Chapter 12, Part 3 of the *Education (General Provisions) Act 2006*) and **cannot be used to inform any other decisions such as an enrolment decision.**

Principals must follow strict procedures for requesting and using information obtained by the Director-General from the QPC.

The flowchart Obtaining information from the Queensland Police Commissioner for the purpose of student disciplinary decisions on page 2 outlines the steps principals must undertake to comply with legislative requirements.

**Requests for information for the purpose of student disciplinary decisions must be made in accordance with the process outlined in this flowchart. Requests cannot be made directly to the Department of Justice and Attorney-General.**

## Requesting information from other states or territories

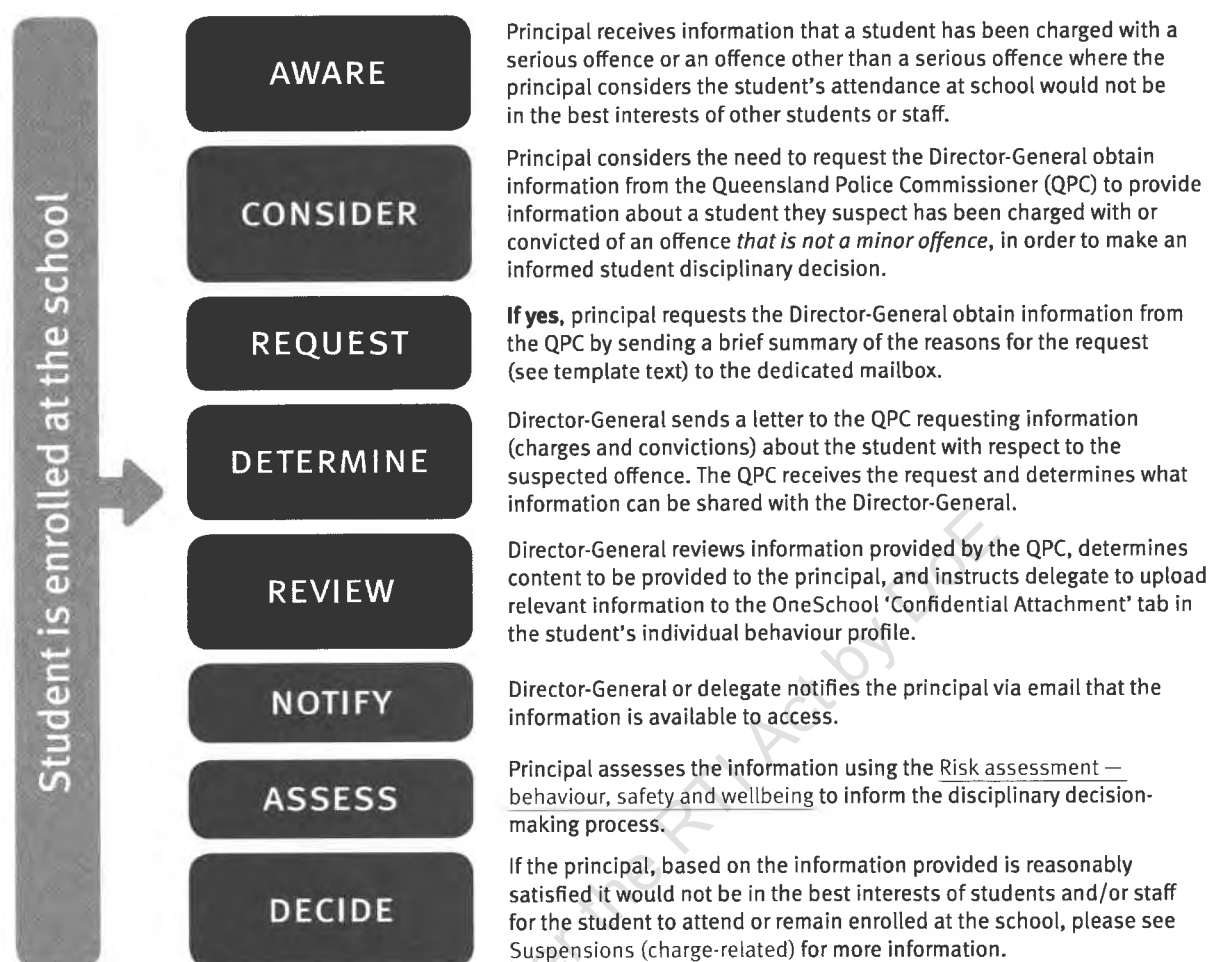
There are no legislative provisions for the Director-General to request disclosure of student charges or convictions from other states or territories through their relevant police commissioners. However, Principals may follow the same process as used for requests to the QPC and the Director-General will make a determination about contacting the relevant law enforcement agency in other states or territories.

## Resources

- [Ombudsman Good Decision-Making Guide](#)
- [Risk assessment — behaviour, safety and wellbeing](#)
- [Fact sheet – Suspension \(charge-related\)](#)
- [Student discipline procedure](#)



## Flowchart: Obtaining information from the Queensland Police Commissioner



\* No hard copy of the information provided by the QPC is permitted to be created, except for the sole purpose of providing the information to the student or the student's parent as evidence relied upon in the principal's decision-making process.

## Template text: Obtaining information from the Queensland Police Commissioner

Principals should complete the template text below and email to [studentdiscipline@qed.qld.gov.au](mailto:studentdiscipline@qed.qld.gov.au):

**Subject: [Request to the Qld Police Commissioner]**

**Re: [Student Name] DOB xx/xx/xxxx**

I, as Principal of [school name], would like to formally request that information is obtained from the Queensland Police Commissioner to assist in a decision making process regarding the continued enrolment of **[student name and DOB]**.

I have received information that [student name] has been charged with, or convicted of, a serious offence and therefore require further information to consider whether their attendance at the school presents an unacceptable risk or requires specific risk assessment and planning.

The school has the following information regarding [student name]:

List some detail about the basis for the suspicion or verbal notification of the nature of the offending behaviour – advice received from..., documentation from... etc.

I am therefore requesting confirmation of [student name's] charges/convictions and information about the charge/conviction, including a brief description of the circumstances of the offence to inform a risk assessment, safety planning and possible disciplinary consequences for this student.

**[INSERT PRINCIPAL'S SIGNATURE BLOCK]**

## Fact sheet

# Role of regional case managers in supporting students on school disciplinary absence

A regional case manager is a Department of Education employee appointed by the Regional Director to assist students who are subject to charge-related suspension, suspension pending exclusion, exclusion, cancellation of enrolment or refusal to enrol from a Queensland state school.

### Key information

A regional case manager can be any allocated officer that the region deems is appropriately qualified.

### Responsibilities

Regional case managers play an integral role in supporting students, and have responsibility for:

- acting as a point of contact for the student and their family when the student is on charge-related suspension, suspension pending exclusion, exclusion, cancellation of enrolment or refusal to enrol from a Queensland state school;
- recording contact with the student and their family in OneSchool, including copies of correspondence;
- in partnership with the school principal at which the student is enrolled or was most recently enrolled, taking reasonable steps to arrange for the student to continue to access their educational program for the duration of their school disciplinary absence, ensuring that the learning program/resources provided by the school maintain a sequential approach to current learning and are related to the student's current curriculum;
- following exclusion or cancellation of enrolment of students in the **compulsory participation phase**, facilitating access to information about other educational or training options/alternatives available in the local area;
- providing assistance to parents and students with understanding of disciplinary consequences and appeal processes, including making arrangements to support submission of oral appeals. It is important to note that while regional case managers can assist in scribing appeal submissions, it is not their role to prepare or provide input into appeals, nor should they accept appeals on behalf of the Department of Education. Rather they provide details for where and how the appeal can be lodged;
- ensuring that a student's individual circumstances are taken into account, such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements, when considering support options;
- negotiating a student's enrolment with the principal of a new school, including assisting with the development of any necessary individual support plans in the new school and following up with students and their families to ensure continued educational engagement. This includes recording one and six month follow ups in OneSchool;
- in the case of charge-related suspension, negotiating the student's enrolment in a school of distance education for the duration of the suspension, noting that as per the *Education (General Provisions) Act 2006*:
  - the enrolment requires approval by the Director-General under section 329; and
  - the student can access distance education on a fee-free basis under section 53.

### Definitions

#### Compulsory participation phase

A young person's compulsory participation phase—

- a. starts when the person stops being of compulsory school age; and
- b. ends when the person—
  - i. gains a certificate of achievement, senior statement, certificate III or certificate IV; or
  - ii. has participated in eligible options for 2 years after the person stopped being of compulsory school age; or
  - iii. turns 17 years.

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# Fact sheet

## Student Code of Conduct

### What is the Student Code of Conduct?

Every Queensland state school is required to have a *Student Code of Conduct*. This is the school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. From 2020, the *Student Code of Conduct* replaces the *Responsible Behaviour Plan for Students*, *Code of Behaviour* and *Statement of Expectations*.

The *Student Code of Conduct* is developed in consultation with each local school community, is published on the school website and provided to every student and family upon enrolment.

### Content of *Student Code of Conduct*

Every state school has their own *Student Code of Conduct* developed to meet local needs, however the following sections are mandated for inclusion:

- Purpose
- Contact information
- Endorsement
- Contents
- Whole school approach to discipline (including differentiation of discipline)
- Disciplinary consequences
- School policies (Temporary removal of student property, Use of mobile phones and other devices by students, Preventing and responding to bullying and Appropriate use of social media)
- Restrictive practices
- Critical incidents.

### Key information

- Principals are accountable for the development and publication of their school's *Student Code of Conduct*.
- Template and exemplar for developing a *Student Code of Conduct* are online [www.behaviour.education.qld.gov.au](http://www.behaviour.education.qld.gov.au)
- The *Student Code of Conduct* must detail the behaviour of students that is expected and the types of disciplinary consequences that may be used to respond when behaviour does not meet expectations.
- There can be no mandatory consequences for student misbehaviour, the *Student Code of Conduct* should detail what the range of consequences are only (this is a principle of natural justice to ensure that every situation is considered on its unique circumstances prior to any disciplinary decision being made).
- The *Student Code of Conduct* must be revisited annually to ensure currency (e.g. staff changes) and a full review is expected every four years in line with the school review process.
- Consultation with students, staff and families must form part of the development and feedback process for the *Student Code of Conduct*.
- A current, signed and dated copy of the *Student Code of Conduct* must be available on the *Quick Links* section of the school website home page or footer.
- Support must be provided by the school to translate the *Student Code of Conduct* into accessible language formats to meet the diverse language needs of the local community (e.g. plain language, English as an Additional Language or Dialect).
- A copy of the *Student Code of Conduct* must be provided with every school enrolment application.
- Induction programs for all new staff and volunteers must incorporate a review of the *Student Code of Conduct*.



## Responsibilities

### Principals

- The principal of a state school must control and regulate student discipline in the school.
- Consult the school community (for example, P&C) to develop a *Student Code of Conduct*.
- Ensure the *Student Code of Conduct* details how school staff will:
  - explicitly teach expected behaviours and provide opportunities for students to practise
  - differentiate teaching to respond to the learning needs of all students
  - take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour
  - adhere to confidentiality obligations limiting discussion or sharing information about individual circumstances of students, including applied disciplinary consequences, with persons other than the student's parent/s.
- Implement a communication plan to ensure all staff, students and the wider school community are aware of the content and familiar with how to access the *Student Code of Conduct*.
- Ensure a signed copy of the *Student Code of Conduct* is publicly available on the school website and is reviewed annually to maintain currency, with a comprehensive review every four years in line with cycles of the *School Planning, Reviewing and Reporting Framework*.

### State school staff (including principals)

- Ensure familiarity with the school's *Student Code of Conduct*.
- Follow appropriate processes outlined in the *Student Code of Conduct*.

### Students and parents

- Ensure familiarity with the school's *Student Code of Conduct*.
- Adhere to school's standards outlined in the *Student Code of Conduct*.

## Resources

- [Student discipline procedure](#)
- [Student Code of Conduct Prompt](#)
- [Student Code of Conduct Full Exemplar](#)
- [Principal guidelines – student discipline](#)



# Fact sheet

## Suspension

### 1–10 school days and 11–20 school days

A principal of a state school at which a student is enrolled may suspend the student from the school if they are reasonably satisfied a ground exists for the suspension.

Any decision by the principal to suspend a student from school, regardless of the length of time, is a very serious disciplinary action.

### Grounds for suspension

As per the *Education (General Provisions) Act 2006*, each of the following is a ground for suspension:

- disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students;
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- the student is charged with a serious offence (as defined in the *Working with Children (Risk Management and Screening) Act 2000*) (refer to Fact sheet – Charge-related suspension);
- the student is charged with an offence, other than a serious offence, and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending (refer to Fact sheet – Charge-related suspension).

### Key information

- Principals are the only staff members with the power to make a decision about the use of suspension for an enrolled student.
- Principals may authorise a deputy principal, head of school or head of campus to tell a student and parent of their decision to suspend.
- Conduct that adversely affects, or is likely to adversely affect, other students, or the good order and management of the school may be a ground/s for suspension even if the conduct does not happen on school premises or during school hours.
- Suspensions must be completed in the current school year.
- The suspension takes effect from the time the principal or authorised officer tells the student and their parent about it.

### Principals

- ✓ Must be able to justify the ground for suspension with comprehensive explanation and evidence, explaining how the student's behaviour specifically meets the identified ground/s.
- ✓ Ensure the student and parent are offered the opportunity to discuss the allegations and respond if they choose prior to the principal making a disciplinary decision.
- ✓ Ensure a school staff member is appointed as the contact for the student and parent while the suspension is in effect and ensures student and parent are advised of the contact information for this person.
- ✓ Take reasonable steps to arrange for the student's access to an educational program that allows the student to continue the student's education during the suspension.
- ✓ Use only the letters and approved forms available in OneSchool.
- ✓ For 11–20 school day suspensions, provide details about making a submission against the suspension decision to the Director-General or delegate with the written notice.
- ✓ Ensure signed copies of the decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool.
- ✓ If the parent advises that they are ending the enrolment of their child at the school, they must be advised that the suspension (and therefore the enrolment) will remain in effect until the suspension has been completed.

### Students

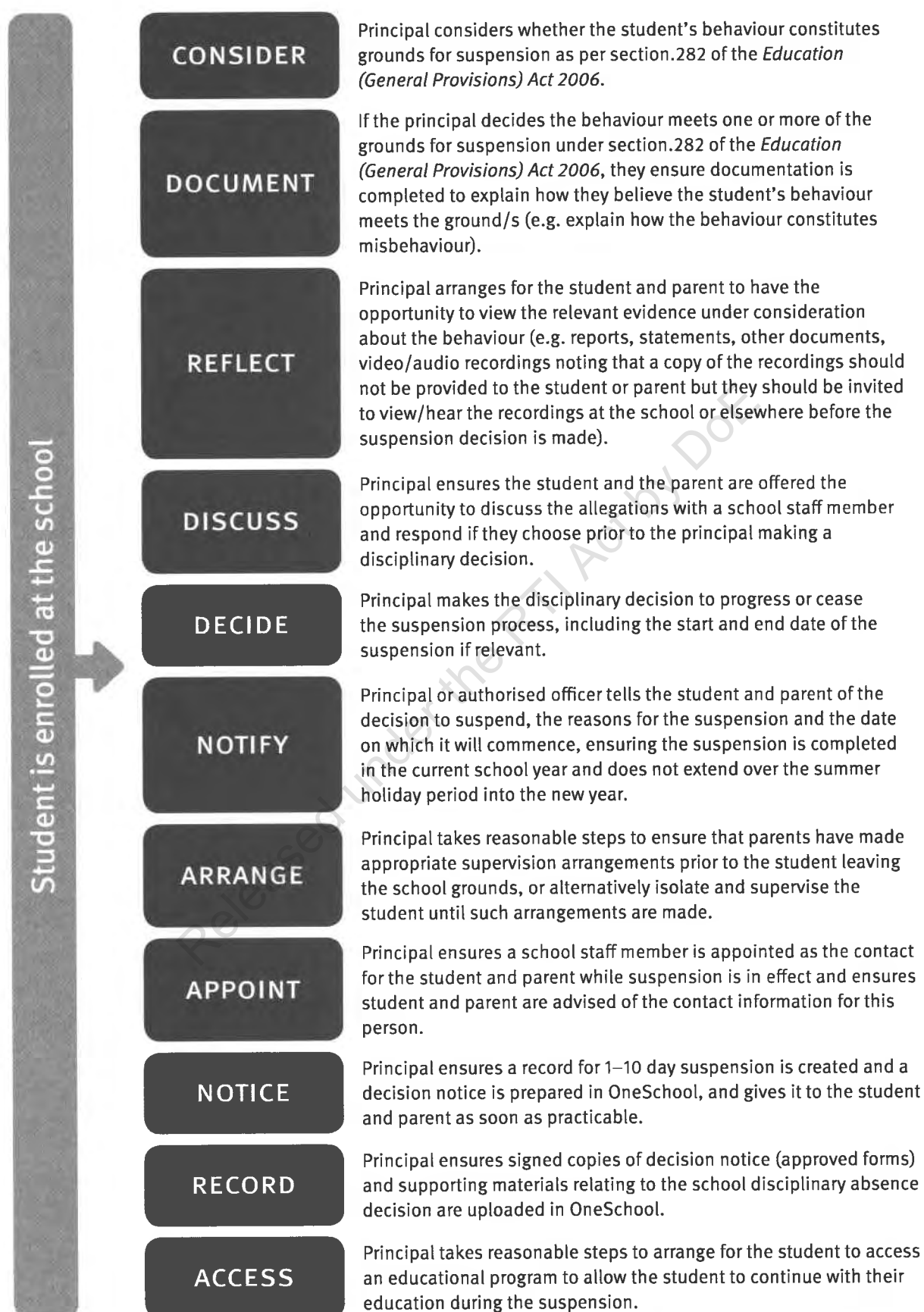
- ✓ Can make an **appeal submission to the Director-General or delegate** against 11–20 school day suspension decisions.
- ✗ May not attend any state school or any school activity while suspended. Parents are responsible for their children during the period of suspension.
- ✗ While on suspension, must maintain their enrolment at the school until the suspension has expired.

### Resources

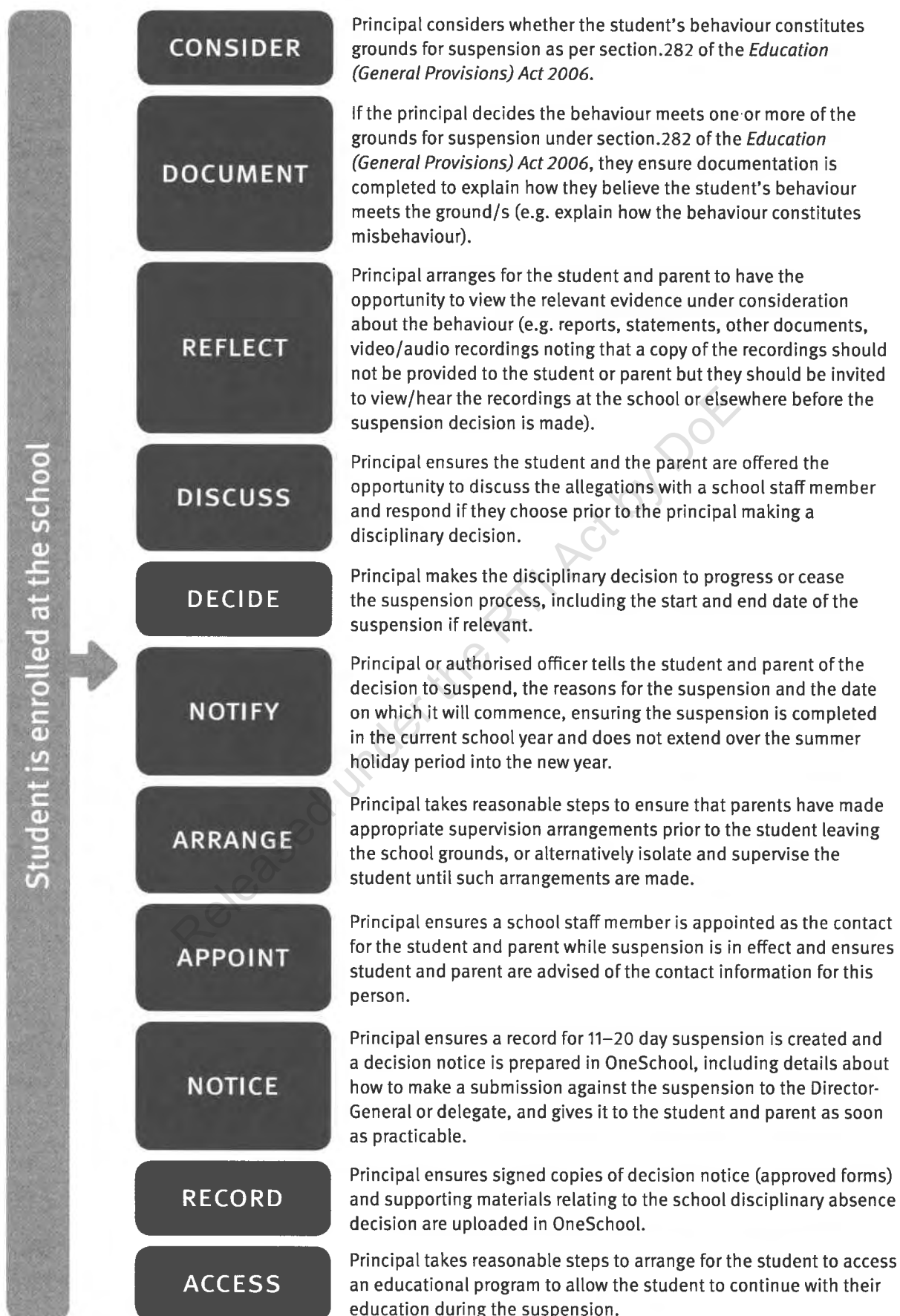
- Code of Conduct for the Queensland Public Service
- Department of Education standard of practice
- Enrolment in state primary, secondary and special schools
- Ombudsman Good Decision-Making Guide
- Student discipline procedure
- Fact sheet – Student Code of Conduct
- Fact sheet – Charge-related suspension
- Principal guidelines – student discipline



## Flowchart: Suspensions (1–10 days)



## Flowchart: Suspensions (11–20 days)





# Fact sheet

## Charge-related suspension

A charge-related suspension may be imposed if the principal is reasonably satisfied that the student has been charged with a serious offence or an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.

### Grounds for suspension

As per the *Education (General Provisions) Act 2006*, each of the following is a ground for charge-related suspension:

- the student is charged with a serious offence (as defined by Chapter 1 of the *Working with Children (Risk Management and Screening) Act 2000*);
- the student is charged with an offence, other than a serious offence, and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.

### Duration of charge-related suspension

A charge-related suspension does not have a pre-determined end date; it continues until the charge is dealt with or until the principal decides that the student can attend school (they do not need to be completed in the current school year).

Dealt with, in relation to a charge against a student for an offence, means any of the following:

- student is acquitted or convicted of the charge
- student is convicted of another offence arising out of substantially the same acts or omissions as those constituting the charge
- the charge is withdrawn or dismissed or the trial is discontinued.

### Key information

- There is no requirement that a student *must* be placed on a charge-related suspension. The decision to place a student on a charge-related suspension must incorporate a comprehensive assessment of the risk and an exploration of strategies that may be implemented at school to mitigate identified risks.
- Principals are the only staff members with the power to make a decision about the use of suspension for an enrolled student.
- Principals may authorise a deputy principal, head of school or head of campus to tell a student and parent of their decision to suspend.
- The suspension takes effect from the time the principal or authorised officer tells the student and their parent about it.
- Requesting the Director-General to obtain information from the Queensland Police Commissioner for the purpose of student disciplinary decisions may be used to inform a principal's decision-making in relation to charge-related suspensions. Follow up requests should be made in order to obtain information about the current status of the charges. Once dealt with, a final decision must be made.
- As soon as the charge is dealt with, principals must move forward with a decision about ending the charge-related suspension or **progressing to exclusion**.
- Students cannot be excluded on the grounds of their charges — they can only be excluded if they are convicted of an offence **and** the principal is reasonably satisfied that it is not in the best interests of other students or staff for the student to attend the school.

- Principals may however, propose to exclude the student regardless of the outcome of the student's charges if, through re-evaluation of circumstances, they are able to demonstrate that the student's attendance at the school would pose an unacceptable risk to the safety and wellbeing of other students or staff.

### Principals

- May use the Risk assessment — behaviour, safety and wellbeing prior to identifying an appropriate disciplinary response or intervention (for offences other than serious offences) and retain a copy in the student's OneSchool record.
- Must be able to justify the ground for charge-related suspension where a student has been charged with **an offence, other than a serious offence**, with comprehensive explanation and evidence, explaining how the student's behaviour specifically meets the identified ground/s. For example why the Principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.
- Do not need to demonstrate satisfaction that it would not be in the best interest of others for the student to attend the school while the charge is pending **where a student is charged with a serious offence** (as defined by Chapter 1 of the *Working with Children (Risk Management and Screening) Act 2000*).
- Ensure the student and parent are offered the opportunity to discuss the allegations and respond if they choose prior to the principal making a disciplinary decision.
- Ensure a **regional case manager** is appointed as the contact for the student and parent while the charge-related suspension is in effect and communicate this information to the student and parent.
- Take reasonable steps to arrange for the student's access to an educational program that allows the student to continue the student's education during the suspension.
- Use only the letters and approved forms available in OneSchool.
- Provide details about making a submission against the suspension decision to the Director-General or delegate with the written notice.
- Ensure signed copies of the decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool (no hard copies of the information received from the Queensland Police Commissioner are kept by the school or saved in OneSchool outside the 'Confidential Attachment').
- If the parent advises that they are ending the enrolment of their child at the school, must advise that the charge-related suspension (and therefore the enrolment) will remain in effect until a final decision has been made.

### Students

- ✓ Can make an **appeal submission to the Director-General or delegate** against charge-related suspension decisions.
- ✗ May not attend any state school or any school activity while suspended. Parents are responsible for their children during the period of suspension.
- ✗ While on a charge-related suspension, must maintain their enrolment at the school and may not be enrolled at any other state school (other than distance education) in Queensland until a final decision is made.

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

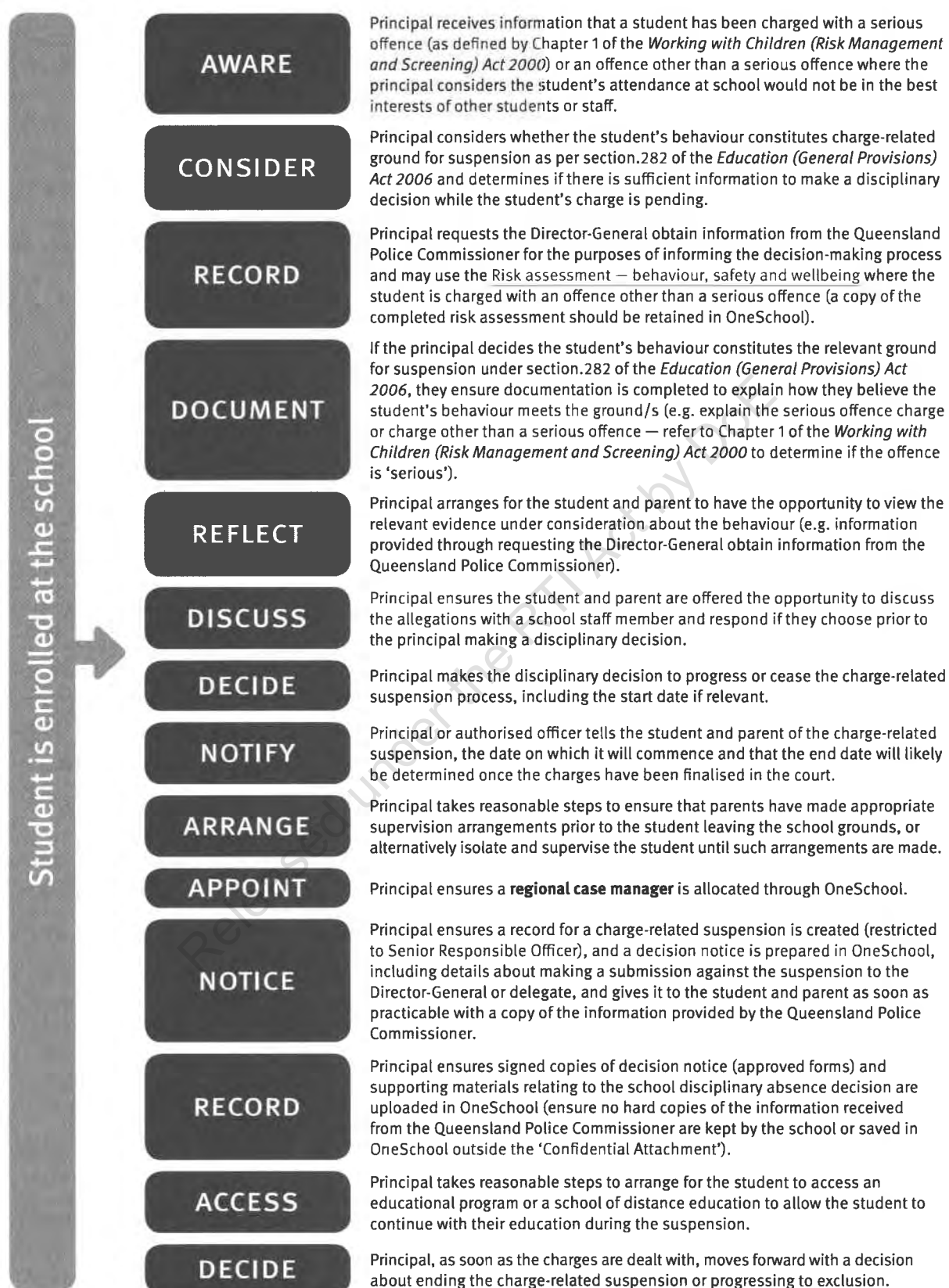
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**Queensland  
Government**

## Flowchart: Charge-related suspensions



\* At any time throughout the charge-related suspension, the principal may seek an update on the status of the student's charges through an additional request to the Director-General to obtain information from the Queensland Police Commissioner.



Insert School Logo

Department of Education

NAME OF SCHOOL

**Instrument of Authorisation**

**Requirement to tell a student about a suspension under Chapter 12,  
Part 3, Division 2 of the *Education (General Provisions) Act 2006*  
(‘EGPA’)**

I, (NAME OF PRINCIPAL), Principal of (NAME OF SCHOOL), **authorise** the persons who are from time to time the holders of the position of (Deputy Principal, Head of School, Head of Campus) at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A (Deputy Principal, Head of School, Head of Campus) who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a (Deputy Principal, Head of School, Head of Campus) tells the student about my decision, as per section 283(2) of the EGPA.

\_\_\_\_\_  
NAME OF PRINCIPAL

NAME OF SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

\_\_\_\_\_  
DATE

Insert School Logo

Department of Education

NAME OF SCHOOL

### Instrument of Authorisation

#### **Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')**

I, (NAME OF PRINCIPAL), Principal of (NAME OF SCHOOL), **authorise** the persons who are from time to time the holders of the position of (Deputy Principal, Head of School, Head of Campus) at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of (Deputy Principal, Head of School, Head of Campus) to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A (Deputy Principal, Head of School, Head of Campus) who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a (Deputy Principal, Head of School, Head of Campus) tells the student about my decision, as per section 293(3) of the EGPA;
- when a (Deputy Principal, Head of School, Head of Campus) tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

\_\_\_\_\_  
NAME OF PRINCIPAL

NAME OF SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

\_\_\_\_\_  
DATE

# Out-of-school hours detention — consent form

## Student's details

<b>Student name:</b>	
<b>Class:</b>	

## Reasons for detention

Outline the circumstances and behaviours that may warrant a detention (in line with Student Code of Conduct)
--

## Activity details

<b>Day and date</b>	
<b>Times</b>	
<b>Location</b>	classroom, office etc.
<b>Description</b>	what the student will be doing e.g. school work, revision of school rules and policies, restorative practices, etc.
<b>Potential hazards</b>	as appropriate
<b>Transportation</b>	detail how the student will be getting to the activity, e.g. parent transport
<b>Dress code</b>	e.g. uniform or other suitable clothing to be worn
<b>Items to bring</b>	e.g. school work, food or drink
<b>Medical requirements</b>	Information relevant to students with medical requirements e.g. due to conditions such as diabetes, asthma, travel sickness, allergies or anaphylaxis





**Principal's authorisation**

- ☐ I have made this decision under section 276 of the *Education (General Provisions) Act 2006*.
- ☐ A risk assessment has been completed and a risk management plan developed where necessary
- ☐ Parents have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur
- ☐ Parents have been consulted about suitable times for the detention to be completed within the parameters set by the school
- ☐ Parents have been informed of:
- ☐ location and duration of the detention
  - ☐ their responsibility to arrange travel/supervision to and from the detention, where appropriate

<b>Principal's name:</b>	
<b>Principal's signature:</b>	<b>Date:</b>

**Parent's consent**

- ☐ I have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur
- ☐ I have been consulted about suitable times for the detention to be completed within the parameters set by the school
- ☐ I have been informed of:
- ☐ the location and duration of the detention
  - ☐ my responsibility to arrange travel/supervision to and from the detention (if necessary)
- ☐ I give consent for my child to participate in the out-of-school hours detention detailed above.








<b>Parent's name:</b>	
<b>Parent's signature:</b>	<b>Date:</b>





# Principal guidelines – Student discipline



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## Introduction

The Department of Education is committed to ensuring that every day, in every lesson, every student in state schooling is learning and achieving within a safe, supportive and disciplined learning environment. Discipline in this context describes teaching and supporting students to follow established rules and expectations of behaviour in the school setting.

The *Education (General Provisions) Act 2006* explicitly makes principals responsible for controlling and regulating student discipline in the school. Principals are thus afforded a number of powers under the *Education (General Provisions) Act 2006* to support them to discharge this important responsibility, including the authority to decide to suspend, exclude or cancel the enrolment of a student at the school. These disciplinary consequences are 'last resort' options for principals when other strategies to assist students to understand and respond appropriately to the behavioural expectations have failed.

The *Principal guidelines – student discipline* provide detailed information on processes associated with implementing the following procedures:

- Student discipline
- Refusal to enrol – Risk to safety or wellbeing
- Cancellation of enrolment
- Temporary removal of student property by school staff.



## Support for schools

In addition to resources available at each school through staffing allocations, additional targeted funding is provided each semester to regions as part of the Whole School Support — Student Learning Resource (WSS-SLR). Regions consult with school principals to determine the best use of these funds, which may include direct payments to schools.

A number of regional positions are funded directly by Central Office to provide support and assistance in school discipline and student behaviour, such as (but not limited to) Positive Behaviour for Learning Coaches, Autism Coaches and Success Coaches.

Central Office also allocates funds to 15 Positive Learning Centres (PLCs) across Queensland, providing \$30,000 per semester and two full-time equivalent staffing numbers to support their operation.

