



Edge Hill

STATE SCHOOL

Honour and Labour

STUDENT CODE OF CONDUCT

2022-2026



Education Queensland International School
The Queensland Department of Education
Trading Name: Education Queensland international (EQI)
CRICOS Provider Number 00608A



Equity and Excellence

A progressive, high performing education system realising the potential of every student

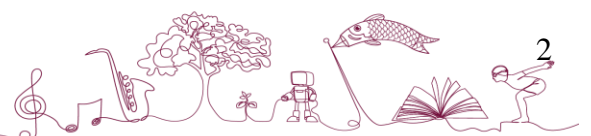
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Edge Hill State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

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

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





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Contact Information

Address: 254 Pease Street, Edge Hill QLD 4870

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Principal : Ms Jane Termaat jterm2@eq.edu.au

School Administration Office: (07) 4037 9555

Office hours: 8am – 4pm

Monday to Friday during school terms

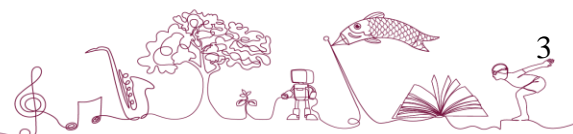
Endorsement



Principal Name:	Ms Jane Termaat
Principal Signature:	<i>J Termaat</i>
Date:	27/11/2023
P&C President Name:	Mrs Lauren Bruce
P&C President Signature:	<i>LBruce</i>
Date:	27/11/2023
School Council Chair Name:	Ms. Rachel Curtis
School Council Chair Signature:	<i>Rachel Curtis</i>
Date:	27/11/2023



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School Vision

VISION: At Edge Hill State School, we will educate the leaders of the future in an environment that endeavours to challenge and support them, to prepare them to be healthy, confident young Australians, living and working in a global society and economy.

VALUES: To achieve our vision, we hold these core values close to heart and actively promote them within our school community:

1. *Responsibility:* We encourage our students to take ownership of their actions and decisions, fostering a sense of accountability and maturity.
2. *Personal dignity, self-worth, and awareness:* We believe in building a strong foundation of self-respect and awareness, empowering our students to recognize their value and potential.
3. *Initiative and risk-taking in learning:* We foster a culture where students are encouraged to explore new ideas, take initiative in their learning, and embrace challenges as opportunities for growth.
4. *Interdependence, cooperation, care, and tolerance:* We promote a supportive and inclusive environment, where students learn the importance of working together, caring for one another, and respecting diverse perspectives.
5. *Honesty and happiness:* We uphold the values of honesty and integrity while emphasizing the significance of maintaining a positive and joyful outlook on life.
6. *Life-long commitment to learning:* We instil in our students a passion for learning that extends beyond their time at Edge Hill State School, fostering a desire for continuous growth and improvement.
7. *Diversity:* We celebrate and embrace diversity in all its forms, recognizing the richness it brings to our school community and the broader world.

The Edge Hill State School Student Code of Conduct outlines how school staff will work together with students and families to develop positive student behaviour. It is founded on the premise that with appropriate support and explicit teaching, every child can be successful in meeting behaviour expectations including the actions and consequences that will occur when expected behaviours are not achieved.



Whole School Approach to Behaviour Expectations

Edge Hill State School 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.

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

The development of the Edge Hill State School Student Code of Conduct is an opportunity to explain the Positive Behaviour for Learning (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 Positive Behaviour for Learning (PBL) are encouraged to speak with the class teacher or make an appointment to meet with the principal.

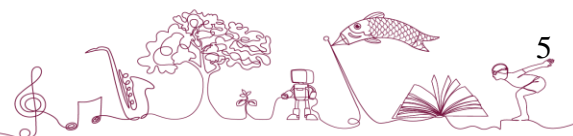
Learning and Behaviour

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 four Positive Behaviour for Learning (PBL) expectations in place for students, **Be A Learner, Be Responsible, Be Respectful and Be Safe.**

Edge Hill State School seeks to reflect the values and behaviour that are acceptable in our society. The Student Code of Conduct has a clear expectation that, as far as possible, it remains connected to the community that exists outside the school fence and that our students will embrace appropriate values as their preferred way of behaving.

Everyone brings their own set of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same set of beliefs, and this contributes to a richly diverse social environment in our school.

Edge Hill State School enacts a tiered system of behaviour support with a focus on prevention through education. Support for student behaviour concerns, is differentiated across all tiers and always takes into account individual situations and circumstances.