PLCs are a service for students enrolled at a Queensland state school who require complex, specialist support for their behaviour. The referral and access processes vary across regions, and principals are encouraged to contact the Regional Office for further information.

### Key contacts

Principals should contact their assistant regional director in the first instance to discuss regional support available for school discipline and student behaviour matters.



## Relevant legislation

Procedures provide step-by-step processes that should be followed in response to legislation, directives, standards or policy.

Legislation relevant to *Student discipline, Refusal to enrol – Risk to safety or wellbeing, Cancellation of enrolment, Temporary removal of student property by school staff and Restrictive practices* procedures include:

- *Anti-Discrimination Act 1991 (Qld)*
- *Child Protection Act 1999 (Qld)*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Commonwealth Disability Discrimination Act 1992*
- *Commonwealth Disability Standards for Education 2005*
- *Criminal Code Act 1899*
- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2017*
- *Human Rights Act 2019*
- *Information Privacy Act 2009*
- *Judicial Review Act 1991*
- *Right to Information Act 2009*
- *Police Powers and Responsibilities Act 2000*
- *Working with Children (Risk Management and Screening) Act 2000*
- *Work Health and Safety Act 2011*
- *Work Health and Safety Regulation 2011.*



## Acronyms

Acronym	Title
<b>ADG</b>	Assistant Director-General
<b>DDA</b>	<i>Disability Discrimination Act</i>
<b>DDG</b>	Deputy Director-General
<b>EGPA</b>	<i>Education (General Provisions) Act 2006</i>
<b>FBA</b>	Functional Behaviour Assessment
<b>NAATI</b>	National Accreditation Authority for Translator and Interpreters
<b>PBL</b>	Positive Behaviour for Learning
<b>PLC</b>	Positive Learning Centre
<b>QCAT</b>	Queensland Civil and Administrative Tribunal
<b>QPC</b>	Queensland Police Commissioner
<b>QPS</b>	Queensland Police Service
<b>SDA</b>	School Disciplinary Absence

## Definitions

<b>Appropriately authorised</b>	Deputy principal, Head of School or Head of Campus who has been authorised to communicate the principal's decision about school disciplinary absences. The <u>Instrument of Authorisation</u> must be used to record this authorisation.
<b>Approved form</b>	Approved form for a school disciplinary absence (SDA) located in OneSchool.
<b>Charge-related ground</b>	As outlined in s.282 of the <u>Education (General Provisions) Act 2006 (Qld)</u> (EGPA), a charge-related ground is where the student is either charged with a serious offence or the student is charged with an offence other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending.
<b>Compulsory participation phase</b>	<p>A young person's compulsory participation phase starts when the person stops being of compulsory school age; and ends when the person:</p> <ul style="list-style-type: none"> <li>gains a certificate of achievement, senior statement, certificate III or certificate IV; or</li> <li>has participated in eligible options for 2 years after the person stopped being of compulsory school age; or</li> <li>turns 17 years.</li> </ul>
<b>Compulsory school age</b>	A child is of compulsory school age if the child is at least six years and six months and less than 16 years of age. However a child is no longer of compulsory school age if the child has completed Year 10.
<b>Conduct</b>	Conduct refers to the behaviour of a student specifically described in section.282 (c) (d) and section.292 (c) (d) of the EGPA. Conduct of a student also includes that which does not happen on school premises, or during school hours. Conduct of a student includes an omission to perform an act by the student.
<b>Dealt with</b>	<p>Dealt with in relation to a charge against a student for an offence means any of the following:</p> <ul style="list-style-type: none"> <li>the student is acquitted or convicted of the charge</li> <li>the student is convicted of another offence arising out of substantially the same acts or omissions as those constituting the charge</li> <li>the charge is withdrawn or dismissed or a nolle prosequi (a prosecutor's decision to voluntarily discontinue criminal charges either before trial or before a verdict is rendered) or no true bill (the prosecution decides not to present an indictment against an accused person after the accused person has been committed by a Magistrates Court to stand trial in a superior court, thereby ending the prosecution) is presented in relation to the charge.</li> </ul>

**Disciplinary consequences and decision**

Disciplinary consequences and decisions may include suspension or exclusion of a student. They can also include other strategies such as detention, discipline improvement plans, etc.

Detentions, discipline improvement plans, drug and alcohol education programs and other disciplinary consequences are optional strategies that can be implemented by a principal. The range of possible disciplinary consequences should be discussed with the community during the consultation phase of the Student Code of Conduct.

**Discipline improvement plan**

A discipline improvement plan is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.

**Eligible education and training options (and providers)**

Eligible option	Provider
an educational program provided under the <i>Education (General Provisions) Act 2006</i>	a state school
an educational program provided under the <i>Education (Accreditation of Non-State Schools) Act 2017</i>	a non-state school
a course of study under the <i>Tertiary Education Quality and Standards Agency Act 2011</i> (Cwlth)	a registered higher education provider
a VET course under the <i>National Vocational Education and Training Regulator Act 2011</i> (Cwlth)	a registered training organisation
an apprenticeship or traineeship under the <i>Further Education and Training Act 2014</i>	a registered training organisation
a departmental employment skills development program under the <i>Further Education and Training Act 2014</i>	the chief executive administering the <i>Further Education and Training Act 2014</i>

**Emergency circumstances**

Emergency circumstances may include where the life, health, safety or welfare of a student, staff member or other members of the school community or public are at immediate risk.

**Last resort**

Means that evidence based positive and proactive approaches for reducing behavioural risk have failed to reduce that risk or the risk is increasing due to behavioural escalation. Last resort responses of suspension or exclusion are a final course of action when no other alternative is available and likely to reduce risk.

**Natural justice**

There are generally considered to be three aspects of natural justice:

1. The notice requirement

The notice to the affected person must identify the critical issues and contain sufficient information for the person to be able to participate meaningfully in the decision-making process.

2. The fair hearing rule

A fair hearing means that the affected person is given a reasonable opportunity to 'speak or respond' and also that the decision-maker genuinely considers the affected person's submission in making the decision.

3. The lack of bias rule

The person making the decision must act impartially in considering the matter. Bias is a lack of impartiality for any reason and may be in favour of or against the affected person. It may arise from the decision-maker having some financial or other personal interest in the outcome of the decision (conflict of interest), or giving the impression that they have prejudged the issue to be decided (prejudgement). Bias can be actual or apprehended. Apprehended (or the appearance of) bias is judged by whether a fair-minded observer properly informed as to the facts or the nature of the proceedings or process might reasonably apprehend that the decision-maker might not bring an impartial or unprejudiced mind to the resolution of the issue.

**Parent**

A child's mother, a child's father, a person who exercises parental responsibility and a person standing in the place of a parent of a child on a temporary basis. This may include the Office of the Public Guardian or a Child Safety Officer.

**Principal**

There is one principal appointed to a school, and this is the only staff person with the authority to make suspension, exclusion or cancellation decisions. This authority is **not afforded** to anyone who reports to the principal, such as principal senior school, campus principal, head of campus, head of department, head of junior school, deputy principal etc.

**Procedural fairness**

Procedural fairness comprises two elements:

- the right to be told the allegations against you, a reasonable opportunity to see and consider the evidence relied upon by the decision maker, and a reasonable opportunity to present your case and be given a fair hearing before the decision is made
- the right to have a decision made by an unbiased decision maker.

**Prospective student**

An applicant for enrolment at a Queensland state school.

**Reasonable time  
(in relation to temporary  
removal of student  
property)**

This is determined based on the nature of the item temporarily removed from the student, the risk to wellbeing to student and others, and the involvement of external agencies such as the Queensland Police Service. Factors that will inform a decision about what constitutes reasonable time will be:

- 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.

**Redact**

Redaction or de-identification is the process of obscuring information that cannot be disclosed. This is done by blocking out individual words, sentences or paragraphs or removing sections or whole pages from a document prior to its release or publication.

**Regional case manager**

Department of Education employee appointed by the regional director or delegate.

**Serious offence**

A serious offence as defined by Chapter 1 of the *Working with Children (Risk Management and Screening) Act 2000 (Qld)*.

**State school staff**

A state school staff member employed by the chief executive at the school. This includes, but is not limited to:

- principals
- deputy principals
- teaching staff
- non-teaching staff.

The following positions are **not state school staff members** for the purposes of this procedure, and do not have the authority under this procedure to temporarily remove student property as they are not departmental employees:

- chaplains
- pre-service teachers
- school-based police officers
- school-based youth health nurses
- volunteers.

## Delegations

Delegations support effective and accountable decision making across the department and promote an appropriate balance of risk management and efficiency.

The department has four domains to delegate decision making for key risk areas, including legislative powers and obligations, financial risk, legal and regulatory compliance risk, as well as work occupational health and safety risks.

- Legislative delegations – enable a range of officers to carry out legislated powers or functions under specific legislative provisions that would otherwise need to be exercised by the Minister or Director-General.
- Financial and administrative delegations – enable the Director-General to give authority to officers to carry out finance functions to support the department's business.
- Human Resources delegations – enable the Director-General to give authority to officers to carry out a wide range of human resource management powers for the efficient and proper management and functioning of the department.
- Procurement and purchasing delegations – enable the Director-General to give authority to officers to approve the acquisition of goods and services, including capital works (building and construction) to meet the business needs of the department.

Principals are afforded a number of legislative powers under the *Education (General Provisions) Act 2006* and by the Director-General to support them to control and regulate student discipline. These provisions **cannot be delegated** to other staff who report to the principal, such as principal senior school, campus principal, head of campus, head of department, head of junior school, deputy principal etc.

Principals are the only staff who have the authority to make decisions about:

- suspension for up to 20 school days
- charge-related suspension
- exclusion for fixed period or permanently
- cancellation of enrolment
- referring to the Director-General a decision regarding refusal to enrol
- requests to the Director-General for information about student charges or convictions
- periodic review of decision to exclude permanently.

### Notification authorisation

A principal is not able to delegate their authority to make decisions about suspension or exclusion, however they may authorise a deputy principal, head of school and/or head of campus to tell a student and their parent/s about the suspension or exclusion decision. Written notification, on the approved form, for the decision must still be signed and sent by the principal (or acting principal in their absence).

Principals must document authorisation they give to a deputy principal, head of school and/or head of campus for evidentiary purposes, should any challenge be made. An Instrument of Authorisation could be either a standing or one-off authorisation.

A copy of the Instrument of Authorisation can be found under the Appendix and the Student discipline procedure.



## Complaints

The Department of Education is committed to responding to customer complaints in an accountable, transparent, timely and fair way. Complaints are managed in accordance with the Customer complaints management framework, policy and procedure.

A customer complaint involves an expression of dissatisfaction about the service or action of the department, or its staff, when the customer is directly affected by the service or action.

For customer complaints about school matters, parents are encouraged to use the following three step approach:

1. **Early resolution:** raise concerns at the point where the problem or issue arose by making an appointment at the school to discuss the complaint with their child's teacher or the principal.
2. **Internal review:** if, after taking the early resolution step, parents are dissatisfied with the outcome of their complaint or how the complaint was handled, they can ask the regional office to conduct a review within 28 days of receiving the complaint outcome.
3. **External review:** if parents are dissatisfied after the internal review, they may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review.

All principals and state school staff should be aware that students or parents may seek external review of any principal, Regional Director or Director-General decision relating to suspension, exclusion, cancellation of enrolment, or refusal to enrol.

### Queensland Ombudsman

Students or parents that have a complaint about a state government department or agency, such as a state school, can also access the services of the Queensland Ombudsman. This includes complaints about handling of bullying incidents and decisions about suspension and exclusion.

The Ombudsman Act 2001 provides special powers to support investigations, including powers to:

- make preliminary inquiries to decide whether a complaint should be investigated;
- investigate informally;
- investigate formally, using coercive powers.

Most investigations are completed informally and cooperatively. However, the Queensland Ombudsman has formal powers to obtain answers and access documents. They also have the power to enter and inspect premises.

The Queensland Ombudsman can make recommendations to rectify unlawful, unfair or unreasonable decisions and improve administrative practices.

While the majority of the investigations are based on complaints, investigations into serious systemic issues may be initiated by the Ombudsman. These investigations are often released publicly to bring these issues to the attention of parliament, the public sector and the general public.

To make a complaint, students or parents can use the online form or contact the Queensland Ombudsman

- In person: Queensland Ombudsman, Level 18, 53 Albert Street, Brisbane, QLD 4000; or
- By mail: Queensland Ombudsman, GPO Box 3314, Brisbane, QLD 4001; or
- By phone: 3005 7000 or 1800 068 908 (Toll free outside Brisbane only).



## Translating and interpreting

All Queensland Government agencies, including state schools, are required to provide and pay for qualified interpreting services for customers (such as parents of students) who are hearing impaired or have difficulties communicating in English.

It is important all staff are aware of the requirements under the [Queensland Language Services Policy](#) and the [Queensland Language Service Guidelines](#).

These guidelines detail responsibilities and obligations regarding:

- when and how to engage qualified interpreters
- procedures to obtain interpreters in planned and unplanned (emergency) situations
- how to respond to and distribute the Queensland Interpreter Card
- budget considerations for the payment of interpreters
- the benefits and importance of working with qualified interpreters for effective communication in legal, health and other government situations.

**Refusing to provide these services may be considered discrimination under the [Anti-Discrimination Act 1991 \(Qld\)](#).**

### Determine if you require a translator or interpreter

Check if the parent or student:

- has trouble communicating in English—refer to the [Queensland Language Services Guidelines](#) for help determining this
- presents a [Queensland Interpreter Card](#)
- is deaf or hearing impaired.

### Find the right service

To help find the right type of service check:

- if immediate on-the-phone or onsite interpreting is required (video conferencing or Skype services may be available)
- the parent or student's language and dialect (indicated on their [Queensland Interpreter Card](#) if presented)
- if there are specific cultural requirements or sensitivities such as gender or ethnicity of the interpreter
- if the provider is appropriately qualified (certified or recognised by the certifying body National Accreditation Authority for Translators and Interpreters (NAATI)).

### Service providers

A Standing Offer Arrangement has been established for the provision of interpreting and translation services. This is a statewide whole-of-government arrangement available to all Queensland Government agencies and other eligible Queensland Government-funded service providers.

In accordance with principle 5.3 of the Queensland Procurement Policy, common-use supply arrangements are mandated for use to achieve savings and benefits wherever practical. For more information, contact [betterprocurement@hpw.qld.gov.au](mailto:betterprocurement@hpw.qld.gov.au)



Access the following list of service providers, depending on your customer's needs:

### Translating and interpreting service providers

- [2M Language Services](#)
- [Auslan Connections](#)
- [Ezispak](#)
- [Translationz](#)
- [Language Loop](#)
- [ONCALL Interpreters and Translators](#)

### Aboriginal and Torres Strait Islander languages interpreting

- [2M Language Services](#)

### Telephone typewriter (TTY) services

- [The National Relay Service](#)



#### What you need to know

- Interpreters without NAATI credentials should only be used when the situation is an emergency and a qualified interpreter is unavailable. The potential for misinterpretation, addition of personal opinions or advice and/or misreading of language or cultural nuances is increased by using interpreters that are not qualified.
- NAATI provides an online resource to verify the NAATI credential.
- Bilingual/multilingual staff can support customers speaking their common languages, but they should not be used by agencies instead of qualified interpreters.
- Aboriginal and Torres Strait Islander languages are unique to Queensland. Make sure that interpreters are qualified in Queensland Aboriginal and Torres Strait Islander languages when using interstate language service providers.

## Record keeping — OneSchool

OneSchool provides extensive guidance on recording behaviour incidents, school actions and school disciplinary absences (SDA). Under no circumstances, should non-departmental employees such as chaplains be given access to OneSchool records.

Using the hyperlinks provided below you can link directly to guidance on using OneSchool to record a:

- [contact with parent](#)
- [behaviour incident](#)
- [1–10 day suspension](#)
- [11–20 day suspension](#)
- [charge-related suspension](#)
- [suspension pending exclusion](#)
- [cancellation of enrolment](#).

Principals who make a request for access to information on student charges or convictions also have sole permission to use the [Confidential Attachment](#) to view such reports.

One of the most critical aspects all users of OneSchool must remain sensitive to when entering data or reports is the type of information they record, language used and potential audience who may access that record in the future – including students and parents.

To enable accurate record keeping, principals should ensure copies of all signed approved forms and attachments used in the decision-making process are saved in the student's OneSchool behaviour record.

### Approved forms

Approved forms, which include letters and decision notices, must be used to record and communicate decisions about suspension, exclusion, cancellation of enrolment or refusal to enrol. The approved forms are located in OneSchool for suspension, exclusion and cancellation of enrolment. For refusal to enrol forms, please see the procedure on the [Policy and Procedure Register](#).

Only these versions of the forms should be used, and **under no circumstances should versions be saved onto local computers and reused**.

Approved forms have been through an official Department of Education approval process, and it is a legislative requirement to use these forms. Any alteration or out of date forms used may invalidate the decision being made.

Signed and dated copies of all approved forms should be uploaded to the student's behaviour record on their OneSchool profile.

Chief Executive notices (including template documents for *periodic review of permanent exclusion decision*) can be accessed by Department of Education employees via OnePortal by searching 'School discipline approved forms'.

### Tone of language

Users of OneSchool need to manage the tone of their writing so messages will have the results they intended to convey, and avoid comments being misconstrued. Tone is the quality in writing that reveals an attitude towards topic and reader. It is easy for tone to slip from professional to casual. Records are permanent in OneSchool, so all staff must take great care when making an incident report. When writing your records, it is important to take care not to use language that is judgmental, condescending or inflammatory.

All records should be prepared clearly and with professionalism. Consideration to the following should be given:

- records in OneSchool remain the property of the Department of Education but may be shared with parents, students or other agencies
- avoid use of contentious, highly emotional or highly sensitive language
- data will be available to a wider Department of Education audience
- include concrete observations, without judgements.

## Data entry

Electronic data entry affords the OneSchool user an opportunity to quickly add to a student record. With this capability, the following considerations are of note:

- accuracy of detail
- appropriate language
- electronically recorded information is permanent.

There is capacity to save emails in OneSchool, such as:

- recording a contact with a parent (if choosing email as the contact type)
- notification to users of behaviour referrals and the provision of additional information regarding a behaviour incident to other school staff.

With this capability, the following considerations are of note:

- appropriate response times
- use of only the department's email system to correspond
- emailing parents only when they have agreed that email is an appropriate form of communication and have volunteered their email address
- consistency with professional practices as with other correspondence – this includes grammar, formatting and salutation
- use of a signature block.

Content that might be considered **acceptable**:

- informing parents about their child's academic performance
- general information about class activities – homework, tests
- arranging a meeting or phone call regarding a student issue
- follow up of a non-sensitive issue.

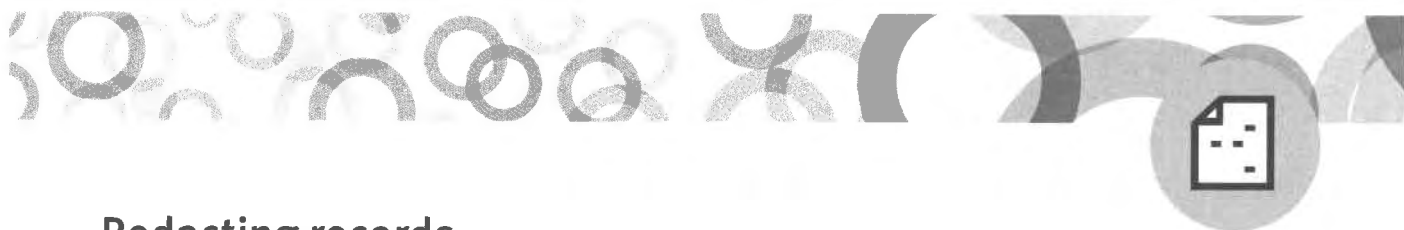
Content that might be considered **unacceptable**:

- information relating to other students
- any sensitive student information
- negative discussion related to other staff, parents or community members
- personal information about the student, other students, or staff members.



### What you need to know

- It is critical that staff only use the roles they are assigned to access OneSchool records.
- Login details and passwords should **never** be shared with other staff.
- **All information stored about a student in OneSchool may be provided to the parent or the student, including records about behaviour incidents.**
- All information in OneSchool is subject to a Right to Information request and may be accessed and published by the media.
- All contact with parents should be noted as soon as practical in the student's OneSchool record, with copies of any emails, reports or letters sent to the student or family also saved in this component of OneSchool.
- In the free text component of the Behaviour Wizard, it is vital that when staff are preparing a record of an incident that they take great care to enter concrete observations only, and avoid making emotional or judgemental statements.



## Redacting records

Prior to releasing or sharing records, it is essential that every effort is made to redact sensitive or private information from documents. The department is required to provide a copy of all information used by the principal to make a disciplinary decision such as suspension, exclusion, cancellation of enrolment or refusal to enrol. This may include:

- OneSchool Student Profile
- OneSchool Record of Contact
- OneSchool Behaviour Records
- OneSchool Personalised Learning Plan
- emails
- student statements
- incident reports
- behaviour risk assessment.

### What is redaction?

Redaction is the process of obscuring information that cannot be disclosed by blocking out individual words, sentences or paragraphs or removing sections or whole pages from a document prior to its release or publication.

There are a number of redaction methods, whichever method is used the end result must ensure that the text that has been removed from the document cannot be seen or 'guessed' by the reader. This means ensuring that the text in the document is sufficiently obscured so that it cannot be deciphered. In some cases it may be important to ensure that the length of the blocked out text does not allow the original text to be ascertained.

The type of information that may need to be redacted prior to release or sharing of records includes:

- names, initials and nicknames of other students
- social media account usernames
- school usernames (e.g. MIS ID)
- addresses
- signatures
- date of birth
- descriptions of student
- staff names
- handwriting (if that may identify a student)
- gender of individuals (e.g. he/she, boys/girls).

Following are explanations of some redaction methods.



## **Manual redaction**

Manual redaction methods are those the department can use to physically obscure text on a paper copy of the document prior to publication or release. The original record must never be redacted. Redaction of physical records must always be carried out on a copied version of the document.

### **Cover-up — use of tape or paper to obscure the text**

- Make a photocopy of the original document.
- On the copied document use tape or paper to cover up the areas of text to be hidden, ensuring that no parts of the hidden words are visible.
- Make a photocopy of the redacted document.
- Provide the copy of the redacted document to the student and family.
- Retain a copy as a record of what was provided.

### **Blacking/whiting out — use of black marker or correction fluid to obscure the text**

- Make a photocopy of the original document.
- On the copied document use a black marker pen or correction fluid to block out the areas of text to be hidden, ensuring that no parts of the hidden words are visible.
- Make a photocopy of the redacted document.
- Provide the copy of the redacted document to the student and family.
- Retain a copy as a record of what was provided.

The same process should be followed when using correction fluid. It is important to make a photocopy of the redacted document when using correction fluid or black marker because the correction fluid can be removed or the redacted text may be viewed from the reverse side of the document.

### **Scalpel — use of cutting tools to remove the text**

- Make a photocopy of the original document.
- Cut the information to be redacted from the photocopy.
- Make a photocopy of the redacted document.
- Provide the copy of the redacted document to the student and family.
- Retain a copy as a record of what was provided.

## Electronic redaction

As with manual methods of redaction the original version of an electronic record must never be redacted. Redaction of electronic records must always be carried out on a copied version of an electronic document.

Records may be redacted electronically in their original format (e.g. MS Word) using deletion tools. However, staff must exercise caution if using this method. It is possible that deleted information may still be recoverable because there is a potential for information to remain hidden within non-displayable portions of the document. In addition, converting an MS Word document to Adobe Portable Document Format (PDF) does not automatically remove all of the document's metadata. (Metadata is the information about the document, e.g. filename/document creator/corrections made).

Documents that have not been redacted using specific redaction software (see below), should only ever be provided in hardcopy format. However, if the redacted copy is required in an electronic format, staff could use a scanner to scan a hardcopy of the redacted document into an appropriate format, such as PDF, and provide the applicant with a PDF version of the document.

## Redaction software

Effective electronic redaction requires the actual removal of the text or image data from the electronic record. That is, the text and images are completely removed from the document to ensure the information cannot be recovered.

If staff wish to use redaction software they should seek advice from the appropriate Information Technology personnel in the department.



## Guiding principles — disciplinary decision making

All state school employees are required to act in accordance with the *Public Service Act 2008* as well as departmental policies and procedures, including the Student Protection procedure, the Code of Conduct for the Queensland Public Service and the department's Standard of Practice.

In managing a student disciplinary matter, principals and other school staff will:

- interact with students, families and staff in a friendly, courteous and professional way
- protect student and staff confidentiality and privacy as much as possible
- act independently, impartially and in the public interest
- act fairly and observe the rules of natural justice
- conduct investigations into reported behaviour incidents in a timely manner without undue delays in the investigation process
- inform any person who is the subject of an investigation (at an appropriate time) of the substance of any allegations against them, and provide them with a reasonable opportunity to respond to the allegations
- inform any other person whose interests or legitimate expectations are, or are likely to be, adversely affected by an investigation finding, and provide them with a reasonable opportunity to respond before a report is issued
- gather all relevant evidence and information to establish the facts of the matter under investigation
- apply an objective investigation standard equitably to all parties
- evaluate the effectiveness of processes established within the department and at educational institutions
- base investigation findings on sound reasoning and relevant evidence.

### Procedural fairness

Procedural fairness (or natural justice) applies to any decision that can affect the rights, interests or expectations of individuals, including students. Procedural fairness is an integral element of a professional investigation and acts as a safeguard for the individual whose rights are being affected. The rules of procedural fairness are:

- avoid bias
- give a fair hearing.

These rules have been designed to ensure that all decision-making is fair and reasonable.

The success of an investigation will often rely on the integrity and ability of the person conducting it to ensure that individuals are afforded the opportunity to provide their version of events. This enables an individual to comment on any facts that might be detrimental or adverse to them.

### Balance of probabilities

The balance of probabilities test requires the decision maker to weigh up all the material gathered and decide, on balance, whether the evidence supports the allegation and can 'more likely than not' be capable of being substantiated.



## Record keeping

Schools are strongly encouraged to use registered post when giving students and parents SDA notices. Registered post provides evidence that the physical documents have been received and the date this occurred.

## International students (visa subclass 500)

Students on visa subclass 500 (schools sector) are subject to additional policies and procedures through Education Queensland International. Principals of state schools that are accredited by Department of Education International to deliver international student programs must comply with the requirements set out in these policies and procedures when addressing behaviour management of students on visa subclass 500.

Released under the RTI Act by DoE





## Investigating incidents

This section provides suggested approaches to investigating reported behaviour incidents, including guidance on supporting vulnerable students in this process.

Following an incident, it is important that the information gathering process is thorough and provides all parties involved with an opportunity to present their version of events. Clear, consistent processes for gathering information can strengthen quality of the decision and better inform the responses of staff and the principal to the incident.



It is important that staff ensure procedural fairness (also known as natural justice) is provided to all students involved, this usually requires putting the facts to students and keeping an accurate record of their responses. Students have the right to hear allegations and respond.

To build an accurate picture of the event, staff may want to seek a statement or report from the student.

It is good practice for staff to have another adult present at an interview, if possible. This is particularly important if the student has complex needs or is considered a vulnerable student in terms of social, behaviour or communication, for example a student with intellectual disability or autism. In practical terms, seeking specialist staff support from a guidance officer, youth support worker or special education teacher is recommended to help support the discussion and information gathering. The emphasis here is on gathering details about the incident and hearing the student's side of the story not seeking to coerce an admission from the student.

The principal must have confidence in the evidence produced before making a decision about a school disciplinary absence. This can be afforded by considering the following and documenting a consistent process in the Student Code of Conduct to provide transparency to all members of the school community.

### Stage 1

- How do we know that an incident occurred?
- How do we know who was involved, both directly and indirectly?
- How will we address any immediate safety issues for our students or school?
- Under what circumstances might emergency services need to be contacted?
- Are we adhering to departmental procedures (e.g. Temporary removal of student property by school staff)?
- Do any of the students involved require assistance or additional support (e.g. Out of Home Care, English as an Additional Language or Dialect) to participate in information gathering?
- Do we need to determine who our best people are to interview students (considering the individual needs of different students)?
- What is our plan for managing situations where students make admissions that may have legal implications?

### Stage 2

- Did the behaviour involve one or more students? Did it involve bystanders, witnesses or electronic media such as the internet and/or mobile?
- Are there religious or cultural values to consider? Is a translator needed prior to speaking with students or families?
- Have we determined whether any other factors contributed to the student's behaviour?
- Emotional triggers? Family factors, peer relationships, health, mental health, trauma or personal tragedy? Medical conditions?
- Do we know the effect of the behaviour on the student/s involved, the school and the local community? Can we deal with this matter in another way?
- Where do we hold interviews with students? Are these places appropriate for privacy and safety reasons?

### Stage 3

- How will we demonstrate that we have gathered all the facts?
- How have we demonstrated that we conducted a fair and thorough investigation and documented all the information gathered?
- Who has investigated the incident?
- Was an incident report (e.g. MyHR) completed?
- Are all teachers and school staff familiar with the school process for information gathering after an incident?
- What is our plan for managing situations where students are questioned by the Queensland Police Service at school? Are we adhering to the department's Police and Child Safety Officer interviews and searches with students guideline?
- How is our plan clearly communicated to all students and parents?
- How do we communicate key issues within our school, such as a communication plan? Do we have a nominated person/s to update school staff about incidents of student behaviour?
- Do we need to appoint one person to manage the details about an incident and act as a key spokesperson for the school?
- Who does the incident affect? Have we considered the wider implications of the incident? Have we thought about the implications for teachers, school staff, students, board of trustees, parents and the wider community?
- Do we have a crisis/emergency management plan which looks at short-, medium- and long-term planning?
- If we suspect abuse, how and when is this reported?

Schools decide when the Queensland Police Service may be called to assist with an incident of student behaviour where it appears the student may have broken the law.



## Interview plan

- Record date/location/time.
- Ensure student knows your name and position in the school (e.g. deputy principal) before commencing interview.
- Remember you want to obtain facts – who, what, where, when, why and how.
- Don't assume anything – get clear, concise answers where possible. Begin the interview with open ended questions to get initial information; then closed questions to obtain details and to clarify any ambiguity.
- Avoid asking leading or multiple questions.

**Open questions:** allow the student to tell their story, provide details, their explanations and observations. For example, *"Tell me about what was happening when Ms Jones walked around the corner of J Block and found your group standing there?"*

**Closed questions:** call for a simple, informational answer. This type of question is useful to gather detail and clarify information but tends to restrict the person from articulating themselves and may elicit a yes or no answer. For example, *"Were you standing in an out of bounds area?"* These questions should be used to clarify information the student has already provided.

**Leading questions:** under no circumstances should students be asked leading questions, as these can misinterpret the information being collected, put words into the mouth of the student, and suggest a response. For example, *"Did you see the student pick up the stick?"* By asking this question, information may have been provided that the student was unaware of; such as not knowing the student picked up a stick.

**Multiple questions:** this is a question that contains two or more questions but is phrased as one. For example, *"Did you see the student pick up the stick and run around the playground and make verbal threats?"* Research shows that most people only answer the last part of a multiple question, therefore the information gathered may not be considered reliable.

## Script suggestion

I would like to talk to you today about (something/an incident) that has been reported to me. It is important that while we are talking:

- If I say something that you don't understand or if I get something wrong, tell me so I do understand.
- It is also really important that while we are talking today that you only talk about things that really happened, things that you heard and saw, do you understand that?
- Let me know if you need a break, ok.
- Tell me everything about.....(incident) by starting at the beginning.
- Now let's clarify the details. Tell me as much detail as you can remember.
- Who else was there?
- What did you see?
- When did it happen?
- Where did it happen?
- Why did it happen?
- How did it happen?
- Did anything else happen?

### Additional questions or prompts to clarify

- And then what happened?
- You told me about..... Tell me more about that part.
- I heard you .....(incident) tell me about that OR
- I have been told that you were/may have been present when this incident happened OR I believe that you may be able to provide some information about this incident.

### Alternative questions

- Introduce any exhibits/statements (state that who provided the statement is to remain confidential).
- Corroborator – Any questions/clarification.
- Summarise disclosures.
- Ask the student "Have I got all that information right?"
- Validation – Have you told anyone else about this? If so, who?
- Have you spoken to anyone about this?
- Did anyone tell you not to say anything about this matter?
- Do you have any questions?
- Advise the student of your next steps, what they can expect.
- Do you need any support or help in regards to this matter or any other matter?
- Thank them for meeting with you.
- Close.



## Requesting the Director-General to obtain information from the Queensland Police Commissioner for the purpose of student disciplinary decisions

A principal may request that the Director-General obtain information from the Queensland Police Commissioner (QPC) to inform disciplinary decision-making where it is reasonably suspected a student enrolled at their school may have been charged with, or convicted of:

- a. a serious offence as defined by Chapter 1 of the *Working with Children (Risk Management and Screening) Act 2000*; or
- b. an offence other than a serious offence, and the principal is required to consider whether the student's attendance at school would not be in the best interests of other students or of staff.

The principal **may not** make a request about a young person not enrolled at the school, nor use any information obtained from the QPC for any other purpose, e.g. refusing the enrolment of a prospective student.

The principal must consider whether the behaviour meets a ground for suspension or exclusion, taking into consideration the level of risk the continued attendance of the student potentially poses to the school community.

An example of an offence, that is not a 'serious offence' in Chapter 1, but where the student may pose an unacceptable risk to other students, could be a student who has been charged with a number of counts of arson and the charges involved setting fire to buildings while significant numbers of people were inside, without causing injury. In this instance, a principal may not be able to manage the potential risk the student poses to the safety of students and staff.

If it is reasonably suspected that a student at a state school has been charged with or convicted of an offence, the Director-General may:

- ask the QPC whether the student has been charged with, or convicted of, the offence and, if so
- for information about the charge or conviction, including a brief description of the circumstances of the charge or conviction.

Requests for information for the purpose of student disciplinary decisions must be made in accordance with the process outlined in this flowchart. Requests cannot be made directly to the Department of Justice and Attorney-General.



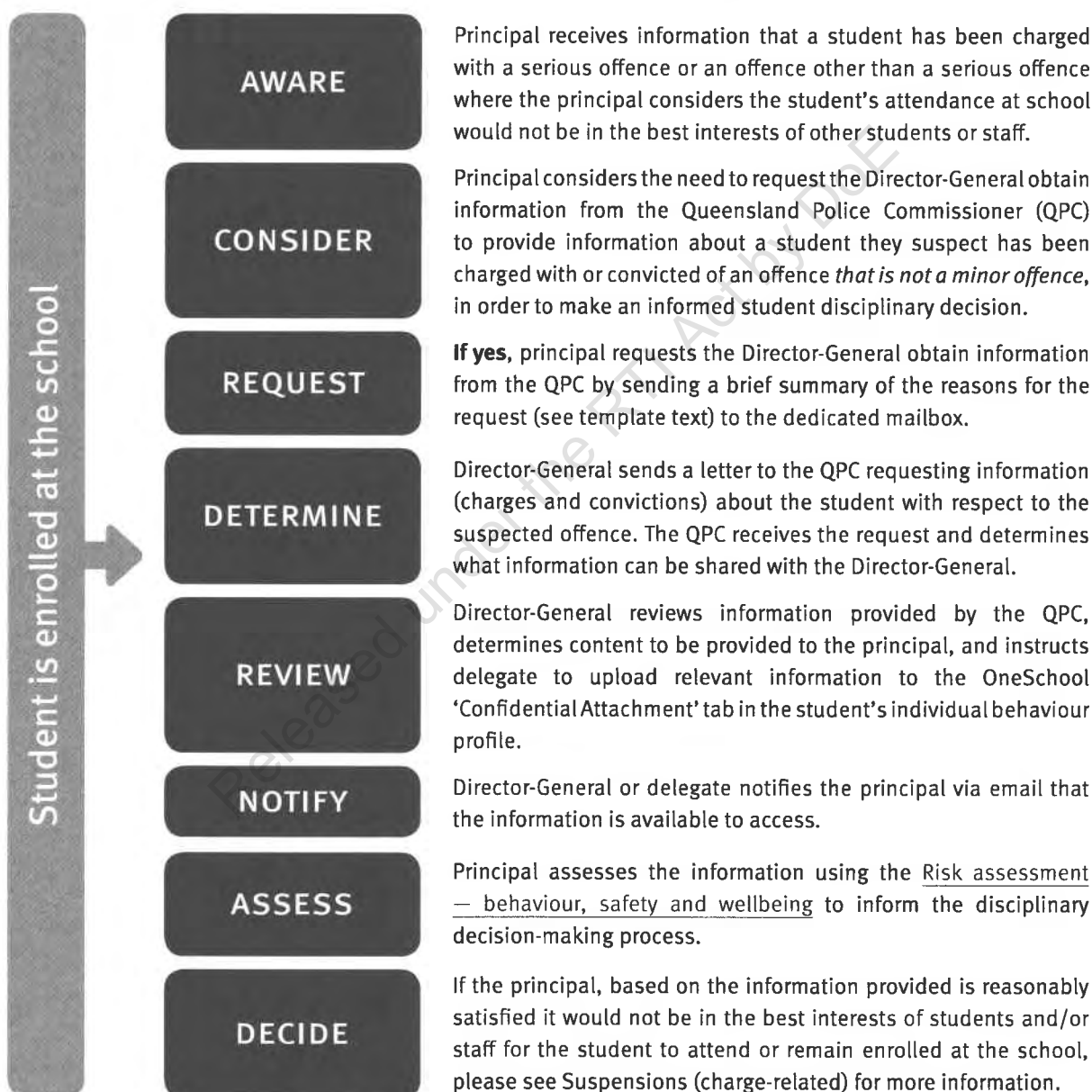
### What you need to know

- Information obtained from the Queensland Police Commissioner is intended to inform a principal's decision in relation to charge-related suspensions and exclusions (per Chapter 12, Part 3 of the *Education (General Provisions) Act 2006*) and **cannot be used to inform any other decisions such as an enrolment decision.**
- Principals must follow strict procedures for requesting and using information obtained by the Director-General from the QPC.
- No hard copy of the information provided by the QPC is permitted to be created, except for the sole purpose of providing the information to the student or the student's parent as evidence relied upon in the principal's decision-making process.
- The flowchart on the next page outlines the steps principals must undertake to comply with legislative requirements.
- Principals must ensure no hard copies of the information received from the Queensland Police Commissioner are kept by the school or saved in OneSchool outside the 'Confidential Attachment'.
- The Director-General will not request information in relation to minor offences, e.g. graffiti, shoplifting or breaking and entering, where the student does not pose an unacceptable risk to other students or staff.

## Requesting information from other states or territories

There are no legislative provisions for the Director-General to request disclosure of student charges or convictions from other states or territories through their relevant police commissioners. However, principals may follow the same process as used for requests to the QPC and the Director-General will make a determination about contacting the relevant law enforcement agency in other states or territories.

### Flowchart: Obtaining information from the Queensland Police Commissioner



\* No hard copy of the information provided by the QPC is permitted to be created, except for the sole purpose of providing the information to the student or the student's parent as evidence relied upon in the principal's decision-making process.

## Template text: Obtaining information from the Queensland Police Commissioner

Principals should complete the template text below and email to [studentdiscipline@qed.qld.gov.au](mailto:studentdiscipline@qed.qld.gov.au):

**Subject: [Request to the Qld Police Commissioner]**

**Re: [Student Name] DOB xx/xx/xxxx**

I, as Principal of [school name], would like to formally request that information is obtained from the Queensland Police Commissioner to assist in a decision-making process regarding the continued enrolment of [student name and DOB].

I have received information that [student name] has been charged with, or convicted of, a serious offence and therefore require further information to consider whether their attendance at the school presents an unacceptable risk or requires specific risk assessment and planning.

The school has the following information regarding [student name]:

List some detail about the basis for the suspicion or verbal notification of the nature of the offending behaviour – advice received from..., documentation from... etc.

I am therefore requesting confirmation of [student name's] charges/convictions and information about the charge/conviction, including a brief description of the circumstances of the offence to inform a risk assessment, safety planning and possible disciplinary consequences for this student.

**[INSERT PRINCIPAL'S SIGNATURE BLOCK]**

## Checklist: Obtaining information from the Queensland Police Commissioner

- ☐ Student is enrolled at the school
- ☐ Information received from a credible source that there are reasonable grounds to suspect the student has been charged with, or convicted of a serious offence, or an offence other than a serious offence where the principal considers the student's attendance at school would not be in the best interests of other students or staff
- ☐ Template text: Obtaining information from the Queensland Police Commissioner completed
- ☐ Obtaining information from the Queensland Police Commissioner request sent to [studentdiscipline@qed.qld.gov.au](mailto:studentdiscipline@qed.qld.gov.au)
- ☐ Information received from the Queensland Police Commissioner by Director-General
- ☐ Risk assessment – behaviour, safety and wellbeing completed by principal prior to identifying appropriate disciplinary response or intervention
- ☐ A copy of the completed Risk assessment – behaviour, safety and wellbeing has been documented in OneSchool
- ☐ No hard copies of the information received from the QPC have been kept by the school or saved in OneSchool outside the 'Confidential Attachment'.

### If the decision is not to suspend or exclude the student:

- ☐ Email sent to [studentdiscipline@qed.qld.gov.au](mailto:studentdiscipline@qed.qld.gov.au) to advise that the matter has been finalised.

### If the decision is to suspend or exclude the student:

- ☐ Principal is reasonably satisfied it would not be in the best interests of students and/or staff for the student to attend or remain enrolled at the school
- ☐ See Charge-related suspension or Exclusion.

## Risk assessment — behaviour, safety and wellbeing

The Risk assessment — behaviour, safety and wellbeing will assist principals to determine the:

- level of risk to the safety or wellbeing of members of the school community; and
- likelihood the behaviour will adversely affect the good order and management of the school.

A risk assessment process is required prior to identifying an appropriate disciplinary response or intervention for students charged with or convicted of an offence; or are being considered for exclusion from certain or all state schools.

A risk assessment may also be completed for students whose behaviour has been identified as presenting such significant risk to themselves or others and the principal reasonably believes the individual may pose an unacceptable risk to the safety or wellbeing of members of the school community.

This process involves determining the level of risk associated with the behaviour and the potential impact or adverse outcome. In order to assess the level of risk, it is important to consider the available information including, but not limited to:

- information held by the school about the student and their previous disciplinary record;
- the known behaviour(s) of the student;
- the student's Individual Behaviour Support Plan (if they have one);
- the school's knowledge of the student's individual circumstances, including their family context;
- any information provided from the Queensland Police Commissioner to the Director-General; and
- the ability of the school to implement adequate controls and actions to reduce or manage the behaviour risk.

### Managing risk

Where possible, controls and actions to mitigate the risk should be prioritised. An experienced specialist teacher may conduct a Functional Behaviour Assessment to identify appropriate control measures. Examples of controls are:

- one to one supervision
- differentiated instruction
- augmented communication strategy
- increased supervision of risk areas
- reduced access to specified school environment.

The risk level assessment should be determined **after** controls and actions to mitigate the risks that have been identified and put into place. For example, a control for a student who has charges pending regarding an offence involving sharing indecent images with others, might include restricted access to IT applications and one to one supervision out of class. The risk level without controls and actions might be assessed as 'High', however, once controls and actions are in place, the risk level may be assessed as 'Medium'.

RISK LEVEL	DEFINITION
Low risk	<b>Behaviours that typically require a differentiated response</b> Can be managed by routine procedures — mitigate and monitor, plan permanent controls in the long term
Medium risk	<b>Behaviours that typically require a differentiated response</b> Action by administration to mitigate risk — interim controls to be identified to reduce risk until permanent solutions are in place
High risk	<b>Behaviours that typically require a focussed response</b> Immediate action required by principal — prioritise behaviour management plan and risk assessment issues; monitor closely and review weekly
Extreme risk	<b>Behaviours that typically require an intensive response</b> Immediate action required by principal — emergency procedures in place e.g. call 000, school lockdown





## Student discipline

The Student discipline procedure outlines the responsibilities and processes to promote safe, supportive and disciplined learning environments in Queensland state schools. It supports schools to understand and meet their legislative obligations to maintain good order and management of schools and to ensure all students can participate in and gain positive outcomes from schooling. This procedure includes guidance on:

- Student Code of Conduct
- disciplinary consequences (e.g. suspensions and exclusions).

### Student Code of Conduct

Every Queensland state school is required to have a Student Code of Conduct. The Student Code of Conduct details the local agreed procedures used by school staff to support students to meet behaviour expectations critical to an effective learning environment and includes information about school rules, consequences and processes for addressing bullying and the use of technology. The Student Code of Conduct replaces the Responsible Behaviour Plan for Students, Code of Behaviour and Statement of Expectations.



#### What you need to know

- Principals are accountable for the development and publication of their school's Student Code of Conduct.
- Template and exemplar for developing a Student Code of Conduct are online [www.behaviour.education.qld.gov.au](http://www.behaviour.education.qld.gov.au).
- The Student Code of Conduct must detail the behaviour of students that is expected and the types of disciplinary consequences that may be used to respond when behaviour does not meet expectations.
- There can be no mandatory consequences for student misbehaviour, the Student Code of Conduct should detail what the range of possible consequences are only (this is a principle of natural justice to ensure that every situation is considered on its unique circumstances prior to any disciplinary decision being made).
- The Student Code of Conduct must be revisited annually to ensure currency (e.g. staff changes) and a full review is expected every four years in line with the school review process
- Consultation with students, staff and families must form part of the development and feedback process for the Student Code of Conduct.
- A current, signed and dated copy of the Student Code of Conduct must be available on the *Quick Links* section of the school website home page or footer.
- Support must be provided by the school to translate the Student Code of Conduct into accessible language formats to meet the diverse language needs of the local community (e.g. plain language, English as an Additional Language or Dialect).
- A copy of the Student Code of Conduct must be provided with every school enrolment application.
- Induction programs for all new staff and volunteers must incorporate a review of the Student Code of Conduct.

## Disciplinary consequences

In the context of school, staff have a key role in teaching students to act in accordance with school rules and practices. Supportive discipline is an important part of the work undertaken in schools each day and is an area of education that has an extensive evidence base to inform the preventative and responsive actions that are most likely to support students to meet behaviour expectations.

In developing a consistent plan of (re)action for problem behaviour, it is important to remember that the goal of discipline is to teach a student to act in accordance with the rules. This is different from punishment, which is not designed to teach but to subject a student to a penalty for breaking a rule.

There are general principles that should be taken into account when considering applying a disciplinary consequence. Principals should:

- undertake an assessment of the student's behaviour and the level of risk
- take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
- consider:
  - procedural fairness in all decision making
  - the grounds for suspending or excluding a student apply to all students, including mature age students
  - the conduct of a student may include an omission to perform an act by the student
  - the conduct of a student may be a ground for suspension or exclusion, even if the conduct does not happen on school premises or during school hours
  - an offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland.
- apply a suspension, exclusion or cancellation of enrolment only as a strategy of last resort
- document disciplinary consequences and reasons in the individual student's OneSchool record.

## Detention

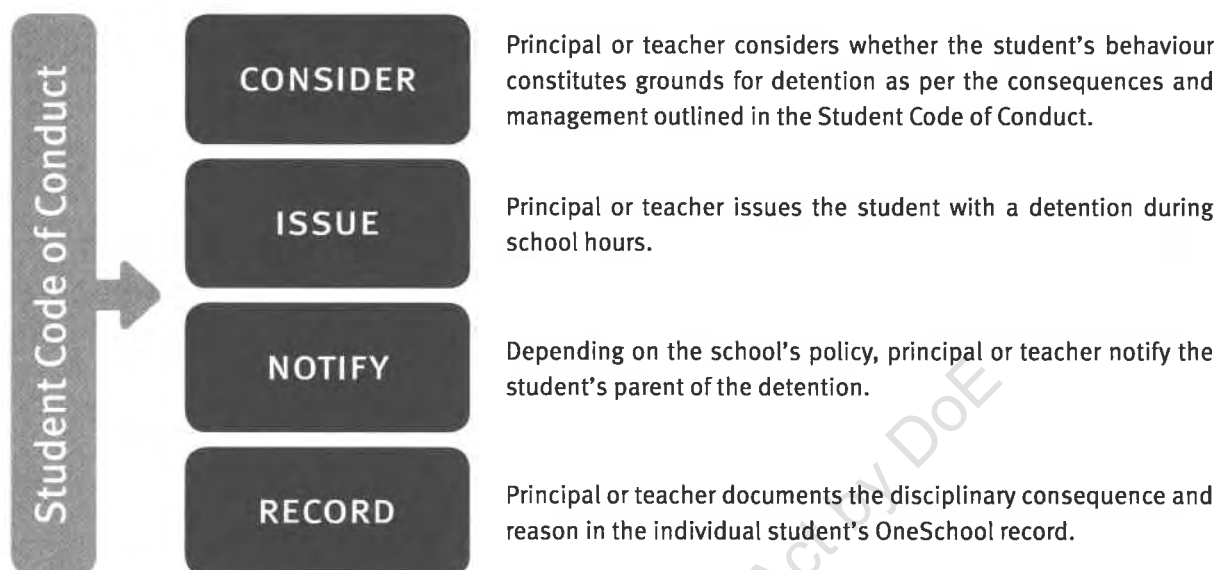
Detentions can be applied during school hours, out-of-school hours or on non-school days (for example, a Saturday morning). Principals make a decision about what happens in their school in consultation with their school community, and if detentions are to be part of the disciplinary consequences used in the school then this must be clearly explained in the Student Code of Conduct.



### What you need to know

- Detentions may be issued by the principal or a teacher, provided this consequence and its management is clearly outlined in the Student Code of Conduct.
- The Student Code of Conduct must include details of when detentions will occur; the maximum length of detention dependent on age of student; food and toilet breaks; and which teachers are authorised by the principal to impose the various types of detentions.
- The Student Code of Conduct must also include the following for detentions issued for **outside of school hours**, including Saturday:
  - a **risk assessment** has been completed and a **risk management plan** developed
  - parents have been notified verbally and in writing of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent
  - parents have been consulted about suitable times for the detention to be completed within the parameters set by the school and
  - parents have been informed of:
    - location and duration of the detention
    - their responsibility to arrange travel/supervision to and from the detention, where appropriate.
- Parents **may** be notified by the principal or teacher if a student is placed on detention during school hours, depending on the school's policy.
- If an out-of-school hours detention is considered an appropriate disciplinary consequence, the principal or teacher **must** notify parents to negotiate, within parameters, the day, time and duration of the detention and the responsibilities of the student, parent and school in relation to detention supervision arrangements.
- An optional Out-of-school hours detention — consent form is available.
- If a student fails to attend a detention, this may be considered disobedience and the school principal makes a decision about the appropriate course of action. Examples of consequences for non-compliance or non-attendance may be the implementation of a discipline improvement plan or suspension.
- All detentions must be recorded in OneSchool (keeping records in OneSchool enables them to be used to inform future decisions, e.g. it records that the student knew the expected behaviour and consequences and the support put in place by the school).

### Flowchart: Detention (school hours)

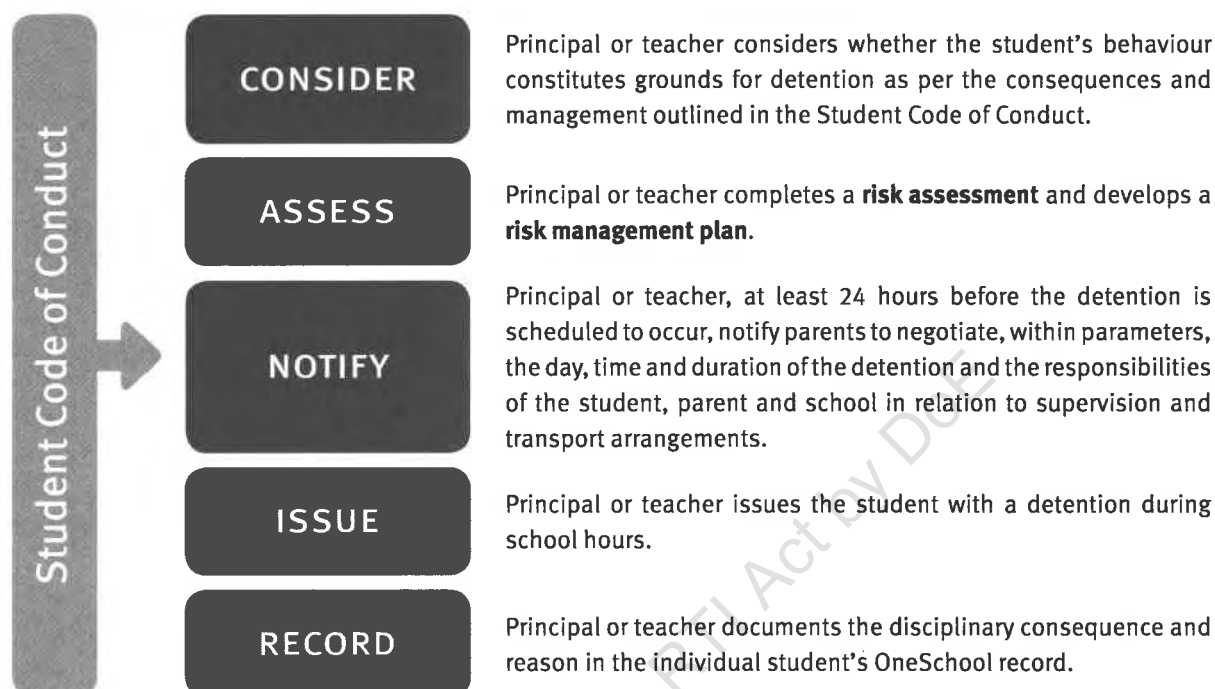


\* If the student fails to attend the detention, this may be considered disobedience and the principal makes a decision about the appropriate course of action.

### Checklist: Detention (school hours)

- ☐ Student is enrolled at the school
- ☐ Assessment undertaken of the student's behaviour and the level of risk
- ☐ Student's individual circumstances have been considered
- ☐ Student's behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct
- ☐ Detention has been issued during school hours
- ☐ Depending on the school's policy, the student's parent has been notified of the detention
- ☐ Disciplinary consequence and reasons have been documented in the student's OneSchool record
- ☐ Student's attendance at the detention has been recorded.

### Flowchart: Detention (out-of-school hours or on non-school days)



\* If the student fails to attend the detention, this may be considered disobedience and the principal makes a decision about the appropriate course of action.

### Checklist: Detention (out-of-school hours or on non-school days)

- ☐ Student is enrolled at the school
- ☐ Assessment undertaken of the student's behaviour and the level of risk
- ☐ Student's individual circumstances have been considered
- ☐ Student's behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct
- ☐ **Risk assessment** has been completed
- ☐ **Risk management plan** has been developed.

At least 24 hours before the detention is scheduled to occur, parents have:

- ☐ been consulted about suitable times for the detention to be completed within the parameters set by the school
- ☐ been informed of the location and duration of the detention
- ☐ been informed of their responsibility to arrange travel/supervision to and from the detention, where appropriate
- ☐ provided consent for the student to participate in the out-of-school hours or non-school day detention.
- ☐ Detention has been issued during out-of-school hours or on non-school days
- ☐ Disciplinary consequence and reasons have been documented in the student's OneSchool record
- ☐ Student's attendance at the detention has been recorded.

## Discipline improvement plan

A discipline improvement plan is a written agreement that sets out the expectations for behaviour, the consequences for inappropriate behaviour, the strategies that will be used and the support that will be provided by the school to promote positive behaviour.

A discipline improvement plan is generally initiated by the principal with the support of staff in partnership with the parents and the student. A parent may also approach the school to request the process be initiated if they are concerned about their child's behaviour. Discipline improvement plans outline clear expectations of the student's behaviour for a fixed period (for example, regular attendance, following the school's behaviour rules, or attending a social skills program).

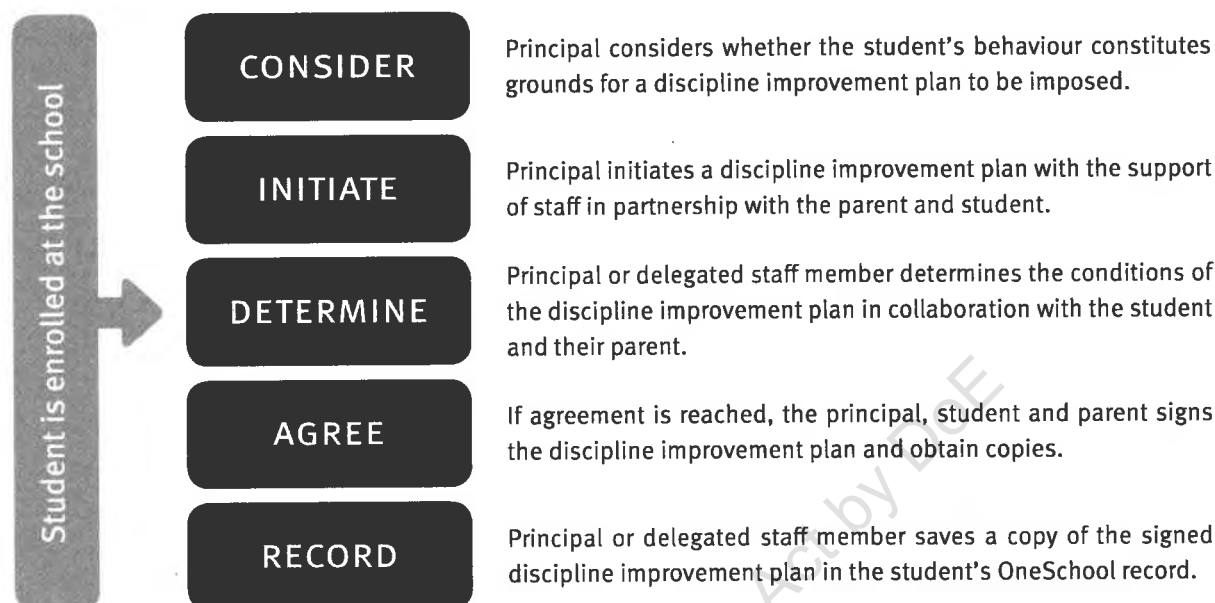
A discipline improvement plan usually involves the school, the student and the parents working together to support a student to improve their behaviour. It is flexible to prevent escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.



### What you need to know

- Principals are responsible for determining whether a discipline improvement plan should be imposed on a student.
- The preparation and oversight of the discipline improvement plan can be delegated to another school staff member, however it must be approved and signed by the principal.
- The discipline improvement plan is developed in consultation with the student and the parent.
- If agreement is reached, the principal, student and parents sign and obtain copies.
- Failure to meet the conditions of a discipline improvement plan cannot be used as a ground for exclusion. However, a student may be suspended or excluded if their behaviour meets the grounds for suspension or exclusion.
- The conditions of the discipline improvement plan are established in collaboration with the student and their parent/s including:
  - behaviours expected of the student
  - consequences for not meeting the expected behaviours
  - participation in relevant programs to address inappropriate behaviour (where appropriate)
  - support to be provided by school (e.g. particular programs, support person) and
  - the duration of the plan.
- A copy of the discipline improvement plan is recorded in OneSchool.
- A discipline improvement plan – template is available for use by schools.

### Flowchart: Discipline improvement plan



\* Failure to meet the conditions of a discipline improvement plan cannot be used as a ground for exclusion. However, a student may be suspended or excluded if their behaviour meets the grounds for suspension or exclusion.

### Checklist: Discipline improvement plan

- ☐ Student is enrolled at the school
- ☐ Assessment undertaken of the student's behaviour and the level of risk
- ☐ Student's individual circumstances have been considered
- ☐ Principal has considered whether the student's behaviour constitutes grounds for a discipline improvement plan to be imposed
- ☐ Principal has initiated a discipline improvement plan with the support of staff in partnership with the parent and student.

Principal or delegated staff member has determined the conditions of the discipline improvement plan in collaboration with the student and their parent, including:

- ☐ behaviours expected of the student
- ☐ consequences for not meeting the expected behaviours
- ☐ participation in relevant programs to address inappropriate behaviour (where appropriate)
- ☐ support to be provided by the school
- ☐ the duration of the plan.
- ☐ If agreement is reached, the principal, student and parent have signed the discipline improvement plan
- ☐ A copy of the signed discipline improvement plan has been given to the student and parent
- ☐ A copy of the signed discipline improvement plan has been saved in the student's OneSchool record.

## Suspension 1–10 school days

Any decision to suspend a student from school, regardless of the length of time, is a very serious disciplinary action. This is one of the reasons that the authority to make these decisions is restricted to the principal.

Prior to making a decision about the suitability of a suspension as a disciplinary consequence, the principal must consider the individual circumstances of the student such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

A short suspension is from 1 to 10 school days, and the student or parents are not able to appeal the principal's decision.

The Student Code of Conduct describes the behaviour that is expected and the types of disciplinary consequences that may be used to respond to different behaviour. It goes against the principles of natural justice to mandate suspension for a specific behaviour, and principals and other school staff should take care not to claim or imply that this will occur.

### Grounds for suspension

The *Education (General Provisions) Act 2006* provides authority for the principal of a state school to suspend a student from their school on the ground/s of:

- disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students (may be ground for suspension even if the conduct does not happen on school premises or during school hours);
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for suspension even if the conduct does not happen on school premises or during school hours);
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- the student is charged with a serious offence (as defined by Chapter 1 of the *Working with Children (Risk Management and Screening) Act 2000*);
- the student is charged with an offence, other than a serious offence, and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending (refer to Charge-related suspension).

It is strongly recommended that principals select **one main ground** as the basis for a decision to suspend a student. Each ground selected must be justified with comprehensive evidence, explaining how the student's behaviour specifically meets the identified ground/s.

For example, if a principal selects the ground for suspension as *conduct that adversely affects, or is likely to adversely affect, the good order and management of the school*, then they must explain **how the behaviour** of the student adversely affected the good order and management of the school. This might be that a student set off the fire alarm causing all classes to stop and evacuate buildings, interrupting learning for more than two hours.

Or in a different example, if the principal selects the ground *misbehaviour* for a suspension, they need to provide an explanation of **how the behaviour** is considered misbehaviour. Such as, a student swearing repeatedly at a teacher while in a lunchtime detention. The swearing caused the teacher to have to remove the student from the lunchtime detention and call for additional staff assistance to manage the student's behaviour while continuing to provide supervision to other students in the detention. This behaviour is clearly identified as unacceptable in the Student Code of Conduct, and caused significant disruption to some staff as they were required to redirect their work to attend to the misbehaviour.

Principals who select multiple grounds as the reason for a suspension **must provide an explicit explanation and evidence** of how the student's behaviour meets each of the identified grounds.

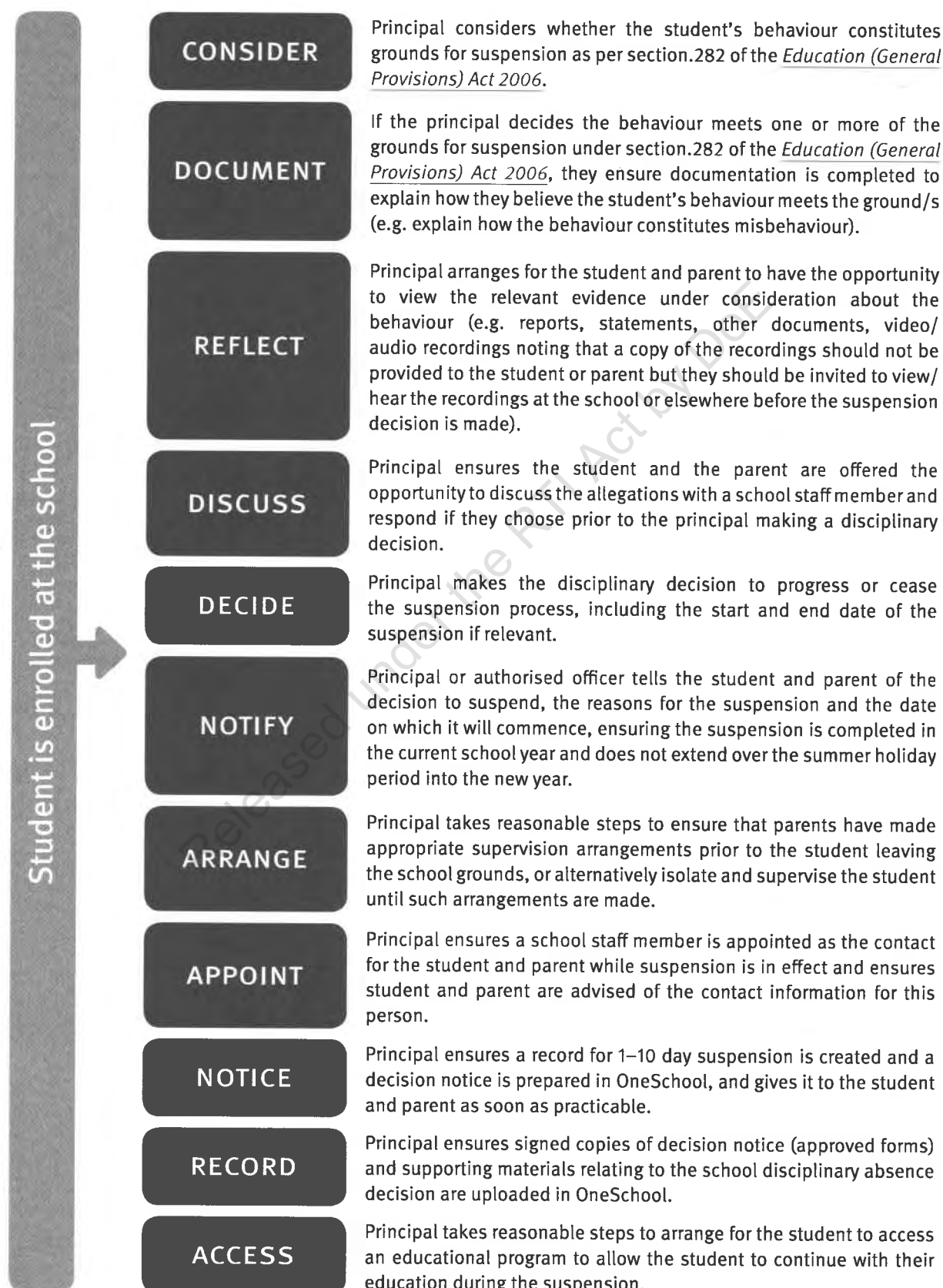




### What you need to know

- Principals are the only staff members with the power to make a decision about the use of suspension for an enrolled student.
- The school must ensure the student and parent are offered the opportunity to discuss and view (if they wish) the allegations and respond if they choose **prior to the principal making a disciplinary decision**. For example reports, statements, other documents, video/audio recordings (noting that a copy of the recordings should not be provided to the student or parent but they should be invited to view/hear the recordings at the school or elsewhere before the suspension decision is made).
- Only one ground for suspension should be used, and a clear explanation of how the behaviour meets the identified ground must be provided.
- The principal must ensure a school staff member is appointed as the contact for the student and parent while the suspension is in effect and ensures student and parent are advised of the contact information for this person.
- Principals may authorise a deputy principal, head of school or head of campus to tell a student and parent of their decision to suspend.
- The suspension takes effect from the time the principal or authorised officer tells the student and their parent about it.
- This communication must provide information about the date on which the suspension will commence and its length (taking care to ensure the suspension will be completed in the current school year).
- Conduct that adversely affects, or is likely to adversely affect, other students, or the good order and management of the school may be a ground/s for suspension even if the conduct does not happen on school premises or during school hours.
- The principal is responsible for arranging as soon as practicable for a decision notice on the **approved form for 1–10 day suspension** to be given to the student and parent.
- Only the letters and approved forms available in OneSchool can be used for this purpose.
- Copies of the signed decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision must be uploaded in OneSchool.
- The principal must take reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.
- If the parent advises that they are ending the enrolment of their child at the school, the principal must advise that the suspension (and therefore the enrolment) will remain in effect until the suspension has been completed.
- While on suspension, even when the parent has advised they are ending the enrolment of their child at the school, the enrolment must be maintained until the suspension has expired.
- A short suspension is from 1 to 10 school days and the student or parents are not able to appeal the principal's decision.

## Flowchart: Suspensions (1–10 days)



**Checklist: Suspensions (1–10 days)**

- ☐ Student is enrolled at the school
- ☐ Assessment undertaken of the student's behaviour and the level of risk
- ☐ Student's individual circumstances have been considered
- ☐ Student's behaviour constitutes grounds for suspension under section.282 of the *Education (General Provisions) Act 2006*
- ☐ Principal or delegate have documented how the behaviour meets one or more of the grounds under section.282 of the *Education (General Provisions) Act 2006*
- ☐ Student and parent have had the opportunity to view relevant evidence under consideration about the behaviour
- ☐ Student and parent have had the opportunity to discuss and respond to the allegations with a school staff member
- ☐ Principal has made the disciplinary decision to progress or cease the suspension process, including the start and finish date if relevant
- ☐ Disciplinary consequence and reasons have been documented in the student's OneSchool record
- ☐ Suspension will be completed in the current school year and will not extend over the state school holiday period into the new year
- ☐ Principal or authorised officer has told the student and parent of the decision to suspend, the reasons for the suspension and the date on which it will commence
- ☐ Reasonable steps have been taken to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or the student has been isolated and supervised until such arrangements have been made
- ☐ School staff member has been appointed as the contact for the student and parent while suspension is in effect
- ☐ Student and parent have been advised of the contact information for the appointed staff member
- ☐ Record for 1–10 day suspension has been created in OneSchool
- ☐ Decision notice has been prepared on the **approved form for 1–10 day suspension** in OneSchool
- ☐ Signed decision notice on **approved form for 1–10 day suspension**, including material facts and evidence have been given to the student and parent as soon as practicable
- ☐ Copies of the signed suspension decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student's OneSchool record
- ☐ Reasonable steps have been taken to arrange for the student to access an educational program to continue with their education during the suspension.