Our expectations of **Be A Learner, Be Responsible, Be Respectful and Be Safe** are central to the school culture and are clearly evident in artefacts in classrooms and around the school grounds.

Students

Below are examples of what these Positive Behaviour for Learning (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 Edge Hill State School.

Be a Learner

- Be in the right place at the right time
- Be ready to learn
- Actively participate
- Ask for help

Be Responsible

- Accept consequences
- Manage your emotions
- Be a problem solver
- Have a growth mindset
- Accept change positively

Be Respectful

- Use polite words, tone and actions
- Be considerate to self, others and the school environment
- Embrace diversity
- Cooperate with others

Be Safe

- Bring school approved items only to school
- Stay in approved areas
- Report unsafe behaviours
- Walk on concrete



Be a Learner

<i>What we expect to see from you</i>	<i>What you can expect from us</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.

Be Responsible

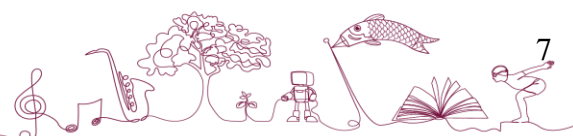
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, 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.
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.

Be Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</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, 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 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.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You 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.

Be Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</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 leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You 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.



Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents/caregivers 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.

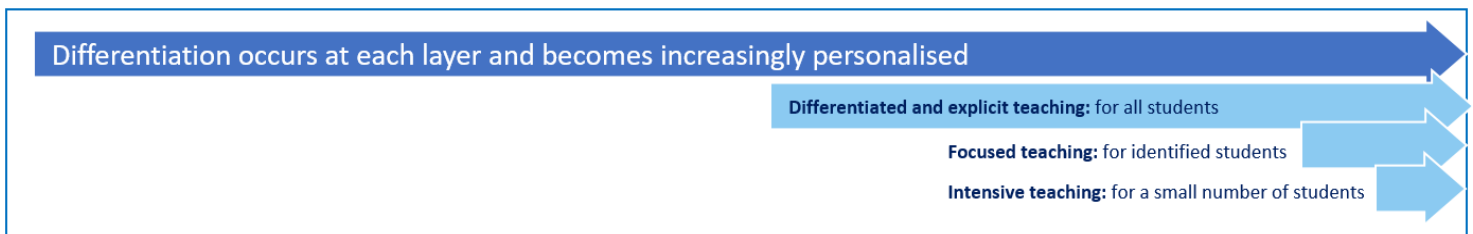


Differentiated and Explicit Teaching

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

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

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



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

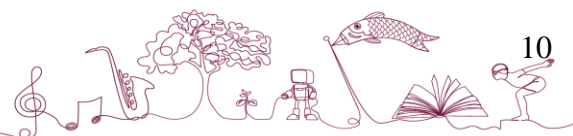
Every classroom in our school uses the Positive Behaviour for Learning (PBL) Expectations Matrix, illustrated on the following page, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, 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.



Edge Hill Schoolwide Expectations Teaching Matrix

Behaviour Expectations:

	Learning	Responsible	Respectful	Safe
All areas	<ul style="list-style-type: none"> We try our best Have a positive attitude We are prepared for learning We actively participate 	<ul style="list-style-type: none"> We show care for the environment We are in the right place at the right time Wear school uniform correctly Attend school daily Keep the school and classrooms tidy and free of rubbish Be on time 	<ul style="list-style-type: none"> Use appropriate language, volume and tone Follow directions of staff members Respect all property and buildings Be caring, kind and inclusive of all Use good manners Speak politely to others 	<ul style="list-style-type: none"> Keep hands and feet to yourself Move safely around the school Follow emergency procedures Report bullying or unsafe behaviour Be SunSmart- wear a hat Report any dangers Make safe choices Use equipment safely
General Classrooms	<ul style="list-style-type: none"> Complete set tasks on time Everyone has a right to learn 	<ul style="list-style-type: none"> Be prepared for learning with all equipment Look after equipment and resources 	<ul style="list-style-type: none"> Respect the right of others to learn Listen to teacher and other students and the speaker Raise hand & wait to speak 	<ul style="list-style-type: none"> Raise your hand Seek permission to leave the room Sit on your chair properly
Specialist classrooms including pool	<ul style="list-style-type: none"> Show good sportsmanship Respect the subject 	<ul style="list-style-type: none"> Follow lesson Instructions Follow class rules Use equipment properly as directed 	<ul style="list-style-type: none"> Look after equipment Listen to teacher, other students and the speaker Raise hand & wait to speak 	<ul style="list-style-type: none"> Follow safety instructions Wear protective equipment if necessary Walk in pool area
Transitions	<ul style="list-style-type: none"> Walk in two quiet lines when transitioning 	<ul style="list-style-type: none"> Move quietly Stay in lines/class group Move via most direct route 	<ul style="list-style-type: none"> Wait quietly Follow teacher directions Move aside for adults to pass 	<ul style="list-style-type: none"> Wait for others to pass in crowded areas Keep to the left of the stairs
Online/ Device use	<ul style="list-style-type: none"> Use devices for schoolwork only 	<ul style="list-style-type: none"> Don't bring personal devices to school Follow teacher directions for device use No food/drink near devices 	<ul style="list-style-type: none"> Use devices only with permission Handle devices carefully Never use other students' personal devices 	<ul style="list-style-type: none"> Never share password or logon Report inappropriate content Report cyberbullying
Playground/ school grounds		<ul style="list-style-type: none"> Follow instructions of adults Play in the right areas Try to resolve problems or tell a teacher 	<ul style="list-style-type: none"> Cooperate and share equipment and space with others Show good sportsmanship Return equipment 	<ul style="list-style-type: none"> Wear hat or play undercover Move safely Use playground equipment properly
Before school - arrival After school - departure		<ul style="list-style-type: none"> Enter and exit via correct gates Wait patiently and quietly 	<ul style="list-style-type: none"> Follow instructions of adults Show respect for general public 	<ul style="list-style-type: none"> Follow road rules Lock your bike Walk your bikes/scooters/ skateboards on school grounds Late slips, exit slips



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 Edge Hill State School to provide focused teaching. Focused teaching is aligned to the Positive Behaviour for Learning (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 focused teaching
- require intensive teaching.

Edge Hill State School 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.

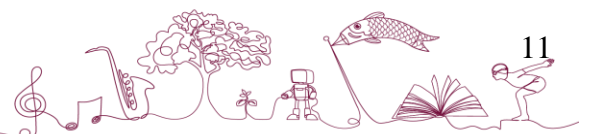
Intensive Teaching

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.



Tiered System of Behaviour Support and Strategies

Tier 1	Universal Behaviour Support
	<p>All Students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and school wide behaviour expectations.</p> <p>This is the responsibility of all staff and involves:</p> <ul style="list-style-type: none"> • Teaching behaviours in the setting in which they will be used • Maintaining a consistent response to behaviours that are not aligned to the school behaviour expectations • Explicit teaching of school behaviour expectations • Reinforcement of positive behaviours –praise, parade awards • Continually revisiting and reviewing and referring to the school behaviour expectations through individual reminders and visual cues around the school • Use of Essential Skills for Classroom Management (ESCMS) • Co-creation of class behaviour expectations with students through the use of the Classroom Management Plan • Differentiation of classroom teaching of Australian Curriculum and behaviour expectations • Using mediation to resolve conflict through restorative practices • Seeking parental assistance via email and/or phone contact • Monitoring behaviour data and feedback from staff, parents and students and responding to areas of concern
Tier 2	Targeted Behaviour Support
	<p>Some students (10-15%) require more intense behaviour support, involving:</p> <ul style="list-style-type: none"> • more time to discuss and resolve concerns • services from a range of school-based staff available to support students to meet the required academic and behavioural standards • referral to reflection room (for low- level, repeated playground transgressions) • types of interventions may vary according to the individual needs of the student but will ensure: <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • variations within each intervention are limited • interventions are “evidence-based” • interventions are matched to the student’s need • increased communication with parents/carers which may include regular feedback mechanisms and meetings • differentiation of curriculum by class teacher • support for student from education support (academic) or welfare team (wellbeing) - if determined to be appropriate • support for teacher from behaviour support staff – if determined to be appropriate • behaviour monitoring mechanisms e.g., restricted play, classroom behaviour monitoring card

Tier 3	Intensive Behaviour Support
	<p>A few students (2-5%) who require the most intensive support a school can provide. These are usually delivered individually or in very small groups.</p> <p>This type of behaviour support is required for students who demonstrate repeated chronic and/or severe challenging behaviour of a frequency and intensity that may present a risk of learning disengagement and /or physical/emotional risk to themselves or others. This type of support is implemented when other support strategies have continually not met the student's needs.</p> <p>Intensive behaviour support is highly individualised and focuses on what is needed for the student to be successful. It may involve some or all of:</p> <ul style="list-style-type: none"> • Functional Behaviour Assessment • Observation by specialist staff • Data collection and analysis to understand triggers and trends for behaviours • Frequent and ongoing communication with parents • Care team meetings – involving relevant school staff, parent/carer and other stakeholders working with the student to maintain clear communication and clarity of responsibility • Development of an individual behaviour plan with a focus on teaching self-regulation • Time out of the mainstream classroom working with specialist staff • Consultation with external support agencies and Department Of Education personnel • Behaviour Risk assessment and/or Individual Safety plan if relevant