## Suspension 11–20 school days

Any decision to suspend a student from school, regardless of the length of time, is a very serious disciplinary action. This is one of the reasons that the authority to make these decisions is delegated only to the principal.

Prior to making a decision about the suitability of a suspension as a disciplinary consequence, the principal must consider the individual circumstances of the student such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

A long suspension is 11 to 20 school days. The student or their parent is entitled to appeal to the Director-General, Department of Education (or their delegate) for a review of a long suspension decision. It is important to consider that imposing the full period of 20 school days means the student will be out of school for four weeks, or nearly half a regular school term.

The Student Code of Conduct describes the behaviour that is expected and the types of disciplinary consequences that may be used to respond to different behaviour. It goes against the principles of natural justice to mandate suspension for a specific behaviour, and principals should take care not to claim or imply that this will occur.

### Grounds for suspension

The *Education (General Provisions) Act 2006* provides authority for the principal of a state school to suspend a student from their school on the ground/s of:

- disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students (may be ground for suspension even if the conduct does not happen on school premises or during school hours);
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for suspension even if the conduct does not happen on school premises or during school hours);
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- the student is charged with a serious offence (as defined by Chapter 1 of the *Working with Children (Risk Management and Screening) Act 2000*) (refer to Charge-related suspension);
- the student is charged with an offence, other than a serious offence, and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending (refer to Charge-related suspension).

It is strongly recommended that principals select **one main ground** as the basis for a decision to suspend a student. Every ground selected must be justified with comprehensive evidence, explaining how the student's behaviour specifically meets the identified ground/s.

For example, if a principal selects the ground for suspension as *conduct that adversely affects, or is likely to adversely affect, the good order and management of the school*, then they must explain **how the behaviour** of the student adversely affected the good order and management of the school. This might be the student phoned in a hoax bomb threat to the school, causing immediate cessation of all lessons, emergency evacuation of the school and the involvement of the Queensland Police Service for more than two hours.

Or in a different example, if the principal selects the ground *misbehaviour* for a suspension, they need to provide an explanation of **how the behaviour** is considered misbehaviour. Such as, a student who engages in a physical fight with students from another school on a council bus service before the start of the school day. The misbehaviour of the student caused the bus service to cease immediately so the bus driver could preserve the safety and wellbeing of all passengers and other road users. The principal of the school the student was enrolled in was called and advised the student was no longer welcome on public transport. The behaviour expected of

students from the school while travelling on buses is clearly outlined in the Student Code of Conduct, and did not reflect the standards expected.

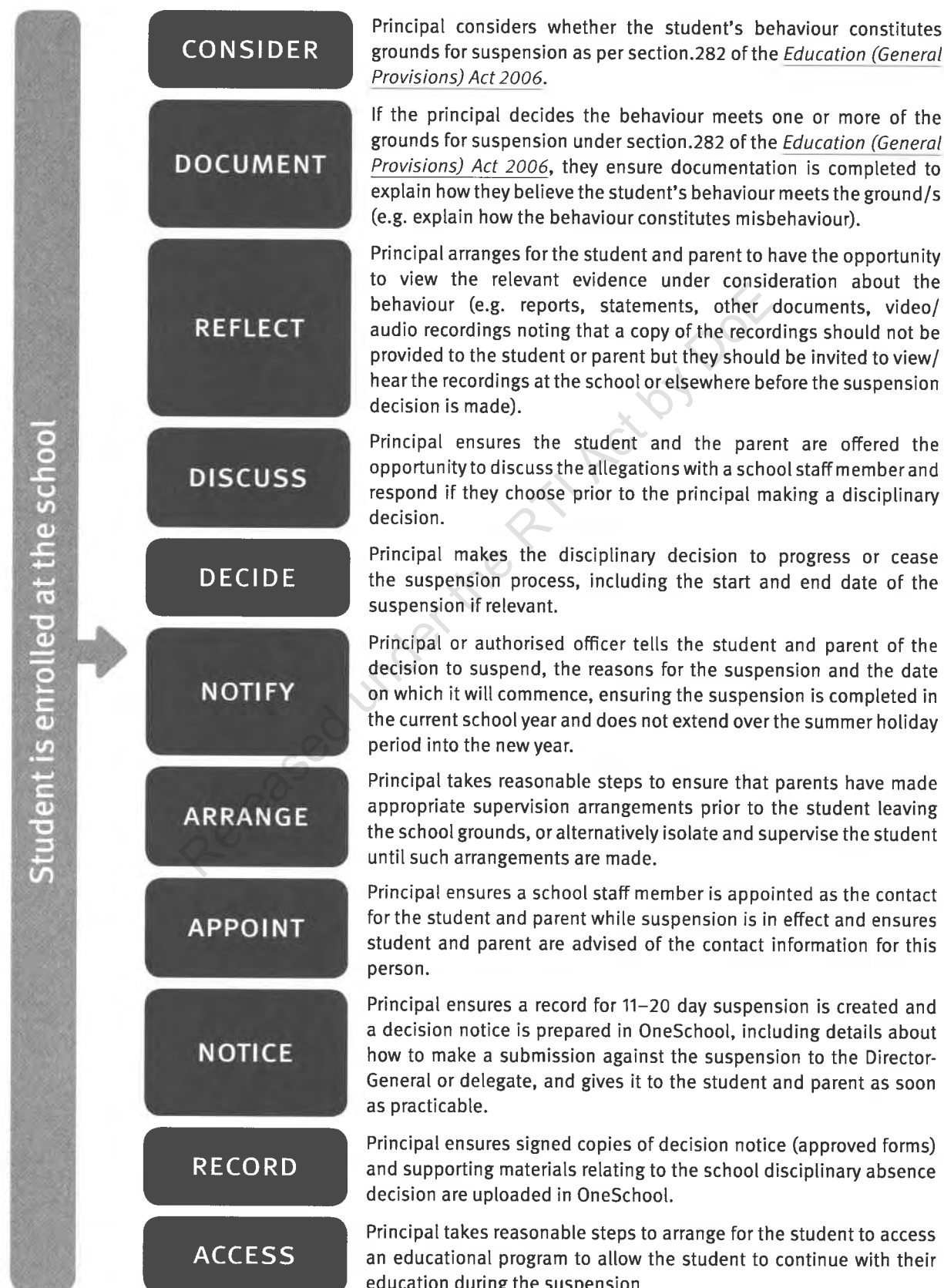
Principals who select multiple grounds as the reason for a suspension **must provide an explicit explanation and evidence** of how the student's behaviour meets each of the identified grounds.



### What you need to know

- Principals are the only staff members with the power to make a decision about the use of suspension for an enrolled student.
- The school must ensure the student and parent are offered the opportunity to discuss and view (if they wish) the allegations and respond if they choose **prior to the principal making a disciplinary decision**. For example reports, statements, other documents, video/audio recordings (noting that a copy of the recordings should not be provided to the student or parent but they should be invited to view/hear the recordings at the school or elsewhere before the suspension decision is made).
- Only one ground for suspension should be used, and a clear explanation of how the behaviour meets the identified ground must be provided.
- The principal must ensure a school staff member is appointed as the contact for the student and parent while the suspension is in effect and ensures student and parent are advised of the contact information for this person.
- Principals may authorise a deputy principal, head of school or head of campus to tell a student and parent of their decision to suspend.
- The suspension takes effect from the time the principal or authorised officer tells the student and their parent about it.
- This communication must provide information about the date on which the suspension will commence and its length (taking care to ensure the suspension will be completed in the current school year).
- Conduct that adversely affects, or is likely to adversely affect, other students, or the good order and management of the school may be a ground/s for suspension even if the conduct does not happen on school premises or during school hours.
- The principal is responsible for arranging as soon as practicable for a decision notice on the **approved form for 11–20 day suspension** to be given to the student and parent, including details about making a submission to the Director-General or delegate.
- Only the letters and approved forms available in OneSchool can be used for this purpose.
- Copies of the signed decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision must be uploaded in OneSchool.
- The principal must take reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.
- If the parent advises that they are ending the enrolment of their child at the school, the principal must advise that the suspension (and therefore the enrolment) will remain in effect until the suspension has been completed.
- While on suspension, even when the parent has advised they are ending the enrolment of their child at the school, the enrolment must be maintained until the suspension has expired.
- A long suspension is from 11 to 20 school days and the student or parents are entitled to appeal to the Director-General or delegate for a review of the principal's decision.

## Flowchart: Suspensions (11–20 days)



### Checklist: Suspensions (11–20) days

- ☐ Student is enrolled at the school
- ☐ Assessment undertaken of the student's behaviour and the level of risk
- ☐ Student's individual circumstances have been considered
- ☐ Student's behaviour constitutes grounds for suspension under section.282 of the *Education (General Provisions) Act 2006*
- ☐ Principal or delegate have documented how the behaviour meets one or more of the grounds under section.282 of the *Education (General Provisions) Act 2006*
- ☐ Student and parent have had the opportunity to view relevant evidence under consideration about the behaviour
- ☐ Student and parent have had the opportunity to discuss and respond to the allegations with a school staff member
- ☐ Principal has made the disciplinary decision to progress or cease the suspension process, including the start and finish date if relevant
- ☐ Disciplinary consequence and reasons have been documented in the student's OneSchool record
- ☐ Suspension will be completed in the current school year and will not extend over the state school holiday period into the new year
- ☐ Principal or authorised officer has told the student and parent of the decision to suspend, the reasons for the suspension and the date on which it will commence
- ☐ Reasonable steps have been taken to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or the student has been isolated and supervised until such arrangements have been made
- ☐ School staff member has been appointed as the contact for the student and parent while suspension is in effect
- ☐ Student and parent have been advised of the contact information for the appointed staff member
- ☐ Record for 11–20 day suspension has been created in OneSchool
- ☐ Decision notice has been prepared on the **approved form for 11–20 day suspension** in OneSchool, including information about making a submission against the suspension to the Director-General or delegate
- ☐ Signed decision notice on **approved form for 11–20 day suspension**, including details about making a submission to the Director-General or delegate, material facts and evidence have been given to the student and parent as soon as practicable
- ☐ Copies of the signed suspension decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student's OneSchool record
- ☐ Reasonable steps have been taken to arrange for the student to access an educational program to continue with their education during the suspension.



## Re-entry to school following 1–10 or 11–20 days suspension

Prior to a student returning to school following a suspension, it can be effective for the school to arrange a meeting to plan for a successful re-entry into the education setting. The suspension period gives the school time to review the circumstances which contributed to the student's behaviour, discuss strategies that may be effective in preventing a reoccurrence of the problem and work with the family to develop an appropriate plan.

The school's approach to re-entry following suspension should be documented in the Student Code of Conduct, so that expectations are clear to the student, parents and staff. It is advisable to provide information about:

- request for a meeting with student and parents
- provision of OneSchool records to parents about student behaviour
- timing of re-entry meeting (before or on day of return to school)
- support provided to prevent reoccurrence of problem behaviour
- opportunities for ongoing monitoring and communication between school and family
- plan for support.

There is no legislative requirement for a re-entry meeting, it is a strategic option for schools to use to support rebuilding positive relationships between the student, family and school staff. The student has already received the punishment for the problem behaviour through suspension, so further criticism at a re-entry meeting is not advised. Students should not be penalised if the family does not engage with the re-entry process.

If school communities consider the use of re-entry meetings as part of a critical feature of the overarching approach to behaviour at their setting, then explanation of what and how re-entry meetings are conducted should be clearly described in the Student Code of Conduct.

The focus of the re-entry process should be on welcoming the student back to school and providing clear guidance on the supports available to assist their success moving forward. Principals should be cautious about applying a graduated return to school. The same caution should be placed on re-engagement conditions, such as requiring medical clearance.



## Charge-related suspension

A charge-related suspension is separate from short or long term suspension. A charge-related suspension may be imposed if the principal is reasonably satisfied that the student enrolled in their school has been charged with a serious offence or an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.

### Grounds for charge-related suspension

The *Education (General Provisions) Act 2006* provides authority for the principal of a state school to place a student on a charge-related suspension if:

- the student is charged with a serious offence, (as defined by Chapter 1 of the *Working with Children (Risk Management and Screening) Act 2000*), or
- the student is charged with an offence, other than a serious offence, and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.

The ground selected must be justified with comprehensive evidence, explaining how the student's behaviour specifically meets the identified ground.

Examples of information sufficient to progress with a charge-related suspension may include information obtained from the Queensland Police Commissioner or a charge bench sheet supplied to the principal by the student or their parent.

Obtaining information from the Queensland Police Commissioner is used when the principal receives information that a student has been charged with a serious offence, or an offence other than a serious offence, where the principal considers the student's attendance at school would not be in the best interests of other students or staff.

Once the principal has a copy of the student's charges, they can assess this information using Chapter 1 of the *Working with Children (Risk Management and Screening) Act 2000* to determine if the student has been charged with a serious offence. Where a student has been charged with an offence **other than a serious offence**, the principal may use the *Risk assessment – behaviour, safety and wellbeing* to inform the disciplinary decision-making process. Utilising the *Risk assessment – behaviour, safety and wellbeing* will assist in determining whether the school can manage the risk of the student's attendance while their charge is pending at a school level, or progress to a charge-related suspension.

A charge-related suspension does not have a pre-determined end date set. The charge-related suspension continues until the charge is dealt with or until the principal decides that the student can attend school. Dealt with, in relation to a charge against a student for an offence, means any of the following:

- student is acquitted or convicted of the charge
- student is convicted of another offence arising out of substantially the same acts or omissions as those constituting the charge
- the charge is withdrawn or dismissed or the trial is discontinued.

As soon as the student's charge/s have been dealt with the principal will need to decide:

- to propose to exclude the student and move directly to the proposal to exclude process; or
- not to propose to exclude the student and prepare a notice on the approved form in OneSchool stating that the charge-related suspension has ended.

Note: Exiting the student prior to finalising the charge-related suspension is not advisable.

Students cannot be **excluded** on the grounds of the charge/s — they can only be excluded if they are convicted of an offence **and** the principal is reasonably satisfied that it is not in the best interests of other students or staff for the student to attend the school. Principals may however, propose to exclude the student regardless of the outcome of the student's charges if, through re-evaluation of circumstances, they are able to demonstrate that the student's attendance at the school would pose an unacceptable risk to the safety and wellbeing of other students or staff.

The Student Code of Conduct should explain this category of disciplinary consequence clearly, and the authority of the principal to request the Director-General obtain information on student charges or convictions through the Queensland Police Commissioner.

The student or their parent may submit an **appeal to the Director-General** (or delegate) to request a review of a charge-related suspension decision by a principal.



### What you need to know

- Principals are the only staff members with the power to make a decision about the use of suspension for an enrolled student.
- Charge-related suspensions do not have a predetermined end date; they continue until the charge is dealt with or until the principal decides that the student can attend school.
- Only the principal can determine if there is sufficient information to make a disciplinary decision in respect of a student suspected of being charged with an offence that is a serious offence or an offence other than a serious offence where they consider the student's continued attendance at school would not be in the best interests of other students or of staff while the charge is pending.
- If necessary, the principal may request the Director-General obtain information from the Queensland Police Commissioner for the purposes of informing the disciplinary decision-making process.
- The school must ensure the student and parent are offered the opportunity to view the relevant evidence under consideration about the behaviour, discuss the allegations and respond if they choose **prior to the principal making a disciplinary decision**. For example the information provided through requesting the Director-General obtain information from the QPC.
- Principals may use the Risk assessment — behaviour, safety and wellbeing prior to identifying an appropriate disciplinary response or intervention (a copy of the completed risk assessment should be retained in the student's OneSchool record).
- Principals may authorise a deputy principal, head of school or head of campus to tell a student and parent of their decision to suspend.
- The suspension takes effect from the time the principal or authorised officer tells the student and their parent about it.
- This communication must provide information about the date on which the charge-related suspension will commence and that the end date will likely be determined once the charges have been finalised in the court.

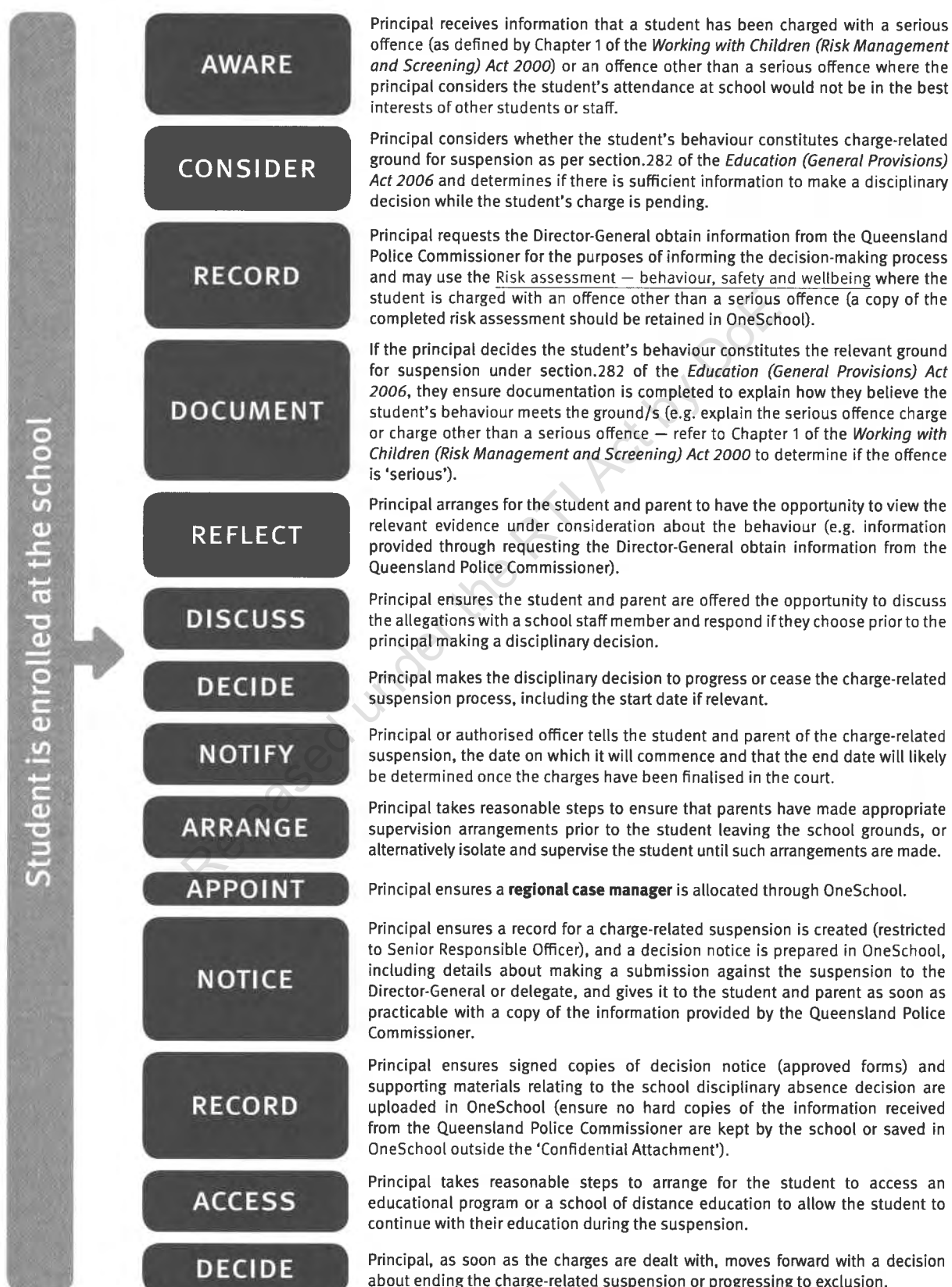
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### What you need to know continued

- The principal is responsible for arranging as soon as practicable for a decision notice on the **approved form for charge-related suspension** to be given to the student and parent, including details about making a submission to the Director-General or delegate and a copy of the de-identified information provided by the QPC. The information provided by the QPC must not be saved in the record for suspension, nor kept in hard copy/distributed.
- Only the letters and approved forms available in OneSchool can be used for this purpose.
- Copies of the signed decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision must be uploaded in OneSchool.
- The principal must take reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension (note: the student can access distance education on a fee-free basis if approved by the Director-General).
- The principal is mindful of the school's duty of care and takes reasonable steps to ensure that parents have made appropriate arrangements prior to the student leaving the school grounds.
- The principal ensures a regional case manager is allocated and recorded on OneSchool.
- The principal ensures a record for a charge-related suspension is created (restricted to Senior Responsible Officer) in OneSchool.
- As soon as the charge is dealt with, the principal moves forward with a decision about ending the charge-related suspension or **progressing to exclusion**.
- While on charge-related suspension, even when the parent has advised they are ending the enrolment of their child at the school, the student may not be enrolled at any other state school (other than distance education) in Queensland.
- The principal's ability to view the 'Confidential Attachment' record is removed once suspension on a charge-related ground has been finalised. However, the information is available for the purpose of appeals and kept until the student turns 24, when all rights of appeal have been exhausted. The information is then removed from the system in line with DoE's Retention and Disposal Schedule.

## Flowchart: Charge-related suspensions



\* At any time throughout the charge-related suspension, the principal may seek an update on the status of the student's charges through an additional request to the Director-General to obtain information from the Queensland Police Commissioner.

**Checklist: Charge-related suspensions**

- ☐ Student is enrolled at the school
- ☐ Information received from a credible source that there are reasonable grounds to suspect the student has been charged with a serious offence or an offence other than a serious offence where the principal considers the student's attendance at school would not be in the best interests of other students or staff
- ☐ Student's individual circumstances have been considered
- ☐ Student's behaviour constitutes grounds for charge-related suspension under section.282 of the *Education (General Provisions) Act 2006*
- ☐ Principal or delegate have documented how the behaviour meets a charge-related ground under section.282 of the *Education (General Provisions) Act 2006*
- ☐ There is sufficient information to make a disciplinary decision while the student's charge is pending
- ☐ Request sent to the Director-General to obtain information from the Queensland Police Commissioner
- ☐ If appropriate, Risk assessment — behaviour, safety and wellbeing completed prior to identifying appropriate disciplinary response or intervention (not required for serious offence)
- ☐ A copy of the completed risk assessment has been documented in OneSchool
- ☐ Student and parent have had the opportunity to consider relevant evidence under consideration about the behaviour
- ☐ Student and parent have had the opportunity to discuss and respond to the allegations with a school staff member
- ☐ Principal has made the disciplinary decision to progress or cease the charge-related suspension process
- ☐ Disciplinary consequence and reasons have been documented in the student's OneSchool record
- ☐ Principal or authorised officer has told the student and parent of the charge-related suspension decision, the date on which it will commence and that the end date will likely be determined once the charges have been finalised in court
- ☐ Reasonable steps have been taken to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or the student has been isolated and supervised until such arrangements have been made
- ☐ Record for suspension on a charge-related ground created in OneSchool and restricted to Senior Responsible Officer
- ☐ Decision notice has been prepared on the **approved form for charge-related suspension** in OneSchool, including information about making a submission against the suspension to the Director-General or delegate
- ☐ Regional case manager has been allocated through OneSchool
- ☐ Signed decision notice on approved form for charge-related suspension, including details about making a submission to the Director-General or delegate, material facts and evidence, and a copy of the information received from the QPC (if any) have been given to the student and parent as soon as practicable
- ☐ Copies of the signed suspension decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision (excluding the copy of the information received from the QPC (if any)) have been uploaded in the student's OneSchool record
- ☐ Reasonable steps have been taken to arrange for the student to access an educational program to continue with their education during the suspension
- ☐ Requests from the Director-General or delegate for information have been responded to
- ☐ No hard copy of the charge-related suspension letters or attachments have been kept by the school
- ☐ No hard copy of the information received from the QPC have been kept by the school or saved in OneSchool outside the 'Confidential Attachment'.

**As soon as the charge has been dealt with:**

- ☐ Consider use of Risk assessment — behaviour, safety and wellbeing to determine if the student's attendance at school would not be in the best interests of other students or staff
- ☐ Decision about ending the charge-related suspension or progressing to exclusion has been made.

**If the decision is to exclude:**

- ☐ Exclusion process will be followed, creating a new incident on OneSchool for the charge-related behaviour.

## Exclusion

Principals have the authority to exclude a student from school for a period of not more than one year, or permanently. Principals can refer an exclusion decision to the Director-General (or delegate) for their consideration to exclude a student from certain or all state schools, however only the Director-General or their delegate have the authority to exclude students from certain or all state schools.

Exclusion is the most serious disciplinary action that any school principal can take against a student, and must only be used if other disciplinary consequences are demonstrably inadequate to deal with the student's behaviour.

Prior to making a decision about the suitability of an exclusion as a disciplinary consequence, the principal must consider the individual circumstances of the student such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

The Student Code of Conduct describes the behaviour that is expected and the types of disciplinary consequences that may be used to respond to different behaviour. It goes against the principles of natural justice to mandate exclusion for a specific behaviour, and principals should take care not to claim or imply that this will occur.

### Grounds for exclusion

The *Education (General Provisions) Act 2006* provides authority for the principal of a state school to exclude a student from their school on the ground/s of:

- persistent disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students (may be ground for exclusion even if the conduct does not happen on school premises or during school hours);
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for exclusion even if the conduct does not happen on school premises or during school hours);
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to remain enrolled at the school;

if suspension of the student is inadequate to deal with the disobedience, misbehaviour, conduct or risk.

It is also ground for exclusion if:

- the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.

It is strongly recommended that principals select one main ground as the basis for a decision to exclude a student. Every ground selected must be justified with comprehensive evidence, explaining how the student's behaviour specifically meets the identified ground/s.

Principals who select multiple grounds as reasons for an exclusion **must provide an explicit explanation and evidence** of how the student's behaviour meets each of the identified grounds.

The student or their parent may submit an **appeal to the Director-General** to request a review of an exclusion decision. For permanent exclusions, a periodic review submission may be submitted to the Director-General or delegate in each calendar year until the student turns 24 years of age.

Principals must ensure the student and parent have at least five school days of receiving the proposed exclusion decision notice to provide relevant additional information or responses to allegations prior to making their final decision. Utilising registered post or courier to give the student and parent the decision notice ensures an accurate record of the date the notice was received.

**Principals do not need to wait 20 school days before making a decision regarding exclusion.** Once the five school days have lapsed, principals can consider all of the available information and finalise their decision within 20 school days after giving the student the proposed exclusion notice.

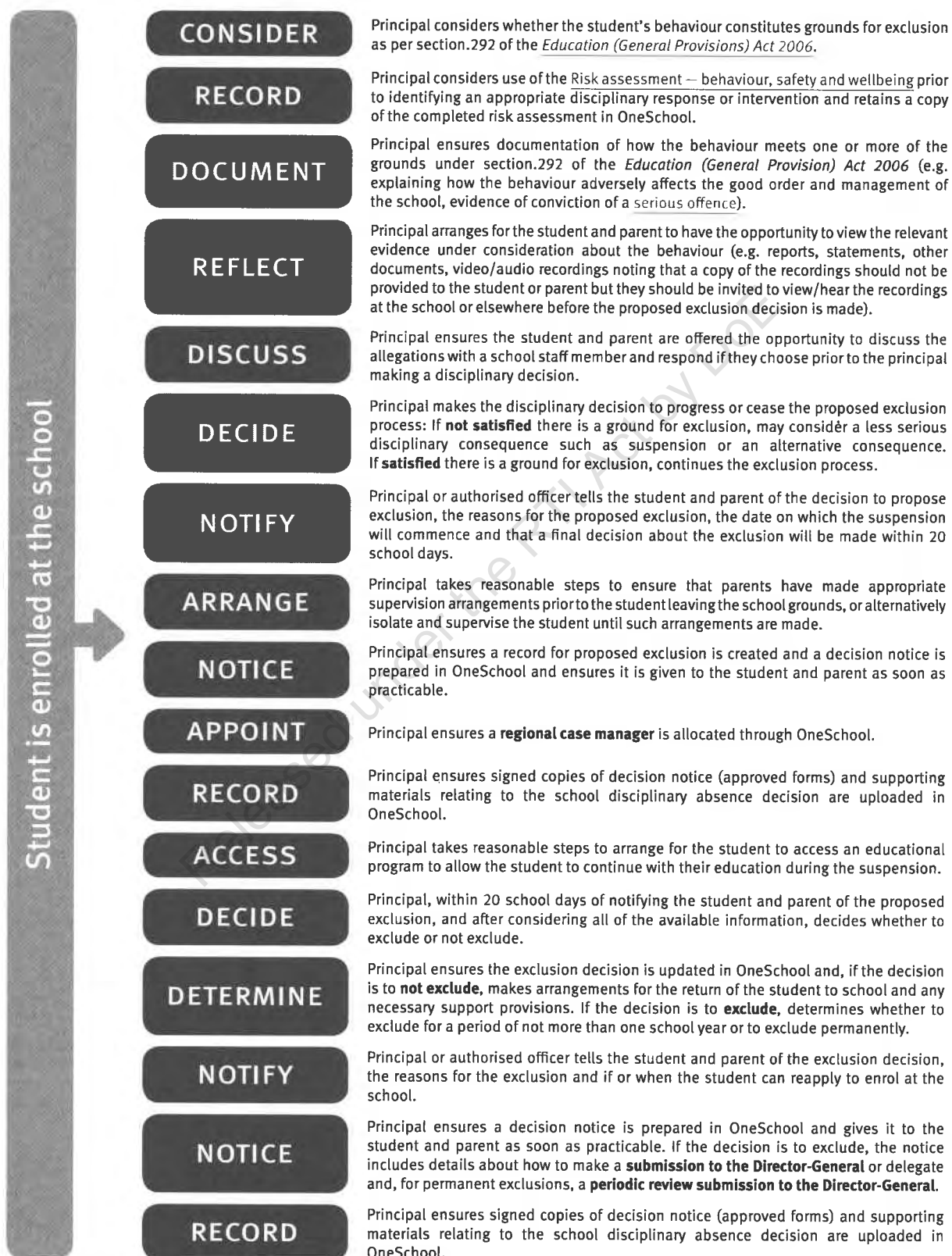
It is important to consider that imposing the full period of 20 school days for a suspension pending exclusion decision means the student will be out of school for four weeks, or nearly half a regular school term.



### What you need to know

- Principals are the only staff members with the power to make a decision about the use of exclusion for an enrolled student.
- The school must ensure the student and parent are offered the opportunity to view the relevant evidence under consideration about the behaviour, discuss the allegations and respond if they choose **prior to the principal making a disciplinary decision**. For example reports, statements, other documents, video/audio recordings (noting that a copy of the recordings should not be provided to the student or parent but they should be invited to view/hear the recordings at the school or elsewhere before the exclusion decision is made).
- Conduct that adversely affects, or is likely to adversely affect, other students, or the good order and management of the school may be a ground/s for exclusion even if the conduct does not happen on school premises or during school hours.
- Principals consider use of the Risk assessment – behaviour, safety and wellbeing prior to identifying an appropriate disciplinary response or intervention (a copy of the completed risk assessment should be retained in the student's OneSchool record).
- Principals may authorise a deputy principal, head of school or head of campus to tell a student and parent of their decision to propose exclusion.
- The suspension pending final decision about exclusion takes effect from the time the principal or authorised officer tells the student and their parent about it.
- This communication must provide information about the date on which the suspension will commence and that the final decision about exclusion will be made within 20 school days.
- The principal is responsible for arranging as soon as practicable for a decision notice on the **approved form for proposed exclusion/exclusion decision** to be given to the student and parent (including, where the decision is to exclude, details about making a submission to the Director-General or delegate and information on making a periodic review submission for permanent exclusion decisions).
- Only the letters and approved forms available in OneSchool can be used for this purpose.
- Copies of the signed decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision must be uploaded in OneSchool.
- The principal must take reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.
- The principal is mindful of the school's duty of care and takes reasonable steps to ensure that parents have made appropriate arrangements prior to the student leaving the school grounds.
- The principal ensures a regional case manager is allocated and recorded on OneSchool.
- The principal ensures a record for a proposed exclusion is created in OneSchool.
- The principal must finalise their decision within 20 school days of providing the student and parent the proposed exclusion notice.
- The principal alone has the delegation to make the decision of whether to exclude a student for period of not more than one school year or to exclude permanently.
- While on suspension, even when the parent has advised they are ending the enrolment of their child at the school, the student may not be enrolled at any other state school (other than distance education) in Queensland.
- Exclusions do not need to be completed in the current school year – the 20 school day suspension continues into the next school period until the principal has made their final decision about exclusion.
- If the parent advises that they are ending the enrolment of their child at the school, the principal must advise that the suspension pending exclusion decision (and therefore the enrolment) will remain in effect until the exclusion decision has been finalised.
- Students who have been excluded from a Queensland state school are entitled to enrol as if in-catchment at a different state school, subject to the approval of the regional director. For more information please see the Enrolment Management Plan (EMP).
- Failure to make the exclusion decision within the legislated 20 school days will result in the final decision being that the student is not excluded and can return to school.

## Flowchart: Exclusion



\* Failure to make the exclusion decision within the legislated 20 school days will result in the final decision being that the student is not excluded and can return to school.



### Checklist: Exclusion

- ☐ Student is enrolled at the school
- ☐ Assessment undertaken of the student's behaviour and the level of risk
- ☐ Student's individual circumstances have been considered
- ☐ Student's behaviour constitutes one or more grounds for exclusion under section.292 of the EGPA
- ☐ Principal or delegate have documented how the behaviour meets the ground for exclusion under section.292 of the EGPA
- ☐ Exclusion has been considered as a last resort, where suspension is demonstrably inadequate to deal with the student's disobedience, misbehaviour, conduct or risk
- ☐ Consider use of the Risk assessment — behaviour, safety and wellbeing prior to identifying an appropriate disciplinary response or intervention
- ☐ A copy of the completed Risk assessment — behaviour, safety and wellbeing has been documented in OneSchool
- ☐ Student and parent have had the opportunity to consider relevant evidence under consideration about the behaviour
- ☐ Student and parent have been offered the opportunity to discuss and respond to the allegations
- ☐ Principal, if **not satisfied** there is a ground for exclusion, has considered a less serious disciplinary consequence such as suspension or decided no further action is needed
- ☐ Principal, if **satisfied** there is a ground for exclusion, has continued the exclusion process
- ☐ Disciplinary consequence and reasons have been documented in the student's OneSchool record
- ☐ Principal or authorised officer has told the student and parent of the decision to propose exclusion, the reasons for the proposed exclusion, the date on which the suspension will commence and that the final decision about exclusion will be made within 20 school days
- ☐ Reasonable steps have been taken to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or the student has been isolated and supervised until such arrangements have been made
- ☐ Record for proposed exclusion has been created in OneSchool
- ☐ Decision notice has been prepared on the **approved form for proposed exclusion** in OneSchool
- ☐ Regional case manager has been allocated through OneSchool
- ☐ Signed decision notice on **approved form for proposed exclusion**, material facts and evidence have been given to the student and parent as soon as practicable
- ☐ Copies of the signed proposed exclusion decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student's OneSchool record
- ☐ Reasonable steps have been taken to arrange for the student to access an educational program to allow the student to continue with their education during the suspension
- ☐ Principal has finalised the decision within 20 school days of providing the student and parent the proposed exclusion notice and after considering all of the available information
- ☐ Exclusion decision has been updated in OneSchool
- ☐ If the decision is to **not exclude**, arrangements for the return of the student to school and any necessary support provisions have been made
- ☐ If the decision is to **exclude**, determined whether to exclude for a period of not more than one school year or to exclude permanently
- ☐ Principal or authorised officer has told the student and parent of the exclusion decision, the reasons for the exclusion and if or when the student can reapply to enrol at the school
- ☐ Decision notice has been prepared on the **approved form for exclusion** in OneSchool (including if the decision is to exclude, information about making a submission against the exclusion to the Director-General or delegate and, for permanent exclusions, a periodic review submission to the Director-General)
- ☐ Signed decision notice on **approved form for exclusion**, including details about making a submission to the Director-General or delegate, material facts and evidence has been given to the student and parent as soon as practicable
- ☐ Copies of the signed exclusion decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student's OneSchool record.



## Exclusion from certain or all state schools by Director-General (or delegate)

Principals can refer an exclusion decision to the Director-General (or delegate) for their consideration to exclude a student from certain or all state schools, however the Director-General or their delegate are the only individuals with the authority to exclude students from certain (state schools in a particular area or region) or all state schools in Queensland (except schools of distance education). The Director-General (or delegate) can exclude a student for a period of not more than one year or permanently.

The Director-General (or delegate) can exclude a student from certain or all state schools on the following ground/s:

- persistent disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students (may be ground for exclusion even if the conduct does not happen on school premises or during school hours);
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the schools (may be ground for exclusion even if the conduct does not happen on school premises or during school hours);
- the student's attendance at the schools poses an unacceptable risk to the safety or wellbeing of other students or of staff;

if exclusion from an individual school is inadequate to deal with the disobedience, misbehaviour, conduct or risk.

It is also a ground for exclusion from certain or all state schools if the student attendance poses an unacceptable risk to the safety or wellbeing of any state school community because there is evidence of:

- convictions associated with assaulting and obstructing police officers, demonstrating a disregard for persons in a position of authority and a propensity for disobeying rules and requirements
- convictions for assault/possessing a dangerous weapon, demonstrating a propensity for violence and a disregard for the safety and wellbeing of others
- convictions for stealing/wilful damage/unauthorised dealing with shop goods, demonstrating a disregard for the property of others
- an extensive criminal history, demonstrating an ongoing disregard for the law/inability or unwillingness to follow rules and requirements.

A principal of a state school who considers the student's behaviour constitutes one of more of the above grounds for exclusion from certain or all state schools can refer an exclusion decision to the Director-General (or delegate) by completing the SD-1 Principal referral at the same time as the written notice of the proposed exclusion.

A regional director who considers the student's behaviour constitutes one or more of the above grounds can support the referral to the Director-General (or delegate) to exclude a student from certain or all state schools by completing the SD-2 Regional Director referral.

It is strongly recommended that only one of the identified grounds is selected as the basis for a decision to recommend excluding a student from certain or all state schools. Every ground cited as the basis for the recommendation must be justified with comprehensive evidence, explaining how the student's behaviour specifically meets the identified ground/s.

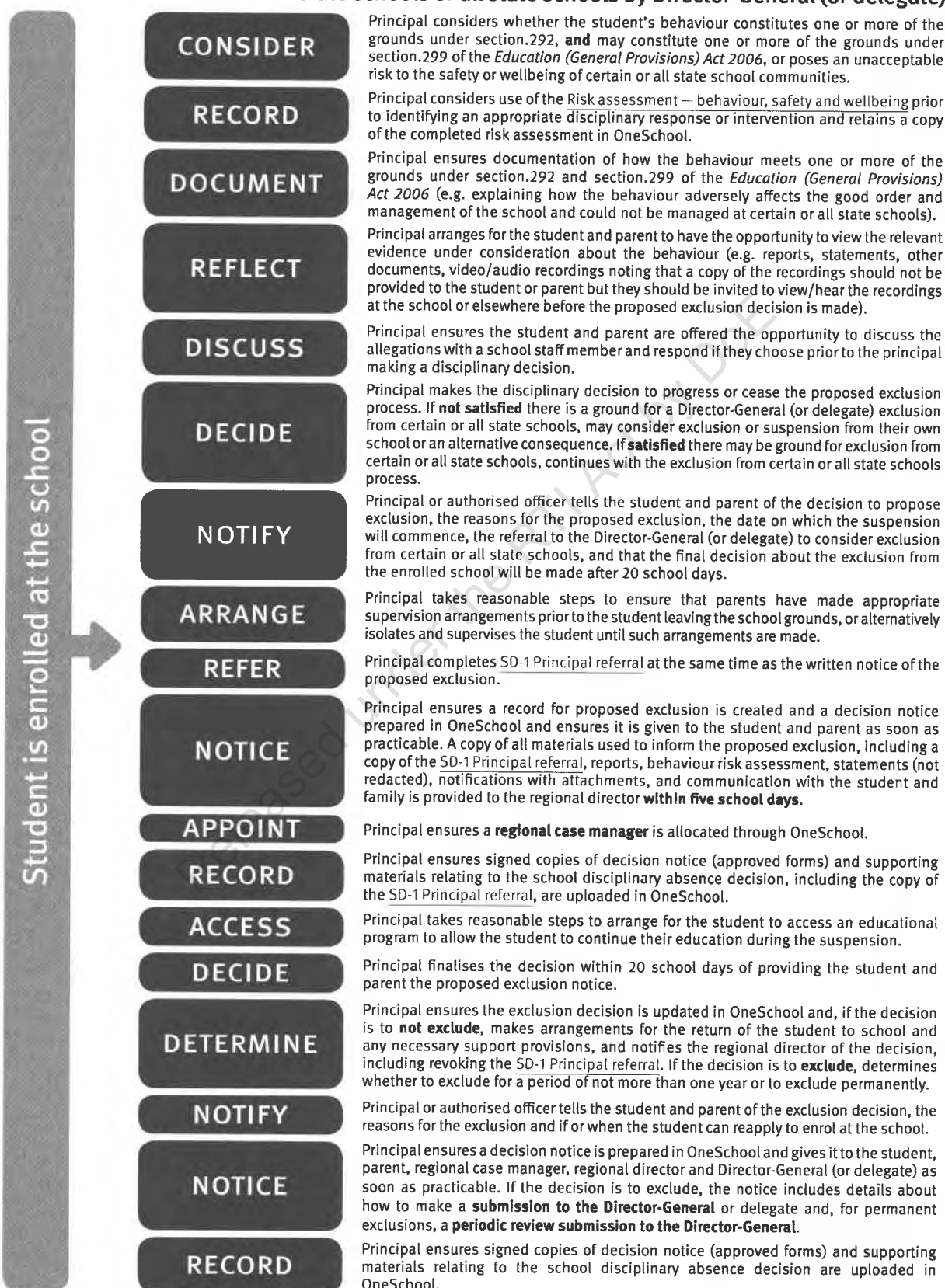
Where multiple grounds are selected as reasons for recommending exclusion from certain or all state schools, **explicit explanation and evidence must be provided** of how the student's behaviour meets **each of the identified grounds**.



### What you need to know

- The decision to request the Director-General (or delegate) consider excluding a student from certain or all state schools is initiated by the principal of the state school at which the student is enrolled, and must be completed in conjunction with the normal exclusion process from the enrolled school.
- The SD-1 Principal referral must be completed by the principal at the same time as the written notice of the proposed exclusion.
- The regional director must progress the SD-1 Principal referral and SD-2 Regional Director referral within five school days of receipt of the SD-1.
- A copy of the SD-1 Principal referral is to be provided to the student and parent with the proposed exclusion notice for the school at which the student is currently enrolled.
- Copies of the signed decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision must be uploaded in OneSchool. For example reports, risk assessment, statements (not redacted), notifications with attachments, a copy of the SD-1, and communication with the student and family.
- The principal considers use of the Risk assessment — behaviour, safety and wellbeing to consider implications of enrolment in certain or all state schools and retain a copy of the completed risk assessment in OneSchool.
- Principals may authorise a deputy principal, head of school or head of campus to tell a student and parent of their decision to propose exclusion, the date on which the suspension will commence and that the referral has been made to the Director-General (or delegate) to consider exclusion from certain or all state schools.
- The principal must finalise their exclusion decision within 20 school days of providing the student and parent the proposed exclusion notice.
- If after submitting the SD-1 Principal referral the principal decides not to exclude the student, the principal must immediately notify the regional director of their decision and revoke the SD-1 Principal referral.
- The regional case manager takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the proposed exclusion.
- Students on suspension pending final decision about exclusion may not seek enrolment at any state school (other than a school of distance education) in Queensland.

### Flowchart: Exclusion: Certain state schools or all state schools by Director-General (or delegate)



\* Failure to make the exclusion decision within the legislated 20 school days will result in the final decision being that the student is not excluded and can return to school.

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## Flowchart: Exclusion: Certain state schools or all state schools by Director-General (or delegate) continued

Student's behaviour may constitute grounds under s.299 of the EGPA 2006 or poses unacceptable risk to safety or wellbeing of certain or all state school communities

### Regional director, within two school days of receiving the SD-1 Principal referral

REVIEW

Regional director considers SD-1 Principal referral and the principal's proposed exclusion, including all associated materials relating to the school disciplinary absence decision (reports, statements, communication with student and family).

RECORD

Regional director considers use of the Risk assessment — behaviour, safety and wellbeing to consider implications of enrolment in any state school in the region and retains a copy of the completed risk assessment in OneSchool.

REFER

Regional director prepares SD-2 Regional Director referral and progresses to the Director-General (or delegate) outlining their response to the principal's referral to exclude the student from certain or all state schools, including copies of all records and materials used to inform their own and the principal's referral (SD-1 Principal referral).

RECORD

Regional director ensures signed copies of referral and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool.

### Director-General (or delegate), upon receipt of the SD-1 Principal referral and SD-2 Regional Director referral

REVIEW

Director-General (or delegate) reviews SD-1 Principal referral, SD-2 Regional Director referral and the principal's proposed exclusion, including all associated materials relating to the school disciplinary absence decision (reports, statements, communication with student and family).

CONSIDER

Director-General (or delegate) considers whether they believe the student poses an unacceptable risk to the safety or wellbeing of certain or any state school community, and if exclusion by the principal under section 292 of the *Education (General Provisions) Act 2006* is inadequate to deal with the disobedience, misbehaviour, conduct or risk.

NOTIFY

Director-General (or delegate) arranges for the student and parent to be told of the proposed exclusion from certain or all state schools.

PREPARE

Director-General (or delegate) ensures a decision notice of the proposed exclusion from certain or all state schools is prepared (approved form), including an opportunity to submit any additional relevant information within a nominated timeframe, and gives it to the student and parent as soon as practicable with a copy of the relevant evidence under consideration about the behaviour (e.g. reports, statements, video/ audio recordings).

RECORD

Director-General (or delegate) ensures signed copies of decision notice (approved forms) and supporting materials relating to the school disciplinary absence are uploaded in OneSchool.

DECIDE

Director-General (or delegate), within 30 school days of notifying the student and parent of the proposed exclusion notice, and after considering all of the available information, decides whether to exclude or not exclude from certain or all state schools.

DETERMINE

Director-General (or delegate) ensures the exclusion decision is updated in OneSchool and completed SD-3 Exclusion decision notice outlining the decision about the exclusion. If the decision is to **not exclude**, makes arrangements for any necessary support provisions for the student. If the decision is to **exclude**, determines whether to exclude from certain or all state schools in Queensland, for period of not more than one school year or to exclude permanently.

NOTIFY

Director-General (or delegate) ensures the student, parent and regional director are told of the exclusion decision.

NOTICE

Director-General (or delegate) prepares a notice on the approved form and gives it to the student, parent, regional case manager, principal and regional director as soon as practicable. If the decision is to exclude, the notice includes details about how to make a **submission to the Director-General** or delegate and, for permanent exclusions, a **periodic review submission to the Director-General**.

RECORD

Director-General (or delegate) ensures signed copies of decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool.

## Checklist: Exclusion: Certain state schools or all state schools by Director-General (or delegate)

### Principal (to be completed in conjunction with the normal exclusion process from the enrolled school)

- ☐ Student is enrolled at the school
- ☐ Assessment undertaken of the student's behaviour and the level of risk
- ☐ Student's individual circumstances have been considered
- ☐ Student's behaviour constitutes one or more of the grounds under section.292 of the EGPA
- ☐ Exclusion has been considered as a last resort, where suspension is demonstrably inadequate to deal with the student's disobedience, misbehaviour, conduct or risk
- ☐ Student's behaviour may constitute one or more of the grounds under section.299 of the EGPA or poses an unacceptable risk to the safety or wellbeing of certain or all state school communities
- ☐ If appropriate, Risk assessment — behaviour, safety and wellbeing has been completed prior to identifying an appropriate disciplinary response or intervention and includes consideration of implications around enrolment in certain or all state schools
- ☐ A copy of the completed Risk assessment — behaviour, safety and wellbeing has been documented in OneSchool
- ☐ Principal or delegate have documented how the behaviour meets the ground for exclusion under section.292 and section.299 of the EGPA
- ☐ Student and parent have had the opportunity to view relevant evidence under consideration about the behaviour
- ☐ Student and parent have been offered the opportunity to discuss and respond to the allegations
- ☐ Principal, if **not satisfied** there is a ground for a Director-General (or delegate) exclusion from certain or all state schools, has considered exclusion or suspension from their own school or decided no further action is needed/ If **satisfied** there may be ground for exclusion from certain or all state schools, has continued the exclusion from certain or all state schools process
- ☐ Disciplinary consequence and reasons have been documented in the student's OneSchool record
- ☐ Principal or authorised officer has told the student and parent:
  - ☐ of the decision to propose exclusion
  - ☐ the reasons for the proposed exclusion
  - ☐ the date on which the suspension will commence
  - ☐ the referral to the Director-General (or delegate) to consider exclusion from certain state schools or all state schools and
  - ☐ that the final decision about exclusion from the enrolled school will be made within 20 school days.
- ☐ Reasonable steps have been taken to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or the student has been isolated and supervised until such arrangements have been made
- ☐ Record for proposed exclusion has been created in OneSchool
- ☐ Decision notice has been prepared on the **approved form for proposed exclusion** in OneSchool
- ☐ SD-1 Principal referral has been completed
- ☐ SD-1 Principal referral, written notice of the proposed exclusion with any relevant decision-making documentation have been provided to the regional director **within five school days**
- ☐ Regional case manager has been allocated through OneSchool

*continues on next page*

- ☐ Signed decision notice on **approved form for proposed exclusion**, material facts and evidence (including a copy of the SD-1 Principal referral) have been given to the student and parent as soon as practicable
- ☐ Copies of the signed proposed exclusion decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision (including a copy of the SD-1 Principal referral) have been uploaded in the student's OneSchool record
- ☐ Reasonable steps have been taken to arrange for the student to access an educational program to allow the student to continue with their education during the suspension
- ☐ Principal has finalised the decision within 20 school days of providing the student and parent the proposed exclusion notice and after considering all of the available information
- ☐ Exclusion decision has been updated in OneSchool
- ☐ If the decision is to **not exclude**:
  - ☐ arrangements have been made for the return of the student to school
  - ☐ any necessary support provisions have been made
  - ☐ the regional director has been notified of the decision to not exclude
  - ☐ the SD-1 Principal referral has been revoked.
- ☐ If the decision is **to exclude**, determined whether to exclude for a period of not more than one school year or to exclude permanently
- ☐ Principal or authorised officer has told the student and parent of the exclusion decision, the reasons for the exclusion and if or when the student can reapply to enrol at the school
- ☐ Decision notice has been prepared on the **approved form for exclusion** in OneSchool (including if the decision is to exclude, information about making a submission against the exclusion to the Director-General (or delegate) and, for permanent exclusions, a periodic review submission to the Director-General)
- ☐ Signed decision notice on **approved form for exclusion**, including material facts and evidence has been given to the student, parent, regional case manager, regional director and Director-General (or delegate) as soon as practicable. If the decision is to exclude, details about making a submission to the Director-General (or delegate), and for permanent exclusions, a periodic review submission to the Director-General have been included
- ☐ Copies of the signed exclusion decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student's OneSchool record.

**Regional director, within two school days of receiving the SD-1 Principal referral**

- ☐ SD-1 Principal referral and associated materials have been reviewed
- ☐ Principal's proposed exclusion and all associated materials relating to the school disciplinary absence decision have been reviewed
- ☐ If appropriate, Risk assessment — behaviour, safety and wellbeing has been completed to consider implications of enrolment in any state school in their region
- ☐ A copy of the completed Risk assessment — behaviour, safety and wellbeing has been retained in OneSchool
- ☐ Considered whether the student may pose an unacceptable risk to the safety or wellbeing of certain or all state school communities
- ☐ SD-2 Regional Director referral has been prepared
- ☐ SD-2 Regional Director referral has been progressed to the Director-General (or delegate), outlining their response to the principal's referral to exclude the student from certain or all state schools, including copies of all records and materials used to inform their own and the principal's referral (SD-1 Principal referral)
- ☐ Signed copies of the referral and supporting materials relating to the school disciplinary absence have been saved in the student's OneSchool record.

**Director-General (or delegate), upon receipt of the SD-1 Principal referral and SD-2 Regional Director referral**

- ☐ SD-1 Principal referral and associated materials have been reviewed
- ☐ Principal's proposed exclusion and all associated materials have been reviewed
- ☐ SD-2 Regional Director referral and associated materials have been reviewed
- ☐ Considered whether the student poses an unacceptable risk to the safety or wellbeing of certain or any state school community
- ☐ Considered whether exclusion by the principal under Part 12, Division 3 of the EGPA is inadequate to deal with the disobedience, misbehaviour, conduct or risk
- ☐ Student and parent have been told of the decision to propose exclusion from certain or all state schools
- ☐ Decision notice has been prepared on the **approved form for proposed exclusion from certain or all state schools**, including an opportunity to submit any additional relevant information within a nominated timeframe
- ☐ Signed decision notice on **approved form for proposed exclusion from certain or all state schools**, material facts and evidence have been given to the student and parent as soon as practicable
- ☐ Copies of the signed proposed exclusion decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student's OneSchool record
- ☐ Considered all of the available information
- ☐ Within 30 school days of notifying the student and parent of the proposed exclusion from certain or all state schools, principal has made the final decision to exclude or not exclude from enrolled school certain or all state schools
- ☐ Exclusion decision has been updated in OneSchool
- ☐ SD-3 Exclusion decision notice has been completed
- ☐ If the decision is to **not exclude**, arrangements for any necessary supporting provisions have been made
- ☐ If the decision is to **exclude**, determined whether to exclude from certain or all state schools in Queensland, for a period of not more than one school year or to exclude permanently
- ☐ Student, parent and regional director have been told of the exclusion decision
- ☐ Decision notice has been prepared on the **approved form for exclusion from certain or all state schools**. If the decision is to exclude from certain or all state schools, details about making a submission to the Director-General (or delegate) and a periodic review submission to the Director-General have been included
- ☐ Signed decision notice on **approved form for exclusion from certain or all state schools**, including material facts and evidence has been given to the student, parent, regional case manager, regional director and Director-General (or delegate) as soon as practicable. If the decision is to exclude, details about making a submission to the Director-General (or delegate), and for permanent exclusions, a periodic review submission to the Director-General have been included
- ☐ Copies of the signed exclusion decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student's OneSchool record.





## Cancellation of enrolment

The principal can cancel the enrolment of a post compulsory school age student if the student refuses to participate in the educational program provided by the school. This is the only ground for cancellation of enrolment under the EGPA.

If a student's enrolment is cancelled, it means they can no longer attend that school. A student is no longer of compulsory school age once they turn 16 years of age or complete Year 10, whichever comes first.

The principal must consider the individual circumstances such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements. The principal must also consider whether another disciplinary strategy or consequence would be more appropriate.

If a young person is under 17 years of age, they are in the compulsory participation phase. If a student's enrolment is cancelled during this phase, they should be provided with information about eligible education and training options within the cancellation of enrolment notice.

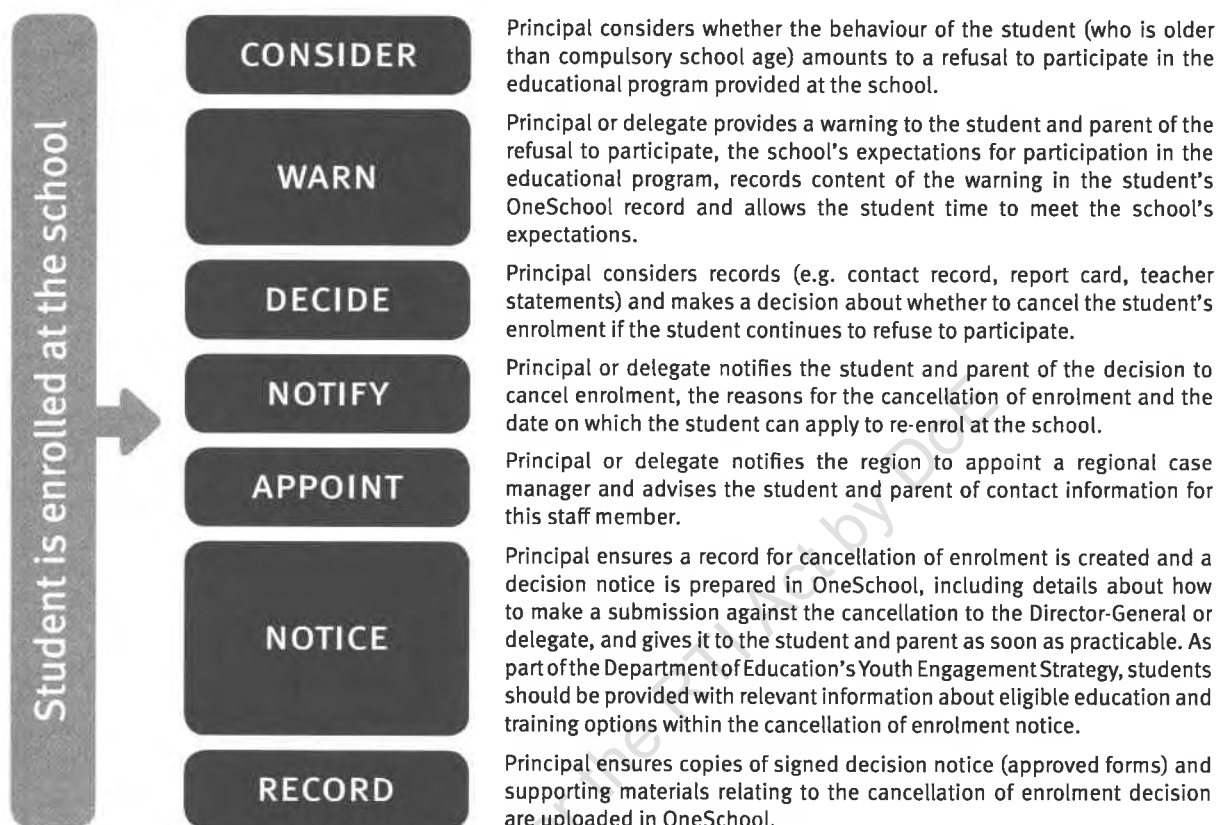
The student or their parent may submit an **appeal to the Director-General or delegate** to request a review of a cancellation decision by a principal.



### What you need to know

- The enrolment of a compulsory school age student cannot be cancelled.
- The ground for cancellation is restricted to student behaviour that amounts to a refusal to participate in the educational program provided at the school.
- Prior to any decision regarding cancellation, the principal should ensure the student and parent are provided with a warning of the refusal to participate and the school's expectations for participation in the educational program, then allow the student a reasonable opportunity to meet the school's expectations.
- A young person's compulsory participation phase starts when they stop being of compulsory school age; and ends when they:
  - gain a certificate of achievement, senior statement, certificate III or certificate IV; or
  - have participated in eligible education options for two years after they stopped being of compulsory school age; or
  - turn 17 years of age.
- A student's enrolment cannot be cancelled due to problem behaviour or a lack of academic progress.

## Flowchart: Cancellation of enrolment



## Checklist: Cancellation of enrolment

- ☐ Student is enrolled at the school
- ☐ Student is older than compulsory school age
- ☐ Student's individual circumstances have been considered
- ☐ Student's behaviour constitutes grounds for cancellation under section.317 of the EGPA (their behaviour amounts to a refusal to participate in the educational program provided at the school)
- ☐ Principal or delegate have documented how the behaviour meets the ground for cancellation under section.317 of the EGPA
- ☐ Principal or delegate has provided a warning to the student and the parent of the refusal to participate and the school's expectations for participation in the educational program
- ☐ Content of the warning has been recorded in OneSchool
- ☐ Student has had a reasonable opportunity to meet the school's expectations
- ☐ Evidence has been considered and principal has made a decision about whether to cancel the student's enrolment (if the student continued to refuse to participate)
- ☐ If the decision is to **cancel enrolment**, determined the date on which the student can apply to re-enrol at the school (not more than 12 months after giving the decision notice)
- ☐ Principal or delegate has notified the student and parent of the decision to cancel enrolment, the reasons for the cancellation of enrolment and the date on which the student can apply to re-enrol at the school
- ☐ Region has been notified to appoint a regional case manager
- ☐ Record for cancellation of enrolment has been created in OneSchool
- ☐ Decision notice has been prepared on the **approved form for cancellation of enrolment** in OneSchool, including details about making a submission against the decision to the Director-General or delegate
- ☐ If the student is in the compulsory participation phase, relevant information has been provided about eligible education and training options within the decision notice
- ☐ Signed decision notice on **approved form for cancellation of enrolment**, including details about making a submission to the Director-General or delegate, material facts and evidence have been given to the student and parent as soon as practicable
- ☐ Copies of the signed cancellation of enrolment notice (approved forms) and supporting materials relating to the decision have been uploaded in the student's OneSchool record.



## Refusal to enrol – Risk to safety or wellbeing

The Director-General or their delegate can refuse the enrolment of a prospective student if they reasonably believe that, if enrolled, the prospective student would pose an unacceptable risk to the safety or wellbeing of members of the school community.

A principal who reasonably believes that the enrolment of a prospective student poses an unacceptable risk to the safety or wellbeing of members of a school community must consider the following in relation to any charges or convictions listed in the prospective student's criminal history to determine the risk posed by the prospective student:

- whether the offence is a serious offence
- when the offence was committed or alleged to have been committed
- the nature of the offence and current age of prospective student
- for a conviction, whether a penalty was imposed and the nature of the penalty.

Principals should take care to properly document all sources of relevant information in OneSchool they have drawn upon to reach a belief that the prospective student poses an unacceptable risk to the safety or wellbeing of members of a school community. This documentation should ensure that their views on risk are clearly linked to relevant supporting evidence.

Principals who consider that a prospective student poses an unacceptable risk to the safety or wellbeing of members of a school community refer the enrolment application through the regional director to the Director-General for decision. **Within five school days** of receiving the enrolment application from the prospective student or parent, the principal must send them notice of a referral of application to enrol (RTE-1).

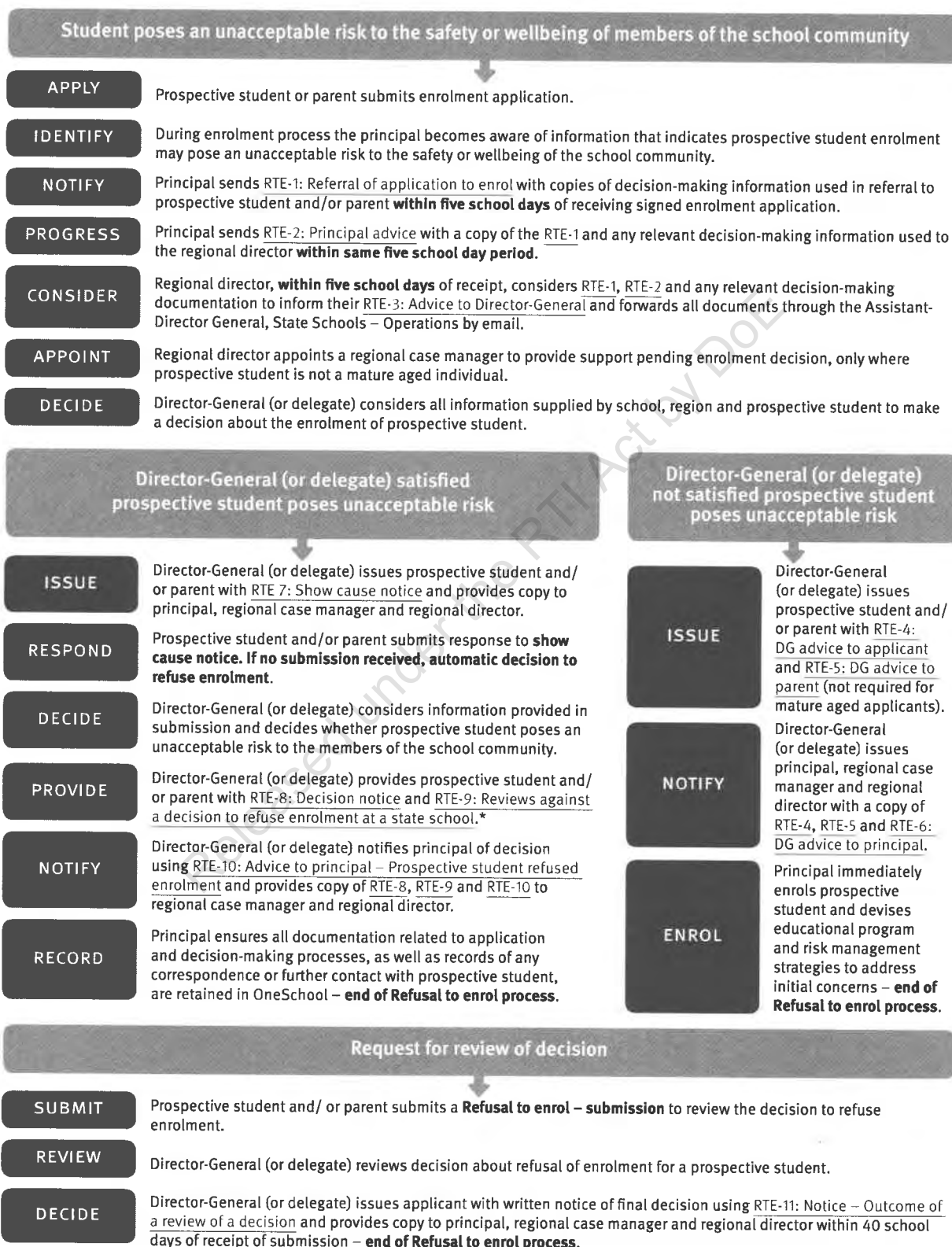
To access information in relation to a prospective student's prior convictions, principals require the consent of the student, or where the current or prospective student is a child, their parent. Other sources of information may be the media, police or admissions from the prospective student or parent.



### What you need to know

- Principals must send RTE-1 with copies of decision-making information used in the recommendation to prospective student and/or parent **within five school days** of receiving the enrolment application.
- To assist principals to evaluate the circumstances of a student's enrolment, they may enter the prospective student on OneSchool as a *Future Student* or submit a **Student transfer note**.
- Deliberations about whether a prospective student poses an unacceptable risk to the safety or wellbeing of a school community must be based on evidence.
- This may include, for example, evidence the prospective student:
  - is a convicted child sex offender
  - has been charged or convicted of offences involving violence
  - has been charged or convicted of drug offences, such as selling drugs
  - has previously been excluded from a school or schools in Queensland or another jurisdiction because of matters identified above
  - has demonstrated a sustained pattern of directed, aggressive behaviour sufficient to cause harm to a person's health or welfare, despite appropriate intervention and support.
- A **regional case manager** is appointed by the regional director to assist the prospective student to access an educational program while the decision is pending.
- Only the approved forms published in the procedure can be used to notify parents and refer matters to the Director-General or their delegate.
- A prospective student cannot be refused enrolment on the grounds that they have a disability – this is **unlawful** under the *Disability Discrimination Act 1992* (Cwlth).

## Flowchart: Refusal to enrol – Risk to safety or wellbeing



\* Where the Director-General (or delegate) is satisfied that a prospective student poses an unacceptable risk to certain state schools or all state schools, then the exclusion process outlined in the Student discipline procedure is used.

## Checklist: Refusal to enrol – Risk to safety or wellbeing

### Principal

- ☐ Prospective student and/or parent has submitted enrolment application
- ☐ Enrolment process outlined in Enrolment in state primary, secondary and special schools procedure has been followed
- ☐ Principal has become aware of information that indicates prospective student enrolment may pose an unacceptable risk to the safety or wellbeing of the school community.

#### Within five school days of receiving enrolment application:

- ☐ RTE-1 has been completed
- ☐ RTE-1 and copies of decision-making information used in referral have been sent to prospective student and/or parent
- ☐ RTE-2 has been completed
- ☐ RTE-2, copies of the enrolment application and any relevant decision-making documentation used to make the referral to refuse enrolment (including a copy of RTE-1) have been sent to the regional director.

***If the Director-General (or delegate) is satisfied the prospective student does not pose an unacceptable risk to the safety or wellbeing of the school community (as per the received RTE-6):***

- ☐ Student has been enrolled immediately
- ☐ An educational program and risk management strategies have been devised to address initial concerns.

***If the Director-General (or delegate) is satisfied the prospective student does pose an unacceptable risk to the safety or wellbeing of the school community (as per the received RTE-10):***

- ☐ All documentation related to the application and decision-making processes, as well as records of any correspondence or further contact with the prospective student, have been retained in OneSchool.

#### Regional director, within five school days of receipt:

- ☐ RTE-1, RTE-2 and any relevant decision-making documentation have been considered to inform RTE-3
- ☐ RTE-3 has been completed
- ☐ RTE-1, RTE-2, RTE-3 and relevant decision-making documentation has been forwarded through the Assistant Director-General, State Schools – Operations to the Director-General (or delegate)
- ☐ A regional case manager has been appointed to support the prospective student and their family pending a decision about enrolment (where the prospective student is not a mature aged individual).

#### Director-General (or delegate)

- ☐ All information used by school and region to make the referral to refuse enrolment, including evidence that the prospective student has criminal charges have been considered.

***If the Director-General (or delegate) is not satisfied the prospective student poses an unacceptable risk to the safety or wellbeing of the school community:***

- ☐ RTE-4, RTE-5 (not required for mature aged applicants) and RTE-6 have been completed
- ☐ RTE-4 and RTE-5 (if applicable) have been given to prospective student and parent
- ☐ A copy of RTE-4, RTE-5 (if applicable) and RTE-6 have been given to the principal, regional case manager, and regional director.

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***If the Director-General (or delegate) is satisfied the prospective student poses an unacceptable risk to the safety or wellbeing of the school community:***

- ☐ RTE-7 has been completed
- ☐ RTE-7 has been given to prospective student and parent
- ☐ A copy of the RTE-7 has been given to the principal, regional case manager and regional director
- ☐ Prospective student and/or parent have submitted a response to the RTE-7 (see Following the show cause period, Director-General (or delegate))
- ☐ Prospective student and/or parent have not submitted a response to the RTE-7 (see If the Director-General (or delegate) is satisfied the prospective student poses an unacceptable risk to the safety or wellbeing of the school community).

**Following the show cause period, Director-General (or delegate):**

- ☐ Information provided in submission by the prospective student and/or their parent during the show cause period has been considered
- ☐ After considering any representations made by the prospective student/parent, decision has been made whether the prospective student poses an unacceptable risk to members of the school community.

***If the Director-General (or delegate) is not satisfied the prospective student poses an unacceptable risk to the safety or wellbeing of the school community:***

- ☐ RTE-4, RTE-5 (not required for mature aged applicants) and RTE-6 have been completed
- ☐ RTE-4 and RTE-5 (if applicable) have been given to prospective student and parent
- ☐ A copy of RTE-4, RTE-5 (if applicable) and RTE-6 have been given to the principal, regional case manager, and regional director.

***If the Director-General (or delegate) is satisfied the prospective student poses an unacceptable risk to the safety or wellbeing of the school community:***

- ☐ RTE-8, RTE-9 and RTE-10 have been completed
- ☐ RTE-8 and RTE-9 have been given to prospective student and their parent
- ☐ RTE-10 has been given to the principal
- ☐ A copy of RTE-8, RTE-9 and RTE-10 have been given to the regional case manager and regional director.

***If the Director-General (or delegate) is satisfied the prospective student poses an unacceptable risk to certain or all state school communities in Queensland:***

- ☐ Exclusion process outlined in Student discipline procedure followed.

**Request for Review of Decision:**

**Director-General (or delegate), within 40 school days of receipt of a Refusal to enrol submission from prospective student and/or parent:**

- ☐ Decision about refusal of enrolment for prospective student and submission have been reviewed
- ☐ RTE-11 has been completed
- ☐ RTE-11 has been given to prospective student and their parent
- ☐ A copy of RTE-11 has been given to the principal, regional case manager and regional director.



## Temporary removal of student property by school staff

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, students and visitors. Prohibited items should be described clearly in the Student Code of Conduct for the school, along with explanation of possible consequences.

State school staff **do not have** the authority to open, examine or otherwise deal with the temporarily removed student property without the consent of the student or parent. For example, 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 without the consent of the student or parent.

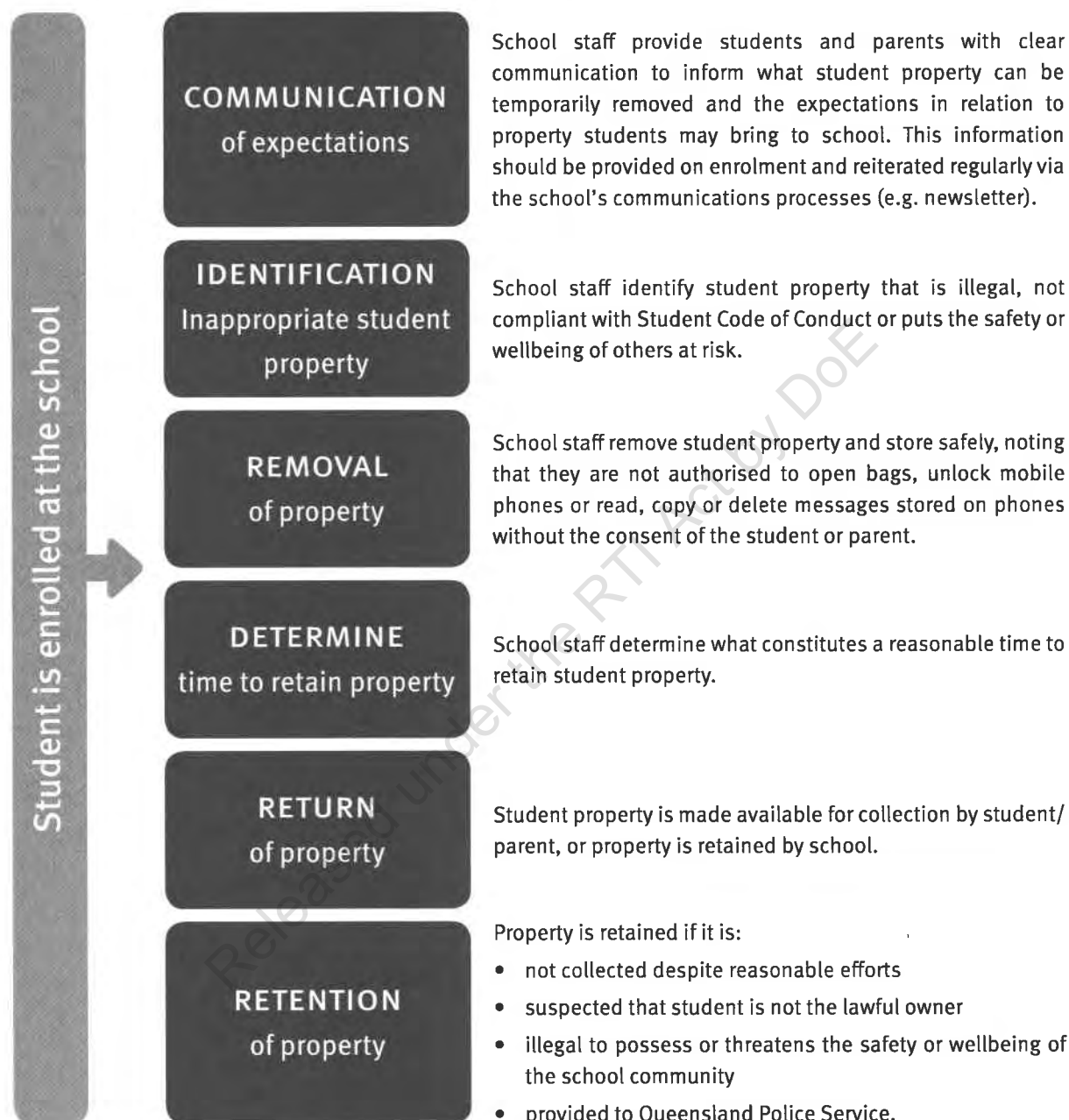
Where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's access prior to seeking search consent or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.



### What you need to know

- Principals should take care to ensure all school staff are aware of their responsibilities with regard to removal of student property.
- Under normal circumstances, principals and state school staff members are not permitted to search student property (e.g. a student's 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 require the student's consent to search school property such as lockers or desks being used by the student.
- 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.
- A state school staff member is employed by the chief executive at the school and includes, but is not limited to:
  - principals
  - deputy principals
  - teaching staff
  - non-teaching staff.
- The following positions **are not considered state school staff members** for the purposes of this procedure, and do not have the authority under this procedure to temporarily remove student property:
  - chaplains
  - pre-service teachers
  - school-based police officers
  - school-based youth health nurses
  - volunteers.

### Flowchart: Temporary removal of student property by school staff





**Checklist: Temporary removal of student property by school staff**

- ☐ Student is enrolled at the school
- ☐ Parents and students have been provided with clear communication about what student property may be temporarily removed and the expectations in relation to property students may bring to school
- ☐ Property has been identified that is illegal, not compliant with the Student Code of Conduct or puts the safety or wellbeing of others at risk
- ☐ The removal of property in a student's possession is necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect within the school community
- ☐ State school staff member has removed student property or student bag in which item is located
- ☐ State school staff member has obtained student or parent consent to search the temporarily removed student property (not required for school property such as lockers or desks being used by the student)

If QPS involvement	If no QPS involvement
<ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Property is retained by state school staff</li> <li><input type="checkbox"/> QPS have been notified</li> <li><input type="checkbox"/> If police decide to seize the temporarily removed student property, state school staff ensure student and their parent have been advised that the student's temporarily removed property has been seized by QPS under the <i>Police Powers and Responsibilities Act 2000</i> and that the property is no longer in the possession of school staff</li> <li><input type="checkbox"/> If police decide not to seize the temporarily removed student property, see <b>Return</b>.</li> </ul>	<p><b>Retention</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If state school staff reasonably suspect that the student is not the lawful owner of the property, or the property is illegal to possess or threatens the safety or wellbeing of the school community, property has been retained by the school</li> <li><input type="checkbox"/> Student or parent has not collected the temporarily removed student property despite reasonable efforts (multiple phone calls, emails or meetings) by the principal or state school staff to advise the student or parent it is available for collection.</li> </ul> <p><b>Return</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reasonable time to retain student property has been determined</li> <li><input type="checkbox"/> Temporarily removed student property has been made available for collection by the student or parent within a reasonable time period and in the same condition as when the property was removed.</li> </ul>



# Appendices

Released under the RTI Act by DoE

## Out-of-school hours detention — consent form (optional)

Outline all relevant details about the out-of-school hours detention. Schools need to ensure that sufficient information is given to parents about the nature of the activities that will be undertaken so that they can give informed consent to their child's participation.

Out-of-school hours detention — consent form Word template

Department of Education

### Out-of-school hours detention — consent form

**Student's details**


<b>Student name:</b>	
<b>Class:</b>	

**Reasons for detention**

Outline the circumstances and behaviours that may warrant a detention (in line with Student Code of Conduct)

**Activity details**

<b>Day and date</b>	
<b>Times</b>	
<b>Location</b>	classroom, office etc.
<b>Description</b>	what the student will be doing e.g. school work, revision of school rules and policies, restorative practices, etc.
<b>Potential hazards</b>	as appropriate
<b>Transportation</b>	detail how the student will be getting to the activity, e.g. parent transport
<b>Dress code</b>	e.g. uniform or other suitable clothing to be worn
<b>Items to bring</b>	e.g. school work, food or drink
<b>Medical requirements</b>	Information relevant to students with medical requirements e.g. due to conditions such as diabetes, asthma, travel sickness, allergies or anaphylaxis


**Queensland  
Government**



Department of Education

**Principal's authorisation**

- ☐ I have made this decision under section 276 of the *Education (General Provisions) Act 2006*.
- ☐ A risk assessment has been completed and a risk management plan developed where necessary
- ☐ Parents have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur
- ☐ Parents have been consulted about suitable times for the detention to be completed within the parameters set by the school
- ☐ Parents have been informed of:
- ☐ location and duration of the detention
  - ☐ their responsibility to arrange travel/supervision to and from the detention, where appropriate

Principal's name:

Principal's signature:

Date:

**Parent's consent**

- ☐ I have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur
- ☐ I have been consulted about suitable times for the detention to be completed within the parameters set by the school
- ☐ I have been informed of:
- ☐ the location and duration of the detention
  - ☐ my responsibility to arrange travel/supervision to and from the detention (if necessary)
- ☐ I give consent for my child to participate in the out-of-school hours detention detailed above.

Parent's name:

Parent's signature:

Date:

## Discipline improvement plan — template (optional)

Discipline improvement plan — Word template

Department of Education

### Discipline improvement plan for [Student Name]

**Student problem behaviour/incident**  
[Insert description of behaviour(s)/ incident(s) that has led to the requirement for this plan.]

**School support**  
[Insert description of support, resources, program/ strategies to assist the student's improvement.]

**Expected behaviour**  
Examples

- You will be punctual, attend school and participate in all classroom learning activities for the next 2 weeks.
- You will attend and participate in the [name of program] (e.g. drug and alcohol) run by [staff member name] for [number] weeks.
- You will meet with your year coordinator on Mondays and Wednesdays at 10:00am to learn how to behave respectfully to your teachers.
- You will check in and check out daily with [staff member name] every morning at 8:30 am for the next 2 weeks. They will ensure you have all of the equipment you need for the day and that you have had your daily behaviour monitoring sheet signed by relevant staff and your parents.

**Consequences for non-compliance**

- Include clear consequences for non-compliance (it is inappropriate to include consequences which are formal processes, for example, suspension or exclusion as the behaviour of the student must meet one of the grounds and due process must be followed).


**People who can support you**  
Include name of school support people

**Dates**

Start date	
Review date	

**Agreement**  
I/We agree to [student name's] plan outlined above and understand that this plan will begin on [day month year] and be reviewed on [day month year].

Student's signature	Date
Principal's signature	Date
Parent/s signature	Date
Other	Date


**Queensland Government**

# Instrument of Authorisation – Suspension

Instrument of Authorisation – Word template

Insert School Logo

Department of Education

NAME OF SCHOOL

## Instrument of Authorisation

**Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')**

I, (NAME OF PRINCIPAL), Principal of (NAME OF SCHOOL), **authorise** the persons who are from time to time the holders of the position of (Deputy Principal, Head of School, Head of Campus) at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A (Deputy Principal, Head of School, Head of Campus) who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a (Deputy Principal, Head of School, Head of Campus) tells the student about my decision, as per section 283(2) of the EGPA.

\_\_\_\_\_  
NAME OF PRINCIPAL

\_\_\_\_\_  
DATE

NAME OF SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

# Instrument of Authorisation — Suspension pending final decision about exclusion

Instrument of Authorisation — Word template

Insert School Logo

Department of Education

NAME OF SCHOOL

## Instrument of Authorisation

### Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, (NAME OF PRINCIPAL), Principal of (NAME OF SCHOOL), **authorise** the persons who are from time to time the holders of the position of (Deputy Principal, Head of School, Head of Campus) at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of (Deputy Principal, Head of School, Head of Campus) to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A (Deputy Principal, Head of School, Head of Campus) who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a (Deputy Principal, Head of School, Head of Campus) tells the student about my decision, as per section 293(3) of the EGPA;
- when a (Deputy Principal, Head of School, Head of Campus) tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

NAME OF PRINCIPAL

DATE

NAME OF SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

# Risk assessment — behaviour, safety and wellbeing

This tool will assist principals to determine the:

- level of risk to the safety or wellbeing of members of the school community; and
- likelihood the behaviour will adversely affect the good order and management of the school.

This process involves determining the level of risk associated with the behaviour and the potential impact or adverse outcome. In order to assess the level of risk, it is important to consider the available information including, but not limited to:

- information held by the school about the student and their previous disciplinary record;
- the known behaviour(s) of the student;
- the student's Individual Behaviour Support Plan (if they have one);
- the school's knowledge of the student's individual circumstances, including their family context;
- any information provided from the Queensland Police Commissioner to the Director-General; and
- the ability of the school to implement adequate controls and actions to reduce or manage the behaviour risk.

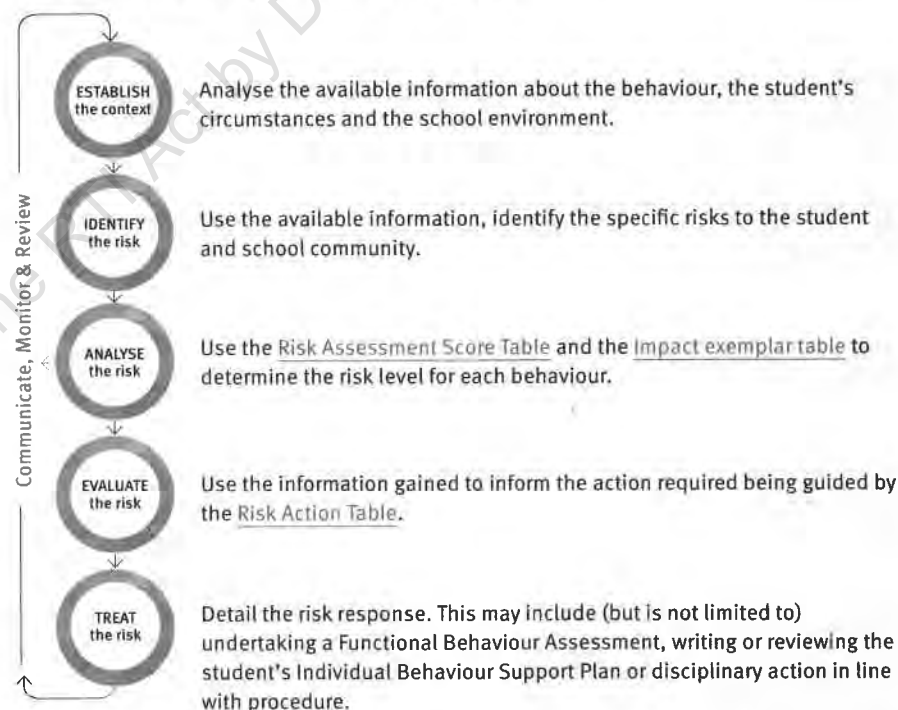
A risk assessment process is required prior to identifying an appropriate disciplinary response or intervention for students charged with or convicted of an offence; or are being considered for exclusion from certain or all state schools.

A risk assessment may also be completed for students whose behaviour has been identified as presenting such significant risk to themselves or others:

- that the planned use of restrictive practices is being considered; or
- the principal reasonably believes the individual may pose an unacceptable risk to the safety or wellbeing of members of the school community.

## Risk assessment process

The Enterprise Risk Management Framework outlines a risk assessment process which has been incorporated into this tool and is contextualised below:



Principals should complete the Risk evaluation form on page 7 and Responses for unmanaged identified risk on page 8 and ensure a signed copy is uploaded into the individual student's OneSchool Support record. Pages 2–6 provide guidance and instruction to complete the document.



## Risk Assessment Score Table

		LIKELIHOOD OF THE BEHAVIOUR				
		How likely is it that the behaviour may occur again? Refer to the individual student's OneSchool data to determine the likelihood of the behaviour.				
		Rare May occur in exceptional circumstances.	Unlikely Unlikely to occur in some circumstances. For example, less than once per month*	Possible Possible to occur in some circumstances. For example, one to three times per month*	Likely Likely to occur. For example, one or more per week*	Almost certain Almost certain to occur. For example, daily*
IMPACT OF THE BEHAVIOUR	If the behaviour occurred, what would the impact be on the school community?	A behaviour that causes <b>insignificant impact</b> on the safety or wellbeing of others, self and/or the school community that causes minor disruption and does not lead to injury or physical harm.	Low risk	Low risk	Low risk	Low risk
	A behaviour that causes <b>minor impact</b> on the safety or wellbeing of others, self and/or school community that requires a response to de-escalate the situation or ensure the safety of the student or other people and/or reduce environmental risk.	Low risk	Low risk	Medium risk	Medium risk	Medium risk
	A behaviour that causes <b>moderate impact</b> on the safety or wellbeing of others, self and/or school community that has the potential to require an immediate response to avert an adverse outcome and reduce risk to the student or others.	Medium risk	Medium risk	Medium risk	High risk	High risk
	A behaviour that causes <b>major impact</b> on the safety or wellbeing of others, self and/or school community that has the potential to cause significant injury; or an outcome that requires an emergency first aid response/ medical treatment.	Medium risk	Medium risk	High risk	Extreme risk	Extreme risk
	A behaviour that causes <b>serious and critical impact</b> on the safety or wellbeing of others, self and/or school community that has the potential to cause serious injury that requires an emergency response, medical treatment, or a behaviour that is illegal.	Medium risk	High risk	High risk	Extreme risk	Extreme risk

\*Principals will use their professional judgment in interpreting the impact of a particular behaviour in the context of the school environment, the impact on the community and the known risk variables.

## Risk Assessment Score Table continued

### Managing risk

Where possible, controls and actions to mitigate the risk should be prioritised. An experienced specialist teacher may conduct a Functional Behaviour Assessment to identify appropriate control measures. Examples of controls are:

- 1:1 supervision
- restricting school-based activities
- an individually adjusted timetable
- increased supervision of risk areas
- reduced access to specified school environment.

The risk level assessment should be determined **after** controls and actions to mitigate the risks have been identified and put into place. For example, a control for a student who has charges pending regarding an offence involving sharing indecent images with others, might include restricted access to IT applications and 1:1 supervision out of class. The risk level without controls and actions might be assessed as 'High', however, once controls and actions are in place, the risk level may be assessed as 'Medium'.

RISK LEVEL	DEFINITION
Low risk	<b>Behaviours that typically require a differentiated response</b> Can be managed by routine procedures — mitigate and monitor, plan permanent controls in the long term
Medium risk	<b>Behaviours that typically require a differentiated response</b> Action by administration to mitigate risk — interim controls to be identified to reduce risk until permanent solutions are in place
High risk	<b>Behaviours that typically require a focussed response</b> Immediate action required by principal — prioritise behaviour management plan and risk assessment issues; monitor closely and review regularly
Extreme risk	<b>Behaviours that typically require an intensive response</b> Immediate action required by principal — emergency procedures in place e.g. call 000, school lockdown

## Impact exemplar

Principals can use the table below as a guide to assist with decision making about the impact of a particular behaviour. It is a guide and as such principals will use their professional judgment in interpreting the impact of a particular behaviour in the context of the school environment, the impact on the community and the known risk variables. The table is a list of examples, it does not take account of the dynamic nature of risk, and therefore the frequency and likelihood of an adverse outcome must also be considered.

IMPACT OF THE BEHAVIOUR		EXAMPLES OF BEHAVIOURS
If the behaviour occurred, what would the impact be on the school community?	A behaviour that causes <b>insignificant impact</b> on the safety or wellbeing of others, self and/or the school community that causes minor disruption and does not lead to injury or physical harm. <b>These are behaviours that typically require a differentiated response.</b>	<ul style="list-style-type: none"> <li>• Calling out in class and causing minor disruption to lessons.</li> <li>• Arriving late to class, calling out and making faces at other students.</li> <li>• Not following simple instructions or putting hand up when appropriate.</li> </ul>
	A behaviour that causes <b>minor impacts</b> on the safety or wellbeing of others, self and/or school community that requires a response to de-escalate the situation or ensure the safety of the student or other people and/or reduce environmental risk <b>These are behaviours that typically require a differentiated response.</b>	<ul style="list-style-type: none"> <li>• Hiding the property of other students.</li> <li>• Becoming upset and their behaviour escalates, causing minor disruption.</li> <li>• Constantly distracting others who are in close proximity to them.</li> <li>• Swearing at staff and others and making low level threats.</li> </ul>
	A behaviour that causes <b>moderate impact</b> on the safety or wellbeing of others, self and/or school community that has the potential to require an immediate response to avert an adverse outcome and reduce risk to the student or others. <b>These are behaviours that typically require a focussed response.</b>	<ul style="list-style-type: none"> <li>• Makes threats of physical violence to other students, with no previous history of following through.</li> <li>• Locking themselves and/or others in an area and refusing to leave.</li> <li>• Throwing objects around a classroom with or without intention of hitting other students or teachers.</li> </ul>
	A behaviour that causes <b>major impact</b> on the safety or wellbeing of others/self that has the potential to cause significant injury; or an outcome that requires an emergency first aid response/ medical treatment / may be illegal. <b>These are behaviours that typically require an intensive response.</b>	<ul style="list-style-type: none"> <li>• Selling or supplying drugs or drug paraphernalia that may or may not be illegal substances.</li> <li>• Bringing a concealed weapon to school.</li> <li>• Using sexualised threatening language towards others.</li> <li>• Self harm.</li> </ul>
	A behaviour that causes <b>serious and critical impact</b> on the safety or wellbeing of others or self that has the potential to cause serious injury that requires an emergency response, medical treatment; causing/ leading to death; or a behaviour that is illegal. <b>These are behaviours that typically require an intensive response.</b>	<ul style="list-style-type: none"> <li>• Running onto a busy road.</li> <li>• Brandishing a weapon at other people.</li> <li>• Physically attacking other students or staff causing physical injury necessitating an emergency response.</li> <li>• Touching another person inappropriately, without their consent (sexualised touching or behaviours).</li> <li>• Requiring the attention of Queensland Ambulance Services as the result of physical injury or serious emotional upset (including suicide ideation).</li> </ul>

## Risk Action Table

Once a risk has been identified it is important to ensure that action is taken to reduce or mitigate against the known risk. The **Risk Action Table** is provided only as a guide to assist principals and staff in their decision making. Staff will use their professional judgment in balancing all the information known to them:

- about the specific situation;
- about the student;
- contextual to the known behavioural risk;
- to evaluate the risk; and
- to ensure that they take action aimed at reducing or treating the risk.

It is important to ensure that any action taken in regard to mitigating risk is consistent with the school **Student Code of Conduct**.

**Principals may also need to consider any identified risk within a workplace health and safety context, including identifying any risk that remains unmanaged or untreatable and escalating those issues to their regional supervisor.**

LEVEL OF RISK	EXAMPLES OF RISK ACTIONS AND CONTROLS
<b>Low risk</b> These behaviours are those that typically require a differentiated response.	<ul style="list-style-type: none"> <li>• Identify behaviours and plan to monitor the behaviour.</li> <li>• Review each semester to ensure the level of risk remains low.</li> <li>• Communicate any concerns with the student parents.</li> </ul>
<b>Medium risk</b> These behaviours are those that typically require a differentiated response.	<ul style="list-style-type: none"> <li>• Implement risk mitigation controls and actions, plan to undertake a Functional Behaviour Assessment.</li> <li>• Develop and implement a Behaviour Support Plan.</li> <li>• Review the Behaviour Support Plan as required.</li> <li>• Communicate any concerns with the students' parents.</li> </ul>
<b>High risk</b> These behaviours are those that typically require a focussed response.	<ul style="list-style-type: none"> <li>• Immediately respond to reducing the risk and reporting any potential illegal behaviour or risks through the appropriate channels and to the police if necessary.</li> <li>• Notify the students' parents that their behaviour is cause for serious concern.</li> <li>• Implement immediate risk mitigation controls and actions.</li> <li>• Undertake a Functional Behaviour Assessment.</li> <li>• Develop and implement a Behaviour Support Plan.</li> <li>• Review the plan on a regular basis (at least once a month).</li> <li>• Review the associated risk on a regular basis (at least each term).</li> <li>• Convene a stakeholder meeting if appropriate.</li> </ul>
<b>Extreme risk</b> These behaviours are those that typically require an intensive response.	<ul style="list-style-type: none"> <li>• Immediately respond to reducing the risk and reporting any potential illegal behaviour or risks through the appropriate channels and to the police if necessary.</li> <li>• Ensure that the student and/or others are safe and no longer at ongoing risk.</li> <li>• Notify the students' parents that their behaviour is cause for serious concern.</li> <li>• Implement immediate risk mitigation controls and actions.</li> <li>• Undertake a Functional Behaviour Assessment.</li> <li>• Develop and implement a Behaviour Support Plan.</li> <li>• Review the plan on a regular basis (at least weekly).</li> <li>• Review the associated risk on a monthly basis.</li> <li>• Convene a stakeholder meeting if appropriate.</li> </ul>

## Risk evaluation

Principals are responsible for the workplace health and safety of their school. From a workplace health, safety and wellbeing perspective it is important to balance the risk to staff and students and ensure that, so far as **possible and practicable**, the safety of everyone in the school community is protected.

A record must be maintained of the [Risk evaluation form](#) and [Responses for unmanaged identified risk](#), which will help to identify the risk actions and controls.

In behavioural terms the risk actions and controls are usually positive and proactive evidence based behaviour support strategies that are documented in the student's Individual Behaviour Support Plan (IBSP). **Upload a signed copy of the Risk evaluation form and Responses for unmanaged identified risk into the individual student's OneSchool record.**

For reference, use the [Risk Assessment Score Table](#) in describing the impact and likelihood of the behaviour (which will generate the risk rating). See example below.

### Example risk evaluation

Identify and describe risk behaviour/s	Impact of the behaviour (refer to page 4)	Likelihood of the behaviour	Risk rating (refer to page 3 – impact/likelihood)	Planned risk actions and controls (refer to page 5 for example risk actions)	Staff member with responsibility (name and position title)
<p><i>Student A makes verbal threats that they will physically injure student B while in school and will target student B during school lunch breaks.</i></p> <p><i>Student A will make threats of physical harm to student B at least once each week.</i></p>	<input type="checkbox"/> Insignificant impact <input checked="" type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input checked="" type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input checked="" type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk	<ul style="list-style-type: none"> <li>• <i>Student A will be disciplined in line with the school's Student Code of Conduct in regard to threats of physical violence against Student B.</i></li> <li>• <i>Student A will be counselled to avoid contact with Student B.</i></li> <li>• <i>Student A has a Behaviour Support Plan, this can be found on OneSchool and documents evidence-based behaviour support strategies aimed at reducing their risk behaviours.</i></li> </ul>	<p><i>Principal, Paige Turner</i></p>
EXAMPLE ONLY					



## Risk evaluation form

Please ensure this completed form is uploaded to the student's individual OneSchool Support record. A Word version of the *Risk evaluation form* and *Responses for unmanaged identified risk* can be found in the [Student discipline procedure](#).

Student name:	
School name:	

Identify and describe risk behaviour/s	Impact of the behaviour (refer to page 4)	Likelihood of the behaviour	Risk rating (refer to page 3 — impact/likelihood)	Planned risk actions and controls (refer to page 5 for example risk actions)	Staff member with responsibility (name and position title)
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		



## Responses for unmanaged identified risk

**Please ensure this completed form is uploaded to the student's individual OneSchool Support record.**

The planned use of a restrictive practice is not a risk action or control strategy; restrictive practices are a risk treatment strategy that must only be used where:

- a. the restrictive practice is reasonable in all the circumstances; and
- b. where there is no less restrictive measure available to respond to the behaviour in the circumstances.

If a student has an Individual Student Safety Plan (ISSP) **or** as a result of an identified behaviour one is being developed, this should be referenced by answering the three questions below in the affirmative. The ISSP details the risk management strategy for identified/ known, unmanaged behavioural risk.

The student has an ISSP	<input type="checkbox"/> Yes <input type="checkbox"/> No
The ISSP details the planned use of a restrictive practice for use to manage identified/ known and unmanaged behavioural risk	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has a workplace health and safety incident been recorded? <i>(If yes, indicate incident reference)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No Incident reference:
Additional notes and relevant advice (include key staff members/positions)	
Name of staff member(s) who prepared plan	
Signature of staff member(s) and date	
Name of principal	
Signature of principal and date	
Date the plan will be reviewed <i>(at least once per semester)</i>	

**Upload a signed copy of the Risk evaluation form and Responses for unmanaged identified risk into the individual student's OneSchool Support record.**

**NB Include any source document/s e.g. behaviour plans, stakeholder meeting notes, psychology reports, which have not been previously uploaded.**



# Risk evaluation form

Please ensure this completed form is uploaded to the student's individual OneSchool Support record.

Student name:	
School name:	

Identify and describe risk behaviour/s	Impact of the behaviour	Likelihood of the behaviour	Risk rating	Planned risk actions and controls	Staff member with responsibility (name and position title)
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		





## Responses for unmanaged identified risk

Please ensure this completed form is uploaded to the student's individual OneSchool Support record.

The planned use of a restrictive practice is not a risk action or control strategy; restrictive practices are a risk treatment strategy that must only be used where:

- a. the restrictive practice is reasonable in all the circumstances; and
- b. where there is no less restrictive measure available to respond to the behaviour in the circumstances.

It is a planned approach of **last resort to manage risk when all other alternatives have failed**. If a student has an Individual Student Safety Plan (ISSP) or as a result of an identified behaviour one is being developed, this should be referenced by answering the three questions below in the affirmative. The ISSP details the risk management strategy for identified/ known, unmanaged behavioural risk.

The student has an ISSP	<input type="checkbox"/> Yes <input type="checkbox"/> No
The ISSP details the planned use of a restrictive practice for use to manage identified/ known and unmanaged behavioural risk	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has a workplace health and safety incident been recorded? (If yes, indicate incident reference below)	<input type="checkbox"/> Yes <input type="checkbox"/> No Incident reference:
Additional notes and relevant advice (include key staff members/positions)	
Name of staff member(s) who prepared plan	
Signature of staff member(s) and date	
Name of principal	
Signature of principal and date	
Date the plan will be reviewed (at least once per semester)	

Upload a signed copy of the *Risk evaluation form* and *Responses for unmanaged identified risk* into the individual student's OneSchool Support record.

**NB Include any source document/s e.g. behaviour plans, stakeholder meeting notes, psychology reports, which have not been previously uploaded.**



**PRINCIPAL REFERRAL TO REGIONAL DIRECTOR  
RE EXCLUSION OF {INSERT NAME OF STUDENT}  
FROM {INSERT NAME OF SCHOOL}**

**SCHOOL DETAILS**

**Name of School:**

**Address:**

**STUDENT DETAILS**

**Surname:**

**Given Names:**

**Date of Birth:**

**Year Level:**

**Home Address:**

**Parent's Name (where applicable):**

After deliberating the facts and circumstances related to my decision to exclude {insert name of student} from {insert name of school}, I have decided to refer for your noting and progression to the Director-General (or delegate) for their consideration, the decision to exclude {insert name of student} from certain Queensland state schools (being all state schools except schools of distance education).

It is my belief that exclusion under chapter 12, part 3, division 3 of the *Education (General Provisions) Act 2006* (Qld) is inadequate to deal with {insert name of student}'s disobedience, misbehaviour, conduct or risk.

I have made this decision for the following reasons:

- {Insert reasons}

Yours sincerely

{Insert name of principal}

**Principal**

{Insert name of school}

{Insert date}

Enc: Copy of student's proposed exclusion notice  
{Any documentation that provides evidence in support of claims made in respect to student, including mature age students, criminal history}

**REGIONAL DIRECTOR REFERRAL TO DIRECTOR-GENERAL (OR DELEGATE)  
RE EXCLUSION OF {INSERT NAME OF STUDENT}  
FROM {INSERT NAME STATE SCHOOL}**

I have noted and considered the Principal of {insert name of school}, {insert name of principal}'s referral regarding the exclusion of {insert name of student} from certain Queensland state schools (being all state schools except schools of distance education). Pursuant to section 298 of the *Education (General Provisions) Act 2006* (Qld), the Chief Executive or their delegate may exclude a student from certain Queensland state schools, or all state schools, if the Chief Executive or their delegate is reasonably satisfied a ground exists for the exclusion. Accordingly, I hereby refer this matter to you.

After deliberating the facts and circumstances related to the exclusion of {insert name of student}, I:

- ☐ support that the student be excluded only from {insert name of school};
- ☐ support that the student be excluded from the certain state schools in my region:
  - o {insert names of state schools from which you recommend the student be excluded}
- ☐ support that the student be excluded from all Queensland state schools (except schools of distance education);
- ☐ do not support the decision to exclude the student from {insert name of school} or all Queensland state schools (except schools of distance education).

I have made this decision for the following reasons:

- {Insert reasons}

Yours sincerely

{Insert name of Regional Director}  
**Regional Director**  
{Insert name of region}  
{Insert date}

Enc: Copy of {insert name of student} exclusion records from {insert name of school}  
{Any documentation that provides evidence in support of claims made in respect to student, including mature age students, criminal history}



Queensland  
Government

## Full Exemplar State College

# Student Code of Conduct 2020-2023

### ***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

## Contact Information

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Contact Person:	Mary Targus (Principal)

## Endorsement

Principal Name:	Mary Targus
Principal Signature:	
Date:	20-03-2019
P/C President and-or School Council Chair Name:	Simon Mandt
P/C President and-or School Council Chair Signature:	
Date:	20-03-2019

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## Purpose

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

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

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

Released under the RTI Act by DoE

## Principal's Foreword

Exemplar State College has a long and proud tradition of providing high quality education to students from across the remote north west of Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Exemplar State College has three core values, Care and Compassion, Responsibility and Integrity.

**Care and Compassion** for self and others

**Responsibility** be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment

**Integrity** act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

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

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

I thank the students, teachers, parents and other members of the community for their work in bringing this Exemplar State College Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.



## P&C Statement of Support

As president of the Exemplar State College P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Mary Targus and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Exemplar State College Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Exemplar State College Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Exemplar State College knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

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

## School Captains' Statement

On behalf of the student body at Exemplar State College, we endorse the Student Code of Conduct for 2019. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Exemplar State College P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

**Junior Secondary Captain:** Emily Howard

**Date:** 20.03.2019

**Junior Secondary Captain:** Henry Singh

**Date:** 20.03.2019

**Senior School Captain:** Gracie Ng

**Date:** 20.03.2019

**Senior School Captain:** Max Cooper

**Date:** 20.03.2019

## Consultation

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

In the first phase, we held a series of internal meetings with staff between March and April 2018. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to all students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in July 2018, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in August 2018 for endorsement. The P&C Association unanimously endorsed the Exemplar State College Student Code of Conduct for implementation in 2019.

A communication strategy has been developed to support the implementation of the Exemplar State College Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email footer links of staff emails. The Exemplar State College Student Code of Conduct has also been translated into a simplified English version and is available in Tagalog and Hindi. Any families who require assistance to access a copy of the Exemplar State College Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

### Review Statement

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

## Data Overview

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

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

# School Opinion Survey

## Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2016	2017	2018
their child is getting a good education at school (S2016)	94%	98%	94%
this is a good school (S2035)	94%	85%	94%
their child likes being at this school* (S2001)	94%	96%	92%
their child feels safe at this school* (S2002)	89%	98%	96%
their child's learning needs are being met at this school* (S2003)	89%	94%	90%
their child is making good progress at this school* (S2004)	89%	96%	92%
teachers at this school expect their child to do his or her best* (S2005)	89%	96%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	89%	91%
teachers at this school motivate their child to learn* (S2007)	89%	94%	89%
teachers at this school treat students fairly* (S2008)	83%	91%	83%
they can talk to their child's teachers about their concerns* (S2009)	94%	96%	90%
this school works with them to support their child's learning* (S2010)	94%	94%	92%
this school takes parents' opinions seriously* (S2011)	81%	83%	83%
student behaviour is well managed at this school* (S2012)	72%	78%	83%
this school looks for ways to improve* (S2013)	83%	83%	96%
this school is well maintained* (S2014)	78%	85%	96%

## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2016	2017	2018
they are getting a good education at school (S2048)	93%	88%	86%
they like being at their school* (S2036)	88%	83%	81%
they feel safe at their school* (S2037)	91%	86%	88%
their teachers motivate them to learn* (S2038)	92%	85%	85%
their teachers expect them to do their best* (S2039)	97%	94%	92%
their teachers provide them with useful feedback about their school work* (S2040)	91%	86%	87%
teachers treat students fairly at their school* (S2041)	85%	74%	75%
they can talk to their teachers about their concerns* (S2042)	78%	73%	73%
their school takes students' opinions seriously* (S2043)	84%	76%	78%
student behaviour is well managed at their school* (S2044)	75%	66%	70%
their school looks for ways to improve* (S2045)	93%	86%	85%
their school is well maintained* (S2046)	86%	76%	80%
their school gives them opportunities to do interesting things* (S2047)	94%	84%	83%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree* that:	2016	2017	2018
they enjoy working at their school (S2069)	94%	99%	91%
they feel that their school is a safe place in which to work (S2070)	94%	95%	92%
they receive useful feedback about their work at their school (S2071)	84%	85%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	81%	89%
students are encouraged to do their best at their school (S2072)	96%	96%	94%
students are treated fairly at their school (S2073)	91%	94%	97%
student behaviour is well managed at their school (S2074)	72%	85%	77%
staff are well supported at their school (S2075)	82%	87%	83%
their school takes staff opinions seriously (S2076)	88%	88%	88%
their school looks for ways to improve (S2077)	98%	99%	96%
their school is well maintained (S2078)	84%	89%	91%
their school gives them opportunities to do interesting things (S2079)	80%	85%	85%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## School Disciplinary Absences (SDA)

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

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

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

EXEMPLAR STATE COLLEGE SCHOOL DISCIPLINARY ABSENCES			
Type	2016	2017	2018
Short Suspensions – 1 to 10 days	190	261	202
Long Suspensions – 11 to 20 days	56	90	76
Charge related Suspensions	0	0	0
Exclusions	13	10	5

## Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

### Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p><b>All students</b> (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 Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"><li>• teaching behaviours in the setting they will be used</li><li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li><li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li><li>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li></ul>
2	<p>Targeted instruction and supports for <b>some students</b> (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 Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p>

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).

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.

- 3** 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.

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 FBA) and should include strategies to:

- 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.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) 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.

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.

## Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or



understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what 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 another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

## **Student Wellbeing**

Exemplar State College offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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. As part of the whole school's curriculum at Exemplar State College, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

## **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.

### *Drug education and intervention*

Exemplar State College implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

### *Specialised health needs*

Exemplar State College 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*

Exemplar State College 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 College 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.

Exemplar State College 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.

### *Mental health*

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

### *Suicide prevention*

Exemplar State College school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Exemplar State College 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, Exemplar State College 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, Exemplar State College staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## **Student Support Network**

Exemplar State College is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the Dean of Students, Malcolm Smith on the school phone number.

Role	What they do
Community Education Counsellor	<ul style="list-style-type: none"> <li>• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.</li> </ul>
Community Elder	<ul style="list-style-type: none"> <li>• provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.</li> </ul>
Dean of Students	<ul style="list-style-type: none"> <li>• leadership of Student Support Network to promote an inclusive, positive school culture</li> <li>• monitors attendance, behaviour and academic data to identify areas of additional need.</li> </ul>
Defence School Mentor	<ul style="list-style-type: none"> <li>• monitors the social and emotional wellbeing of Defence students</li> <li>• enhances awareness and appreciation of the unique Defence lifestyle in schools and communities</li> <li>• provides support to children during times of parental absence.</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>

Head of Junior Secondary	<ul style="list-style-type: none"> <li>• coordinate transition to secondary for students moving from Year 6 to Year7</li> <li>• lead role for implementation of Positive Behaviour for Learning (PBL)</li> <li>• monitors student attendance data, arranges intervention for students in Years 7 to 9.</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>• provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> <li>○ healthy eating and exercise</li> <li>○ relationships</li> <li>○ personal and family problems</li> <li>○ feeling sad, worried and angry</li> <li>○ sexual health</li> <li>○ smoking, alcohol and other drugs.</li> </ul> </li> </ul>
Registered Nurse	<ul style="list-style-type: none"> <li>• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs</li> <li>• provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.</li> </ul>
Year Level Coordinators	<ul style="list-style-type: none"> <li>• responsible for student welfare at each year level</li> <li>• provides continuity of contact for students and their families through the six years of schooling</li> <li>• ensures students feel safe and comfortable and want to come to school</li> <li>• nurtures a sense of belonging to the home group, year level and school.</li> </ul>
Youth Support Coordinator	<ul style="list-style-type: none"> <li>• provides individual and, at times, group support to students to assist their engagement with education and training</li> <li>• support students to overcome barriers to education such as <ul style="list-style-type: none"> <li>○ attendance at school</li> <li>○ drug and alcohol support needs</li> <li>○ QCE/learning support</li> <li>○ suspension/exclusion/referral for behaviour support</li> <li>○ relationships/social skills</li> <li>○ conflict with family/peers/teachers</li> <li>○ social/emotional/physical wellbeing.</li> </ul> </li> </ul>

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.

## Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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

## **PBL Expectations**

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, being Thoughtful, Responsible, Accountable, Co-operative and Kind (TRACK).

### **Students**

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

#### **Thoughtful**

- Listen to fellow students' questions in class.
- Put rubbish in the bins provided.
- Use G rated language at school.
- Keep your mobile on silent at school.

#### **Responsible**

- Be prepared for class.
- Complete your homework and assignments on time.
- Follow teacher directions.
- Ask for help when you need.

#### **Accountable**

- Do your own work.
- Learn from your mistakes.
- Hand in items you find to the teacher.
- Be honest.

#### **Co-operative**

- Look for opportunities to help others.
- Take different roles for group work activities.
- Respect others space and belongings.
- Encourage fellow students to do their best.

#### **Kind**

- Say "please" and "thank you".
- Stick up for someone who needs it.
- Make a new friend.
- Give someone a compliment.

### Parents and staff

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

#### Thoughtful

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

#### Responsible

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

#### Accountable

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

## Co-operative

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

## Kind

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

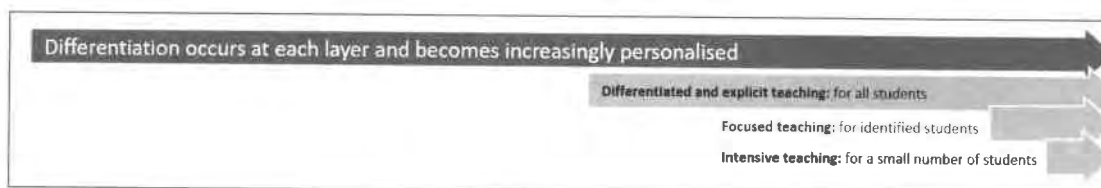
## Differentiated and Explicit Teaching

Exemplar State College 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 Exemplar State College vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.





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

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

PBL Expectation	Enter classroom	Group work	Individual work	Exit classroom
Thoughtful				
Responsible				
Accountable				
Co-operative				
Kind				

## 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 Exemplar State College to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

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

- The Incredible Years
- Check and Connect
- Shared Concern Method
- Functional Based Assessment.

For more information about these programs, please speak with the Dean of Students, Malcolm Smith.

## **Intensive Teaching**

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

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

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

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

## Legislative Delegations

### Legislation

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

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Commonwealth Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 Regulations 2011 \(Cwth\)](#)

### Delegations

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

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

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

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

## Disciplinary Consequences

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

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

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

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

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

### Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")

- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

### **Focussed**

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

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

### **Intensive**

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists

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

## School Disciplinary Absences

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

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

At Exemplar State College, 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 Exemplar State College may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the

re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

### **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

Exemplar State College 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 Exemplar State College and will be removed if found in a student's possession:

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



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

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

## Responsibilities

### State school staff at Exemplar State College:

- 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 Exemplar State College

- 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 Exemplar State College 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 Exemplar State College

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

### Use of mobile phones and other devices by students

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

In consultation with the broader school community, Exemplar State College has determined that explicit teaching of responsible use of mobile phones 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.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



### Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Exemplar State College to:

- use mobile phones or other devices for

- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Exemplar State College to:

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

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

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

## Preventing and responding to bullying

Exemplar State College 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.

Exemplar State College has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



### 1. Leadership

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

### 2. Inclusion

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

### 3. Student voice

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

### 4. Partnerships

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

### 5. Support

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

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Exemplar State College we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

## 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 Exemplar State College 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 Exemplar State College 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.

## Exemplar State College - Bullying response flowchart for teachers

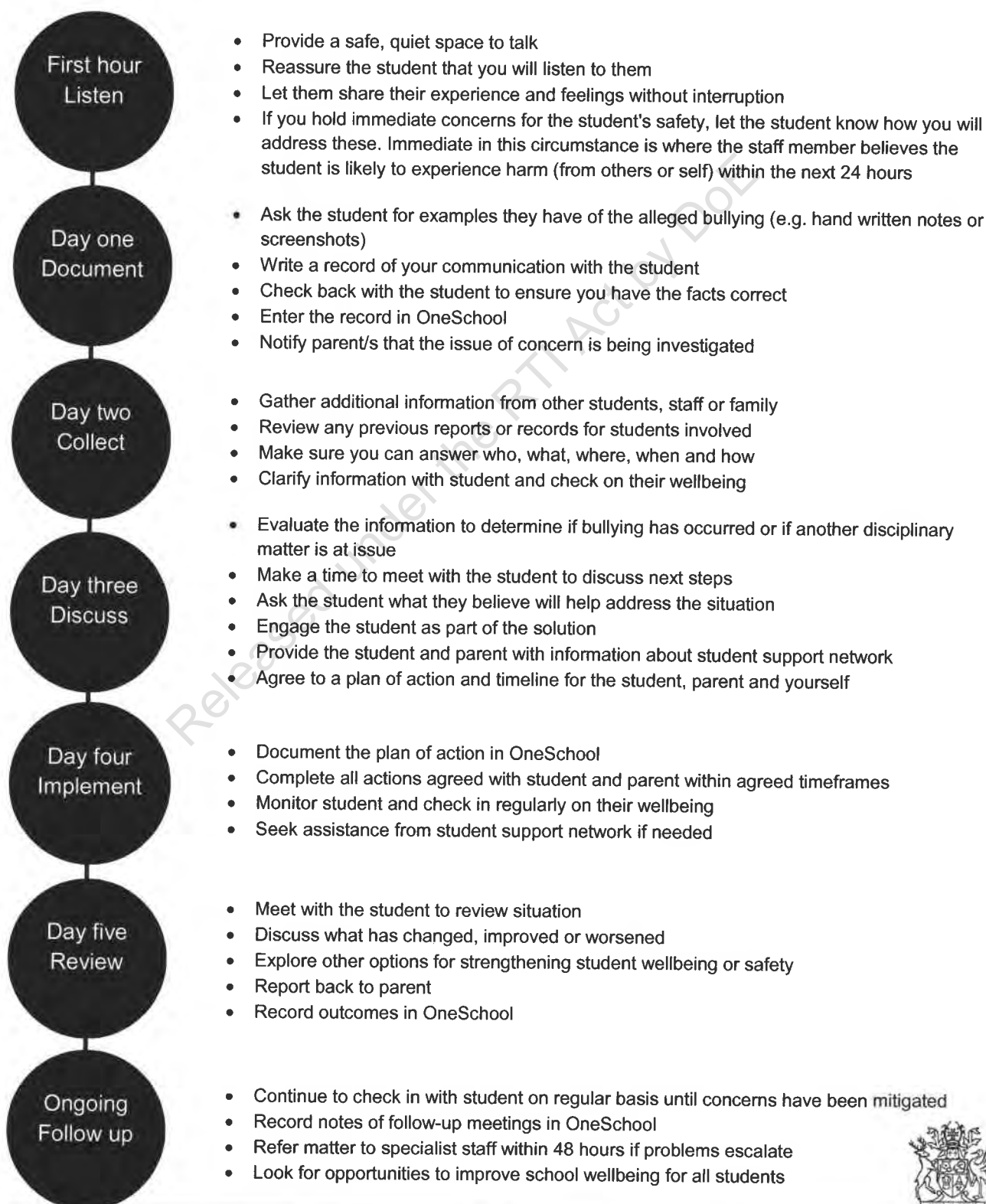
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

### Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Year 7 to Year 12 – Form teacher or Year Level Coordinator

Dean of Students – Malcolm Smith, 07 5555 5555



## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Exemplar State College 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 Dean of Students, Malcolm Smith.



# Exemplar State College - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

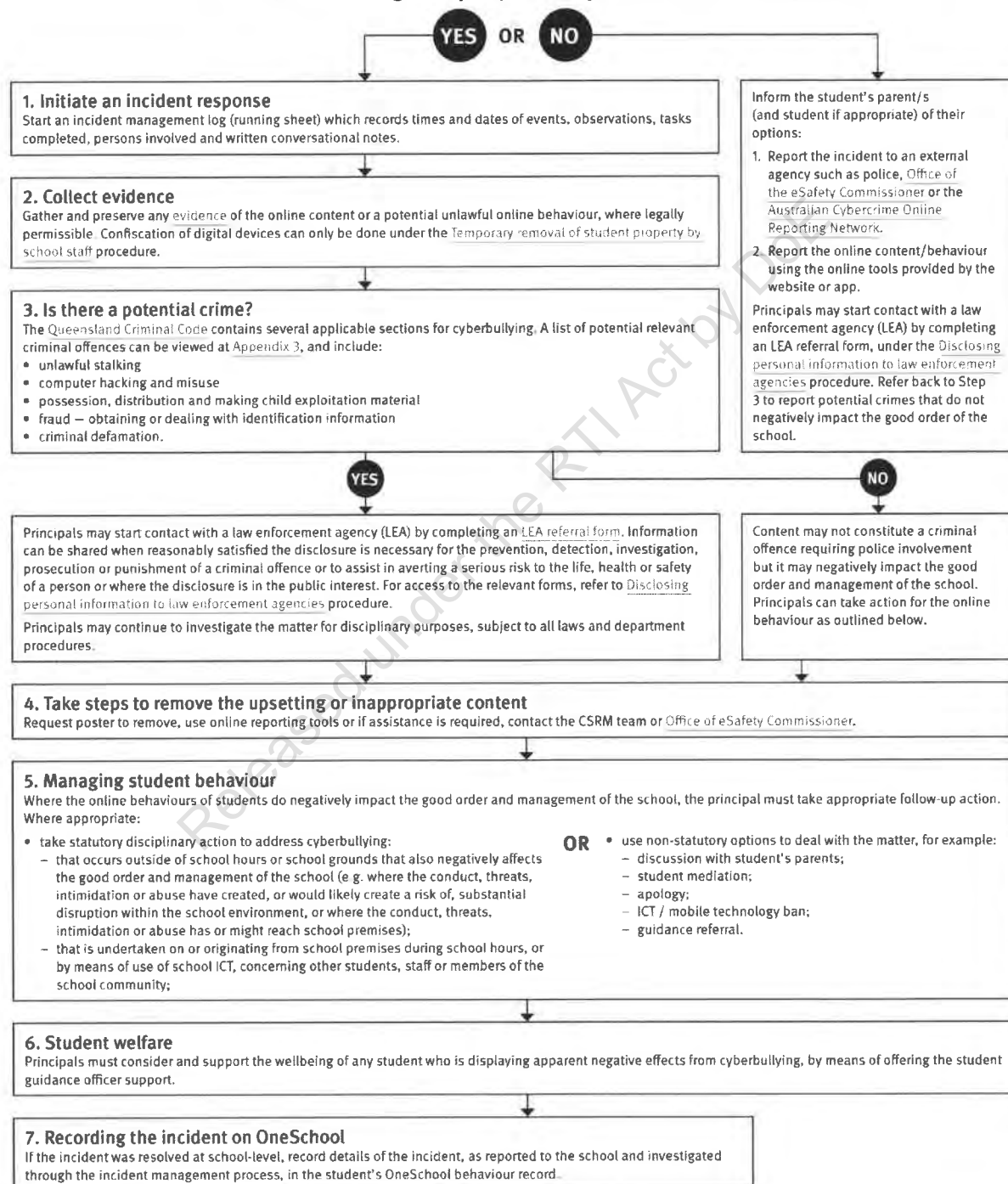
### Explicit images

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

### Report

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

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

### Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Exemplar State College 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.

## **Exemplar State College – Anti-Bullying Compact**

The Anti-Bullying Compact provides a clear outline of the way our community at Exemplar State College works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

### **Exemplar State College – Anti Bullying Compact**

We agree to work together to improve the quality of relationships in our community at Exemplar State College. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

## **Appropriate use of social media**

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

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

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

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

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

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

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

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

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

### **Possible civil or criminal ramifications of online commentary**

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

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

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

## Related Procedures and Guidelines

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

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

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## Resources

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

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## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

**1. Early resolution:** discuss your complaint with the school

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

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

**2. Internal review:** [contact the local Regional Office](#)

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

**3. External review:** contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.

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Queensland  
Government

# Mandatory Exemplar State College

# Student Code of Conduct 2020-2023

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Contact Information

Postal address:	PO Box 15033 Mount Isa Queensland 4825
Phone:	07 5555 5555
Email:	<a href="mailto:exemplarstatecollege@eq.ed.au">exemplarstatecollege@eq.ed.au</a>
School website address:	<a href="http://www.exemplarsc.eq.edu.au">www.exemplarsc.eq.edu.au</a>
Contact Person:	Mary Targus (Principal)

## Endorsement

Principal Name:	Mary Targus
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Principal Signature:	
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Date:	20-03-2019
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P/C President and-or School Council Chair Name:	Simon Mandt
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P/C President and-or School Council Chair Signature:	
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Date:	20-03-2019
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## Purpose

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

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

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

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## Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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



## **PBL Expectations**

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, being Thoughtful, Responsible, Accountable, Co-operative and Kind (TRACK).

### **Students**

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

#### **Thoughtful**

- Listen to fellow students' questions in class.
- Put rubbish in the bins provided.
- Use G rated language at school.
- Keep your mobile on silent at school.

#### **Responsible**

- Be prepared for class.
- Complete your homework and assignments on time.
- Follow teacher directions.
- Ask for help when you need.

#### **Accountable**

- Do your own work.
- Learn from your mistakes.
- Hand in items you find to the teacher.
- Be honest.

#### **Co-operative**

- Look for opportunities to help others.
- Take different roles for group work activities.
- Respect others space and belongings.
- Encourage fellow students to do their best.

#### **Kind**

- Say "please" and "thank you".
- Stick up for someone who needs it.
- Make a new friend.
- Give someone a compliment.

### Parents and staff

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

#### Thoughtful

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

#### Responsible

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

#### Accountable

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

## Co-operative

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

## Kind

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

## Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what 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.

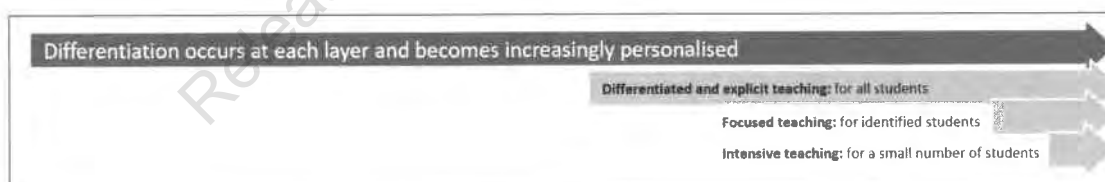
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

## Differentiated and Explicit Teaching

Exemplar State College 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 Exemplar State College vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



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

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

expectations throughout the year and revisited regularly to address any new or emerging issues.

<b>PBL Expectation</b>	Enter classroom	Group work	Individual work	Exit classroom
Thoughtful				
Responsible				
Accountable				
Co-operative				
Kind				

## 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 Exemplar State College to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

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

- The Incredible Years
- Check and Connect
- Shared Concern Method
- Functional Based Assessment.

For more information about these programs, please speak with the Dean of Students, Malcolm Smith.

## Intensive Teaching

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

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

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

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

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## Disciplinary Consequences

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

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

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

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

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

### Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")

- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

### **Focussed**

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

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

### **Intensive**

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists



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

## School Disciplinary Absences

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

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

At Exemplar State College, 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 Exemplar State College may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the

re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

### **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

Exemplar State College 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 Exemplar State College and will be removed if found in a student's possession:

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

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

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

## Responsibilities

### State school staff at Exemplar State College:

- 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 Exemplar State College

- 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 Exemplar State College 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 Exemplar State College

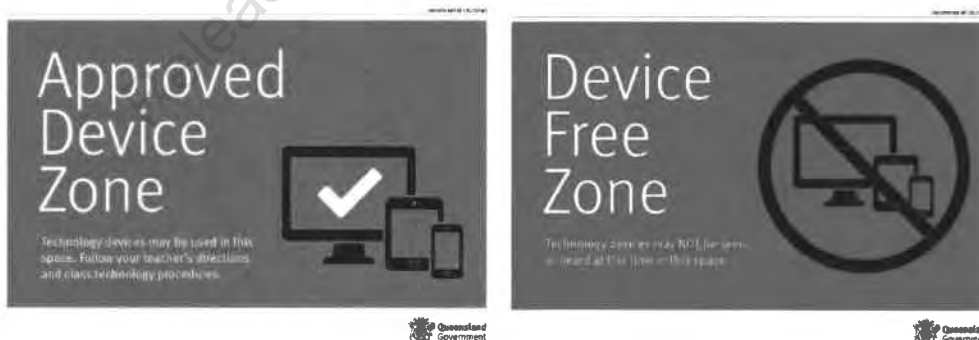
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Exemplar State College Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of mobile phones and other devices by students

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

In consultation with the broader school community, Exemplar State College has determined that explicit teaching of responsible use of mobile phones 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.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



### Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Exemplar State College to:

- use mobile phones or other devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Exemplar State College to:

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

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

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

## **Preventing and responding to bullying**

Exemplar State College 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.

Exemplar State College has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



### 1. Leadership

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

### 2. Inclusion

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

### 3. Student voice

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

### 4. Partnerships

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

### 5. Support

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

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Exemplar State College we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.



## 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 Exemplar State College 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 Exemplar State College 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.

## Exemplar State College - Bullying response flowchart for teachers

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

### Key contacts for students and parents to report bullying:

**Prep to Year 6** – Class teacher

**Year 7 to Year 12** – Form teacher or Year Level Coordinator

**Dean of Students** – Malcolm Smith, 07 5555 5555



## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Exemplar State College 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 Dean of Students, Malcolm Smith.

# Exemplar State College - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

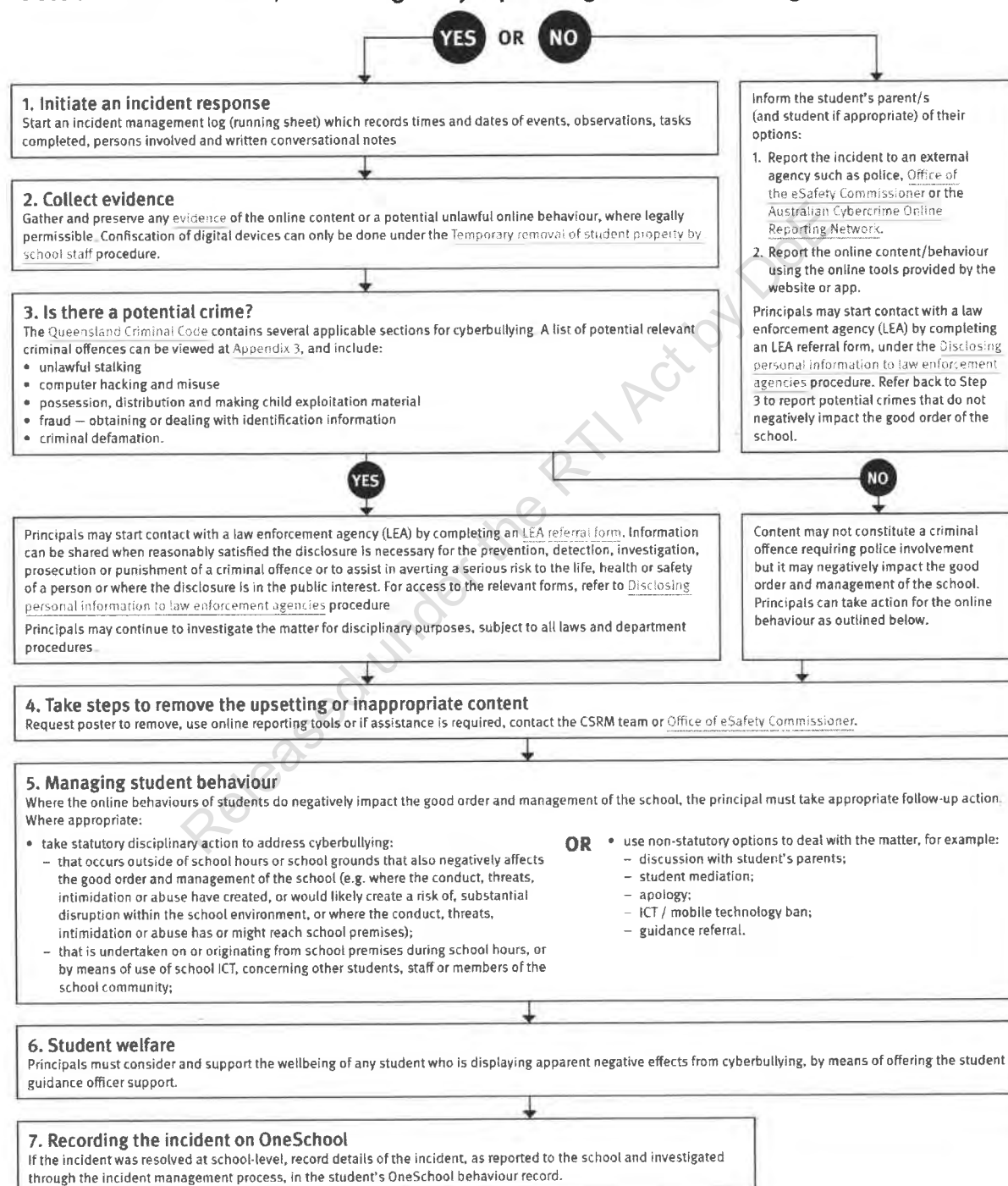
### Explicit images

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

### Report

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

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

### Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Exemplar State College 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.

## **Exemplar State College – Anti-Bullying Compact**

The Anti-Bullying Compact provides a clear outline of the way our community at Exemplar State College works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

### **Exemplar State College – Anti Bullying Compact**

We agree to work together to improve the quality of relationships in our community at Exemplar State College. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

## **Appropriate use of social media**

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

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

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

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

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

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

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

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

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

### **Possible civil or criminal ramifications of online commentary**

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

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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



## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

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

Insert school logo here

School Name

# Prompt Student Code of Conduct

## 2XXX-2XXX

### ***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

Note 1. This prompt guide is designed to assist in the development of the Student Code of Conduct.

Note 2. The Student Code of Conduct must be developed in consultation with the school community, and a communication plan implemented to ensure existing and new staff, students and parents are fully informed of the expectations and disciplinary strategies in place at your school.

Note 3 A copy of the current, signed Student Code of Conduct must be published on the landing page of the school website. Instructions for this purpose are available from your regional office.

Note 4. Schools must arrange to provide a hard copy of the Student Code of Conduct on request, to a parent, carer or a person who is responsible for a student at the school.

Note 5. Please ensure that all RED text is deleted before converting to PDF and publishing the signed version on the school's website.

## Purpose (Mandated)

Describe what the Student Code of Conduct is for, what it covers and how it supports consistent practice across the school and between schools.

## Contact Information (Mandated)

Postal address:

Phone:

Email:

School website address:

Contact Person:

Title of a school-based contact person for further information on the school and its behaviour policies, including reporting bullying.

## Endorsement (Mandated)

Principal Name:

Principal Signature:

Date:

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

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

Date:

## Contents (Mandated)

Table of contents with headings and page numbers.

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## Principal's Foreword (Optional)

### Introduction

Provide overview of school, values and principles and other relevant contextual information. Outline the scope of what is contained within this Student Code of Conduct (e.g. mobile phone policy, anti-bullying strategy, data).

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## P&C Statement of Support (Optional)

A statement of support from the P&C (or equivalent parent body) is included here to demonstrate the involvement, engagement and collaboration with the parent body in the development of the Student Code of Conduct.

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## School Captains/Leaders Statement (Optional)

Students in roles as school captains or leaders can present the student body view of the Student Code of Conduct, the consultation and support for the expectations and approach taken by the staff to provide a safe, supportive and disciplined learning environment for all on site.

School Captain Name:

School Captain Signature:

Date:

School Captain Name:

School Captain Signature:

Date:

School Captain Name:

School Captain Signature:

Date:

School Captain Name:

School Captain Signature:

Date:

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## Data Overview (Optional)

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

The principal is responsible for ensuring that information published maintains the privacy of individual students. For cohort sizes less than five it may be difficult to report certain information and maintain student privacy. Where privacy concerns are evident, principals need to inform their P & C Association and replace the tabular information below with narrative or descriptive comment in each of the categories.

This section should also clearly explain the function of OneSchool, how incidents are recorded and parent access to their child's OneSchool record. Information about accessing records, reports or timetables is provided here <https://www.qld.gov.au/education/schools/information/contact/pages/accessing>. Further information about recording incidents in OneSchool is contained in Principal guidelines – student discipline.

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## Consultation (Optional)

Explain the consultation process used to develop this Student Code of Conduct, the communication strategy in place to distribute and inform all members of the school community about expectations, support and disciplinary consequences.

The Student Code of Conduct should be available for translation, or available as a translated document to accommodate the diverse language needs within your school community. Schools are encouraged to offer short information sessions for families once the Student Code of Conduct has been finalised. These sessions provide an opportunity for families to engage with the Student Code of Conduct through face-to-face discussion.

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## Learning and Behaviour Statement (Optional)

Outline the school beliefs on student learning and behaviour in this section of the Student Code of Conduct. This should refer to and be grounded in a set of clearly articulated behavioural expectations. To complete this section, schools are encouraged to:

- describe their beliefs about student learning and behaviour, referring explicitly to their behavioural expectations or rules;
- make clear the school's approach to explicitly teaching expected behaviours and providing opportunities for students to practise the expected behaviours;
- document their three to five brief, positively-stated school expectations or rules.

### Student Wellbeing and Support Network

In this section, provide a clear summary of the specific programs and services available at the school or region to students and families. For example, Respectful Relationships, Defence Transition Officers, eSmart School, Student Representative Council etc. The focus should be on highlighting the preventative resources provided to enable students to be safe and successful at school.

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## Whole School Approach to Discipline (Mandated)

In this section, provide a clear explanation of the whole-school approach to school discipline. This could include explanation of the philosophical position on child development assumed by school staff, the role of teachers in creating and maintaining supportive and safe learning environments, and the way collaborative relationships with parents are established and promoted.

It is recommended that schools draw on the Australian Professional Standards for Teachers – Standard 4 when preparing this overview (covering student participation, managing classroom activities, managing challenging behaviour, maintaining student safety and using ICT safely, responsibly and ethically).

This section also provides another opportunity for the school to explain how 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 are taken into account when responding to inappropriate behaviour and applying a disciplinary consequence. This should cover how OneSchool records are used, such as Personalised Learning and Support Provisions, to document supports.

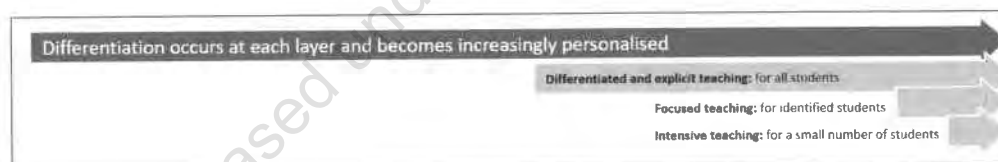
### Consideration of Individual Circumstances (Mandated)

Detail how the individual circumstances of students are considered by staff when providing support and determining appropriate consequences for disciplinary matters.

Ensure information is included about confidentiality obligations limiting discussion or sharing information about individual circumstances of students, including applied disciplinary consequences, with persons other than the student's parent/s.

### Differentiated and Explicit Teaching (Mandated)

Explain the relationship between differentiation, as detailed in the Whole school approach to differentiated teaching and learning, and the school's discipline model. This could be the section where further detail about how the individual needs or circumstances of students are addressed through reasonable adjustments to teaching, curriculum and assessment. A clear explanation of the three levels of differentiation, differentiated and explicit teaching, focused teaching and intensive teaching as they apply to supporting student behaviour.



#### Focused Teaching

Detail the focused teaching provided including additional support to revisit key behavioural concepts and/or skills and explicit and structured teaching strategies. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

#### Intensive Teaching

Unpack the intensive teaching supports involving frequent and explicit instruction for individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

For example, 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.

## Legislative Delegations (Optional)

### Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 Regulations 2011 \(Cwth\)](#)

### Delegations

This section should be used to explain the delegations of principals and school staff in relation to student discipline. This is important to ensure that all in the school community are aware of the legislative requirements.

## Disciplinary Consequences (Mandated)

In this section, after consultation with staff, students and the broader school community, the school's system of possible consequences for unacceptable behaviour is detailed. There should be no suggestion or indication in the Student Code of Conduct that any specific behaviour will automatically result in a particular disciplinary consequence, for example that smoking on school grounds will result in exclusion. This goes against the principles of natural justice that all principals are required to adhere by in their decision-making. Similarly, principals should take care to avoid suggesting or implying that there is a 'three-strikes' rule in effect. Each situation needs to be dealt with and given due consideration.

The description of the consequences system should include:

- consequences that are logically tied to the problem behaviour
- a focus on the use of consequences to teach students appropriate ways to meet their needs
- use of behavioural data to evaluate the effectiveness
- consistency in the administration of consequences by staff
- evidence that all staff have collaborated in designing the system and that they are in broad agreement with its deployment
- agreed procedures which involve the placement of students away from the classroom, i.e. detention and time out, which are consistent with the provisions of the Student discipline procedure
- the school's approach to re-entry following suspension if applicable

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## School Policies (Mandated)

In this section, provide copies of any specific school discipline policies designed to ensure all staff work consistently to create and maintain a supportive and safe learning environment. At a minimum, each school has a policy on each of the following:

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

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## Temporary removal of student property (Mandated)

- 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, students and visitors. Ensure this section of the Student Code of Conduct clearly details information about the **Temporary removal of student property by school staff procedure**, including:
  - a clear explanation of the items considered inappropriate to bring to school
  - that state school staff may in certain circumstances remove student property without the consent of parents or students
  - the limits on state school staff searching bags and accessing information from temporarily removed student property, such as mobile phones
  - examples of property that may be temporarily removed, such as bags, mobile phones, jewellery or prohibited items such as knives
  - examples of the amount of time certain property may be temporarily removed (e.g. end of day or school week)
  - that student property may be seized by the police.

Please see [Temporary removal of student property by school staff procedure](#) for more information.

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## Use of mobile phones and other devices by students (Mandated)

This local school policy must provide 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. It is recommended that clear guidance be provided on the school's position regarding:

- mobile phones
- tablet, slate or laptop computers
- wearable technology or sensing devices

Some examples of different requirements state schools, in consultation with their community, might consider in applying to the access and use of mobile phones include:

- phones to be turned on to silent mode and out of sight or switched off in the classroom (unless given explicit permission to use them);
- phones to be placed in a safe place in the room when students arrive for class;
- phones to be handed in/picked up from a particular location before and after school;
- students to use mobile phone lockers to store phones during the day;
- students to only use their mobile phones before and after school or at break times;
- students not to bring mobile phones to school.

Schools should also include reference to the Advice for state schools on acceptable use of ICT facilities and devices, and may wish to include student and parent ICT agreements as part of the Student Code of Conduct. It is also recommended that the guidance developed in this section of the Student Code of Conduct is based on the Use of ICT systems procedure.

It is also recommended that school communities give consideration to technology-free spaces and times, and that this information is explained in this part of the Student Code of Conduct.

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## Preventing and responding to bullying (Mandated)

This section of the Student Code of Conduct is required to detail the following:

- description of how the school actively and explicitly promotes social and emotional competencies among students
- the whole school program in effect to prevent and address bullying, including links to the independent research-based evaluation conducted to inform its selection (schools are recommended to combine the use of the *Be You Programs Directory* and *STEPS* – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs)
- the professional development program for staff in recognising and responding to bullying, including cyberbullying
- clear reporting procedures for students who observe or experience bullying, including cyberbullying (including flowcharts for students, teachers and parents)
- threshold for reporting to police and or child protection services for bullying, including cyberbullying matters
- possible disciplinary consequences for students who engage in bullying behaviour
- support available for students who have been subjected to or exposed to bullying behaviour by other students
- a compact with students and parents about the single point of contact at the school who will have responsibility for managing bullying investigations and reporting back to students and parents on outcome (including timeline commitments)
- the school complaints management process for addressing outstanding matters relating to bullying, including cyberbullying.

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## Bullying response flowchart for teachers

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

*Template timeframes to be adopted/adapted as necessary to address local context*

### Key contacts for students and parents to report bullying:

**Prep to Year 6** – Class teacher

**Year 7 to Year 12** – Form teacher or Year Level Coordinator

**Dean of Students** – Malcolm Smith, 07 5555 5555

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 (Mandated)

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media. This section of the Student Code of Conduct should clearly detail what behaviour is expected of students, how this will be reinforced and possible consequences for failing to meet these standards.

It is also advisable for schools to consider including information about cybersafety and reputation management in this section of the Student Code of Conduct, including a flowchart about how incidents are managed.

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# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

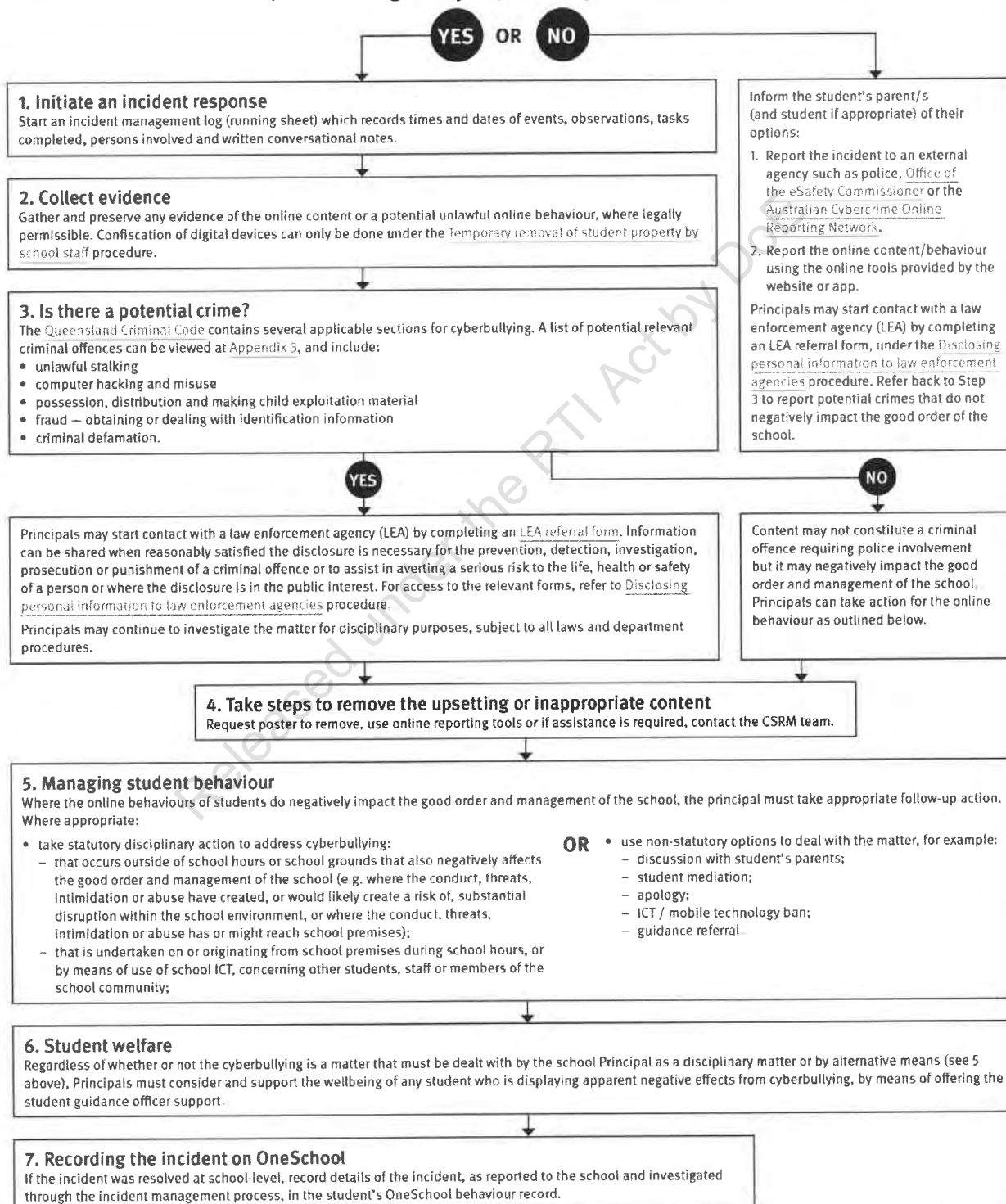
### Explicit images

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

### Help

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

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



## Restrictive Practices (Mandated)

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.

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 (Mandated)

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).

This section of the Code of Conduct must detail the actions staff and students will take in the event of a critical incident.

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## Related Procedures and Guidelines (Optional)

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

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## Resources (Optional)

This section of the plan should describe or link to government resources and supports that may assist staff, students and parents in the area of student behaviour or wellbeing.

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## Conclusion (Optional)

Include a brief conclusion about the purpose of the Student Code of Conduct, its role in the whole school culture and support approach. A section on how parents can progress a complaint should be incorporated, referring to the Department of Education's *Customer complaints management framework, policy and procedure*.

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# Procedure

## Safe, supportive and disciplined school environment

### Audience

All state schools

Implementation Date: 01/02/2017

Version: 7.4

### Purpose

This procedure sets out the step by step processes a school uses to promote a safe, supportive and disciplined learning environment as outlined in the Statement of expectations for a disciplined school environment.

This procedure is supported by the Code of school behaviour which defines the responsibilities for the expected behaviours and the Responsible behaviour plan for students which sets out how behaviour is managed in a school. The procedure also outlines key responsibilities for principals and school staff when using physical restraint or time out to facilitate a safe school environment.

### Overview

This procedure aligns with the expectations for all Education Queensland personnel under the Code of school behaviour, the Statement of expectations for a disciplined school environment and legislative obligations to maintain good order and management of schools.

This procedure includes:

- the requirement for all state schools to have a Responsible behaviour plan for students
- the application, where required, of disciplinary consequences
- provision for the use of time out as a proactive strategy as well as a behaviour management strategy. Time out is defined as giving a student time away from their regular class program/routine:
  - to a separate area within classroom
  - to another supervised room or setting.
- provision for the use of physical restraint, involving the manual restriction of a student's movement for reasons of safety in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage. It is used only as an immediate or emergency response or as part of a student's individual plan, including prevention of self-harming behaviours.



Each school determines the behaviour management strategies and disciplinary consequences which may be applied. Disciplinary consequences may include suspension, exclusion or cancellation of enrolment of a student. They can also include other strategies such as detention, *discipline improvement plans* and community service interventions.

Detentions, *discipline improvement plans* and community service interventions are optional disciplinary strategies which may be applied. They can be implemented to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion. Community service interventions must take place **outside** of school hours. Suspension, exclusion and cancellation of enrolment are strategies of last resort. Principals are **not** able to delegate decisions for *discipline improvement plans*, suspensions, exclusions and cancellations of enrolment.

Failure to undertake a detention or community service intervention during the weekend or agree to a *discipline improvement plan* is not a ground for suspension, exclusion or cancellation of enrolment. However, the original behaviour for which the disciplinary consequence was applied may amount to a ground for suspension, exclusion or cancellation of enrolment.

## Responsibilities

Teachers are responsible for giving and supervising detention, where authorised by the principal, in accordance with the school's student discipline procedures.

The principal is responsible for: implementing the core elements of the Statement of expectations for a disciplined school environment; abiding by the Code of school behaviour; developing a Responsible behaviour plan for students; making and authorising decisions; assessing risks regarding disciplinary consequences; and documenting disciplinary consequences. Where principles of fairness (for example, relating to bias) make it inappropriate for the principal to make a decision, the principal contacts the Director-General.

The Director-General may delegate disciplinary decisions. If so, the delegate may exercise the Director-General's power. The Director-General or delegate is responsible for: responding to submissions made against a principal's decision to suspend a student for 11-20 days, a principal's decision to suspend a student on a charge-related ground and a principal's decision to exclude; exercising the suspension or exclusion power of the principal if the principal of a state school or the Director-General reasonably believes it would be appropriate for the Director-General to exercise the power; and responding to a periodic review submission related to a permanent exclusion.

The Director-General is responsible for: making decisions about excluding a student from a school, certain schools, or all Queensland state schools; and responding to submissions against Director-General decisions.

## Time out

The principal is responsible for using time out:

- as one of a range of options for students to manage their own behaviour
- in order to assist a student in calming down process
- as a strategy to reduce the frequency of a particular behaviour



- including procedures as part of the school's *Responsible behaviour plan* for students and/or as part of a student's individual plan, including identification of situations or conditions where use of time out is and is not appropriate
- ensuring all staff, students and parents are aware of the appropriate use of and procedures for time out
- ensuring emergency procedures are in place for students 'out of class'
- reviewing the use of time out regularly.

School staff are responsible for:

- following specific processes for time out.

### Physical restraint

School staff are responsible for:

- using physical restraint
  - as an immediate or emergency response
  - as part of student's individual plan, including prevention of self-harming behaviours
  - when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation
  - after considering the welfare of student, staff and other students
  - with such force as is reasonable under the circumstances
  - in conjunction with teaching and reinforcement of alternative appropriate behaviour
- developing strategies to deal with situations involving the use of physical restraint by
  - using risk management procedures
  - following procedures in accordance with Code of conduct
  - following the Student protection procedure
- considering any issues that might exacerbate the situation such as
  - body language, tone of voice or facial expressions
  - student's sensitivity to sounds or touch
  - student's methods of communication
- assuming a calm demeanour to avoid escalating student's behaviour
- maintaining appropriate observation or monitoring of student during and after incident of physical restraint
- following specific processes for
  - Physical restraint - immediate or emergency response
  - Physical restraint – planned response including prevention of self-harming behaviours (individual plan).



## Process

### The Principal

- develops a Responsible behaviour plan for students in consultation with the school community, which is consistent with this procedure and outlines the expected behaviour and the types of disciplinary consequences that may be used for inappropriate behaviour
- authorises staff to make decisions on appropriate consequences and implement disciplinary strategies (except for suspensions, exclusions and cancellations of enrolment) in line with the Responsible behaviour plan for students
- determines the school's procedures relating to detentions
- for after-hours detention (including detentions on a day other than a school day)
  - arranges appropriate supervision
  - consults with parents about a suitable day/time in which the detention is to be completed within any parameters set by the school
  - notifies the student and their parent of the school's procedures, including the responsibilities of the student, parent and school in relation to supervision arrangements and start and finish times
- where required, develops a *discipline improvement plan* in consultation with the student and parent
- for community service interventions (where students are under the direct supervision of the principal/teacher)
  - conducts a risk assessment and develops a risk management plan
  - ensures activities occur either on school grounds or as part of a school activity
  - arranges appropriate supervision of the participating students at all times by a school-based employee and ensures the students are adequately supervised at all times
  - obtains written consent from the student's parent
- for community service interventions with a host organisation (students aged 14 years of age and over only)
  - follows all the requirements of the Work experience placements for school students procedure.

### Applying disciplinary consequences

#### The Principal or Director-General (or delegate):

- undertakes an assessment of the behaviour, the level of risk and the appropriate level/type of disciplinary consequences to be applied
- takes 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
- considers if another disciplinary strategy or consequence would be more appropriate



- documents disciplinary consequences in the individual student record
- takes account of the following requirements
  - a. the principle of procedural fairness applies in all decision making
  - b. the grounds for suspending or excluding a student apply to all students, including mature aged students
  - c. the conduct of a student includes an omission to perform an act by the student
  - d. the conduct of a student may be a ground for suspension or exclusion, even if the conduct does not happen on school premises, or during school hours
  - e. an offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland
  - f. if it is inappropriate to provide the notice directly to the student (e.g. due to a student's young age or disability), the student notice is included with the parent notice. If it is inappropriate to provide the notice to the parents (e.g. if the student is living independently or is over 18 years of age), the notice is only provided to the student.

Submissions may be made to review 11-20 day suspensions, exclusions and cancellations of enrolment and to revoke a permanent exclusion on each 12 month anniversary of the exclusion decision until the student turns 24.

### **Suspensions (1-10days, 11-20days)**

#### **The Principal:**

- considers whether behaviour constitutes one or more of the following grounds under s.282 of the *Education (General Provisions) Act 2006 (Qld)* (EGPA)
  - disobedience
  - misbehaviour
  - conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
  - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
  - the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
- gives the student and parent the opportunity to consider the relevant evidence
- gives the student and parent the opportunity to discuss the allegations and respond if they choose
- verbally notifies the student and parent of the suspension and the date on which it will commence
- is mindful of the school's duty of care and takes reasonable steps to ensure that parents have made appropriate arrangements prior to the student leaving the school grounds
- either: prepares a decision notice on the approved form for 1-10 day suspensions and gives it to the student and parent as soon as practicable; or prepares a decision notice on the approved form for 11-20 day suspensions, including details about making a submission to the Director-General or delegate, and gives it to the student and parent as soon as practicable



- takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education whilst suspended
- appoints a school staff member as the contact for the suspended student
- ensures the suspension is completed in the current school year
- responds to any request from the Director-General or delegate for information if a submission is made (for 11-20 days suspensions only).

### Suspensions (charge-related)

#### The Principal:

- determines if there is sufficient information to make a disciplinary decision in respect of a student suspected of being charged with an offence that is a serious offence as defined by section 167 of the *Working with Children (Risk Management and Screening) Act 2000* (Qld); or an offence other than a serious offence, and the principal is required to consider whether the student's attendance at school would not be in the best interests of other students or of staff
- if necessary, requests the Director-General to obtain information from the Queensland Police Commissioner for the purposes of informing the decision-making process (See Principals' guidelines: Requesting the Director-General to obtain information from the Queensland Police Commissioner for the purpose of student disciplinary decisions)
- accesses any information provided by the Director-General via the Confidential Attachment section in the student's OneSchool behaviour profile. This information must only be used for the purpose of making the disciplinary decision
- using available information (which may include information from the Director-General), considers whether the student's behaviour constitutes one or more of the following grounds under s.282 of the EGPA
  - the student is charged with a serious offence (as defined by section 167 of the *Working with Children (Risk Management and Screening) Act 2000* (Qld)); or
  - the student is charged with an offence, other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending
- gives the student and parent the opportunity to consider the relevant evidence
- gives the student and parent the opportunity to discuss the allegations and respond if they choose
- verbally notifies the student and parent of the suspension and the date on which it will commence
- is mindful of the school's duty of care and takes reasonable steps to ensure that parents have made appropriate arrangements prior to the student leaving the school grounds
- ensures a regional case manager is allocated through OneSchool
- follows the OneSchool wizard for creating a record for a suspension on a charge-related ground and prepares a notice on the approved form in OneSchool, including details about making a submission to the Director-General or delegate and gives it to the student and parent as soon as practicable. The behaviour record and the uploaded, signed letter will be set to Senior Responsible Principal only access. This means only the principal (Executive Principal in the case of multi-campus schools) will be able to view the record.





No hard copies of the information about a student's charges or the disciplinary absence notice must be kept by the school.

- takes reasonable steps to arrange for the student to access an educational program or a school of distance education to allow the student to continue their education whilst suspended (note: the student can access distance education on a fee-free basis)
- responds to any request from the Director-General or delegate for information if a submission is made
- as soon as the charge is dealt with
  - decides to propose to exclude the student and moves directly to the proposal to exclude process; or
  - decides not to propose to exclude the student and prepares a notice on the approved form in OneSchool stating that the suspension has ended.

**Note 1:** The EGPA provides that the principal may decide to end the suspension on a day before the charge is dealt with if the principal, after considering all the information and the risks, is satisfied that it would be appropriate for the student to attend the school while the charge is pending. If so, the principal must tell the student about the decision and give the student a notice on the approved form about the decision.

**Note 2:** Once the suspension documentation is finalised, the principal's access to the Confidential Attachment tab will be removed. The documentation will remain accessible to the DG's delegate in Central Office for the purposes of appeal decisions.

### **Submission against an 11-20day suspension or charge-related suspension**

#### **The Director-General (or delegate):**

- gathers any additional information required to address the points raised in the submission and provides de-identified copies of any relevant new materials that were considered to the student and/or parent to allow them to consider the material and to provide a response
- confirms, varies, or sets aside the decision to suspend the student following consideration of the submission, investigation report and any other relevant information provided
- informs the student, principal and parent of the decision as soon as practicable
- prepares a decision notice on the approved form and sends a decision notice to the student, parent and principal, as soon as practicable.

### **Exclusion**

#### **The Principal:**

- considers exclusion only if suspension is inadequate to deal with the student's disobedience, misbehaviour, conduct or risk
- considers whether the student's behaviour constitutes one or more of the following grounds under s.292 of the EGPA
  - persistent disobedience
  - misbehaviour



- conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
  - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
  - the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
  - the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school
- ensures a regional case manager is allocated through OneSchool
  - gives the student and parent the opportunity to consider the relevant evidence
  - verbally notifies the student and parent of the suspension and the date on which the suspension will commence
  - is mindful of the school's duty of care and takes reasonable steps to ensure that parents have made appropriate arrangements prior to the student leaving the school grounds
  - creates a suspension with a proposal to exclude notice on the approved form in OneSchool and provides the notice to the student and parent as soon as practicable
  - takes reasonable steps to arrange for the student to access an educational program to allow the student to continue their education
  - decides whether to exclude or not exclude, within 20 school days after giving the student the proposed exclusion notice
  - creates a notice on the approved form in OneSchool outlining the decision to exclude or not exclude and provides details about the right to make a submission to the Director-General or delegate and immediately notifies the student, their parent and regional case manager.

**Exclusion based on the ground of a student being convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school**

In order to satisfy an exclusion based on the ground of a student being convicted of an offence, the principal must:

- determine if there is sufficient information to make a disciplinary decision in respect of a student suspected of being convicted of an offence that is a serious offence as defined by section 167 of the *Working with Children (Risk Management and Screening) Act 2000* (Qld); or an offence other than a serious offence, and consider whether the student's attendance at school would not be in the best interests of other students or of staff
- if necessary, request the Director-General to obtain information from the Queensland Police Commissioner for the purpose of informing the decision-making process (See Principals' guidelines: Requesting the Director-General to obtain information from the Queensland Police Commissioner for the purpose of student disciplinary decisions)
- if provided, accesses the information provided by the Director-General via the Confidential Attachment section in the student's OneSchool behaviour profile



- consider the information to determine if the student's behaviour meets the ground for an exclusion based on a conviction and assesses whether their attendance at school would not be in the best interests of other staff and students using the Principals' risk assessment tool to inform the disciplinary decision making process
- must not use the information about a student's conviction(s) other than to make a disciplinary decision

**If satisfied there is a ground for exclusion, the Principal:**

- ensures a regional case manager is allocated through OneSchool
- gives the student and parent the opportunity to consider the relevant evidence
- verbally notifies the student and parent of the suspension and the date on which the suspension will commence
- is mindful of the school's duty of care and takes reasonable steps to ensure that parents have made appropriate arrangements prior to the student leaving the school grounds
- follows the OneSchool wizard for creating a record for a suspension with a proposal to exclude notice on the ground of a conviction, ensuring the notice is signed and uploaded under Senior Responsible Principal only access in OneSchool (This means only the principal, or the Executive Principal in the case of multi-campus schools, will be able to view the record)
- provides the notice to the student and parent as soon as practicable including details about making a submission to the Director-General or delegate
- takes reasonable steps to arrange for the student to access an educational program to allow the student to continue their education
- decides whether to exclude or not exclude, within 20 school days after giving the student the proposed exclusion notice
- creates a notice on the approved form in OneSchool outlining the decision to exclude or not exclude on the ground of a conviction, ensuring the notice is signed and uploaded under Senior Responsible Principal only access
- in the event of an exclusion provides details about the right to make a submission to the Director-General or delegate and immediately notifies the student, their parent and regional case manager.

**Suspension or Exclusion: Director-General exercising the power of the principal**

**The Director-General (or delegation):**

- follows the same process as the principal if exercising the principal's power to suspend or exclude

**Exclusion: Director-General – certain state schools or all state schools**

**The Director General:**

- considers whether exclusion by the principal under Part 12, Division 3 of the EGPA is inadequate to deal with the disobedience, misbehaviour, conduct or risk
- considers whether the behaviour constitutes one or more of the following grounds under s.299 of the EGPA
  - persistent disobedience



- misbehaviour
  - conduct that adversely affects, or is likely to adversely affect, other students
  - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
  - the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
  - the student has been convicted of an offence **and** the Director-General is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school
- gives the student and parent, if appropriate, the opportunity to view the relevant (de-identified) materials being considered and to respond to the allegations
  - ensures a regional case manager is allocated
  - verbally notifies the student and parent of the suspension pending exclusion and the date on which the suspension will commence
  - creates a suspension with proposal to exclude notice on the approved form and provides the notice to the student and parent as soon as practicable
  - contacts OneSchool to request a Director-General flag is added to OneSchool if the decision is to suspend with a proposal to exclude
  - takes reasonable steps to arrange for the student to access an educational program to allow the student to continue their education
  - considers any submission made by the student or parent against the proposal to exclude
  - within 30 school days after giving the student the proposed exclusion notice, decides whether to exclude or not exclude
  - creates a notice on the approved form outlining the decision to exclude or not exclude the student and details about the right to make a submission to the Director-General or delegate (where appropriate)
  - as soon as practicable, notifies the student, their parent and the regional case manager
  - contacts OneSchool to update the Director-General flag.

### **Submissions against a Principal's or the Director-General's decision to exclude**

#### **The Director-General (or delegate):**

- gathers any additional information required to address the points raised in the submission and provides de-identified copies of any relevant new materials that are being considered to the student and/or parent and provides an opportunity for them to respond to the material
- makes the decision to confirm, amend, or set aside the decision to exclude the student and creates a decision notice within 40 school days after receiving a submission
- informs the student, principal, case manager and parent of the decision as soon as practicable and gives a notice to the excluded student, the principal and the parent within 7 days after telling the excluded student about the decision.



## Periodic review of submissions against permanent exclusion

### The Principal, Director-General (or delegate):

- gathers any additional information required to address the points raised in the submission and provides de-identified copies of any relevant new materials that were considered to the student and/or parent and provides an opportunity for them to respond to the material
- makes a decision within 40 school days of receiving a submission to either
  - revoke: if the disobedience, misbehaviour or other conduct is unlikely to recur if the student was allowed to attend the school or schools; if the student's attendance at the school or schools no longer poses an unacceptable risk to the safety or wellbeing of other students or staff; or it would no longer not be in the best interests of other students or of staff for the student to be enrolled in the school or schools
  - not revoke the decision to exclude the student
- gives written notice to the student, principal, parent and regional case manager of the decision.

## Cancellation of enrolment

### The Principal:

- considers that the behaviour of the student who is older than the compulsory school age amounts to a refusal to participate in the educational program provided at the school
- verbally provides a warning to the student of the refusal to participate, the school's expectations for participation in the educational program and allows the student a reasonable opportunity to meet the school's expectations
- has the option to provide the student (and parent if the student is under 18 years of age) with a written warning notice in OneSchool
- considers the evidence and makes a decision about whether to cancel the student's enrolment if the student continues to refuse to participate
- informs the student (and parent if the student is under 18 years of age) of the decision as soon as practicable
- creates a decision notice on the approved form in OneSchool if the decision is to cancel the enrolment and gives the student (and parent if the student is under 18 years of age) the notice which contains details about the right to make a submission to the Director-General or delegate.

## Submission against the Principal's decision to cancel enrolment

### The Director-General (or delegate):

- gathers information required to address the points raised in the submission, provides de-identified copies of materials that were considered to the student and/or parent and provides an opportunity for them to respond to the material
- confirms, varies, or sets aside the decision and substitutes another decision to cancel the enrolment of the student following consideration of the submission, investigation report and any other information provided
- informs the student, principal (and parent if the student is under 18 years of age) of the decision as soon as practicable



- creates a written notice on the approved form of the decision and gives it to the student and/or parent as soon as practicable after telling the student.

### Time out

#### Principals and school staff:

- keep the student in any time out area under supervision at all times
- ensure the student is safe
- give the student opportunity to rejoin class in intervals of no more than 10 minutes
- provide the student with opportunities to complete assignments or assessments to fulfil educational requirements
- if applying time out as a management technique, ensure that it is consistent with
  - developmental stage of the student
  - any special needs that the student may have
- should use of time out with a particular student become increasingly frequent or regular, develop more comprehensive strategy to support student's full participation in the educational program.

### Physical restraint – immediate or emergency response

#### Principals and school staff:

- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student's parent of the incident, detailing:
  - the behaviour that preceded the use of physical restraint
  - the type and duration of restraint used
  - staff members and other witnesses present during the period of the incident
  - student's physical condition before and after physical restraint
  - counselling provided to the student following the period of physical restraint
  - planned future action to prevent further incidences of the behaviour
- prepare an incident report
- provide debriefing for the student and any other students after a suitable interval of time has elapsed
- hold a debriefing meeting with the relevant staff members
- develop an individual plan if physical restraint is necessary as an ongoing strategy.



## Physical restraint – planned response including prevention of self-harming behaviours (individual plan)

When physical restraint is used as part of a student's individual plan:

### Principals

- provide physical restraint training for staff when individual plans involve physical restraint
- document any staff training and professional development
- include physical restraint processes in the school's Responsible behaviour plan for students in locations where individual plans may involve physical restraint
- approve individual plans and provide copy of plan to principal's supervisor or delegate.

### Principals and school staff

- develop the student individual plan by
  - including strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
  - not using physical restraint process in isolation
  - developing procedures with support personnel, parents and relevant staff including medical practitioner or other appropriate professional personnel where applicable
  - identifying strategies to reduce and eliminate the need for physical restraint
- in preventing self-harming behaviours
  - consider whether safety can be restored in another practicable way such as removing potentially harmful objects
  - employ a range of responses including increased monitoring and support within the classroom and/or referral to appropriately trained staff
  - use postural, or movement limiting, and/or protective devices at times when there is a high risk of injury
- complete documentation according to Student protection
- employ responses to support student and to support any other student or staff who may be affected by witnessing an incident of self-harm
- establish a regular review process to monitor effectiveness of strategies and procedures, including advice from the medical practitioner or other appropriate professional personnel where applicable.

### The Principal's Supervisor

- receives and monitors individual plans



## Definitions

<b>Approved form</b>	An approved form for a school disciplinary absence (SDA) is the departmental proforma located in OneSchool, which has been gazetted in the Queensland Government Gazette, as prescribed in part 12 of the <i>Acts Interpretation Act 1954</i> (Qld).
<b>Charge related ground</b>	As outlined in s.282 of the <i>Education (General Provisions) Act 2006</i> (Qld) (EGPA), a charge related ground is where the student is either charged with a serious offence or the student is charged with an offence other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending.
<b>Community service intervention</b>	A community service intervention is a disciplinary option available to principals, with the consent of the student and their parent, to address inappropriate student behaviour. The student performs unpaid work or activities in their local community or school with a host organisation or under the supervision of a school staff member.
<b>Compulsory school age</b>	A child is of compulsory school age if the child is at least 6 years and 6 months and less than 16 years of age. However a child is no longer of compulsory school age if the child has completed Year 10.
<b>Conduct</b>	Conduct refers to the behaviour of a student specifically described in s. 282 (c) (d) and s.283 (3) of the EGPA. Conduct of a student may be a ground even if the conduct does not happen on school premises, or during school hours. Conduct of a student includes an omission to perform an act by the student.
<b>Discipline improvement plan</b>	A <i>discipline improvement plan</i> is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.
<b>Dealt with</b>	Dealt with in relation to a charge against a student for an offence means any of the following: <ul style="list-style-type: none"> <li>the student is acquitted or convicted of the charge</li> <li>the student is convicted of another offence arising out of substantially the same acts or omissions as those constituting the charge</li> <li>the charge is withdrawn or dismissed or a nolle prosequi (a prosecutor's decision to voluntarily discontinue criminal charges either before trial or before a verdict is rendered) or no true bill (the prosecution decides not to present an indictment against an accused person after the accused person has been committed by a Magistrates Court to stand trial in a superior court, thereby ending the prosecution) is presented in relation to the charge.</li> </ul>
<b>Procedural fairness</b>	Procedural fairness comprises two elements: <ul style="list-style-type: none"> <li>the right to be told the allegations against you, a reasonable opportunity to see and consider the evidence relied upon by the decision maker, and a reasonable opportunity to present your case and be given a fair hearing before the decision</li> </ul>





	<p>is made</p> <ul style="list-style-type: none"> <li>the right to have a decision made by an unbiased decision maker.</li> </ul>
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## Legislation

- Education (General Provisions) Act 2006 (Qld) Chapter 12
- Criminal Code Act 1899 (Qld)

## Delegations/Authorisations

- Nil

## Related policies

- Code of school behaviour
- Statement of expectations for a disciplined school environment
- Code of conduct for the Queensland public service

## Related procedures

- Student protection
- Managing risks in school curriculum activities
- Work experience placements for school students
- Working with children check – blue cards

## Guidelines

- Guidelines – physical restraint training
- Principals' guidelines: Requesting the Director-General to obtain information from the Queensland Police Commissioner for the purpose of student disciplinary decisions
- Investigations and evidence gathering (DoE employees only)

## Supporting information/websites

All forms in OneSchool are approved forms.

- Accidents, incidents and incident investigations
- Disciplinary consequences
- Disciplinary consequences optional resources (DoE employees only)
- Appeals (for students and parents)
- Principal's risk assessment tool



## Contact

For more information, please contact your closest regional office.

## Review date

31/12/2017

## Superseded versions

*Previous seven years shown. Minor version updates not included.*

- 1.0 Management of behaviour in a supportive school environment – schools and discipline
- 2.0 SMS-PR-021: Safe, supportive and disciplined school environment
- 3.0 SMS-PR-021: Safe, supportive and disciplined school environment
- 5.0 SMS-PR-021: Safe, supportive and disciplined school environment
- 6.0 Safe, supportive and disciplined school environment

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