Student Wellbeing and Support Network

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

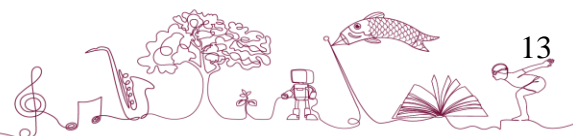
Our school builds the foundations for wellbeing and lifelong learning through curriculum, embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) through the implementation of the P–12 Australian Curriculum, assessment and reporting framework.

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

Policy and expectations

Within our 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



Edge Hill State School will implement 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

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

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

Medications

Edge Hill State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school will require information from the prescribing health practitioner and completion of 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.

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

Mental health

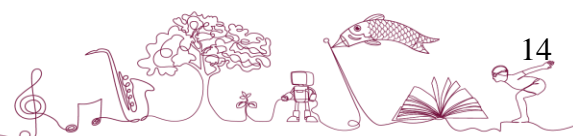
When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of the student in the first instance, and where necessary provide first aid. In all other situations, Edge Hill State School staff follow suicide intervention and advice by ensuring:

- 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, Edge Hill State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

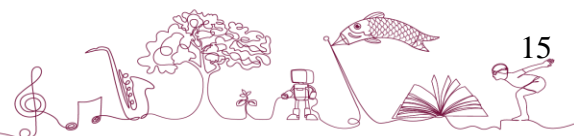
Where a suicide has occurred on school grounds or at a school event, Edge Hill State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.



Specific programs and support services available for learning, behaviour and wellbeing

Tier 1 Support	Tier 2 Support	Tier 3 Support	
Parents	Parents	Deputy Principal	School
Classroom/Specialist area Teacher	Class/Specialist area teacher	Student Support Services Committee	
Teacher Aides	Teacher Aides	Head of Inclusion	
	Education Support Teachers	Complex Behaviour Officer (school based)	
	Deputy Principal	Principal	Region
	Behaviour Support teacher	FNQ - NES Far North Qld non engaged students' team	
	School Chaplain	Senior Guidance Officer	
	School Social Worker	Autism Coaches	
	Guidance Officer	Behaviour Coaches	
	General Practitioner	Advisory Visiting Teachers	
	Specialist medical services	Mental Health Coach	

*More support services and contact details listed in the appendix.



Whole School Approach to Discipline

Consideration of Individual Circumstances

Staff at Edge Hill State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural background, 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 provided 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.

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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 Engagement Plan



• Responsibility • Respect • Self Worth and Self Awareness • Initiative and Risk Taking In Learning
• Resilience • Tolerance • Honesty • Lifelong Commitment To Learning • Inclusivity

We follow the restorative continuum to elevate student behaviour, empathy and relationships



We support each other to elevate student behaviour restoratively

- We solve all problems Restoratively, through the lens of high expectations & high support.
- Teachers look to address behaviour by starting with Affective Statements before they escalate.
- Teachers are supported by Leadership to embed Restorative Language in Practice.
- School Leaders look for ways to release Teachers to repair Student-Teacher Relationships issues as a first response.
- We look for ways to include Parents in both the positive and negative behaviour patterns of their children.
- We are consistent about the Restorative process, but not always consistent about the outcome.
- We are embedding the basic Restorative tenets of focusing on HARM & RELATIONSHIPS in response to all conflict and tension, including bullying behaviours.
- Teachers work up and down the continuum as needed.
- We use Restorative Conferences to return our students from any internal or external suspension that might be required.
- From time to time, Teachers need to send Students from the room (TO) with a view to later repairing the harm (WITH).
- When removed, all Students will be exposed to Affective Interactions facilitated by available School Leaders.

Restorative questions

For those who have done the wrong thing

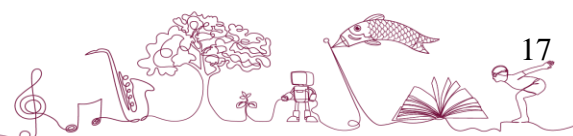
- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

For those who have been harmed

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



Edge Hill
STATE SCHOOL
Honour and Labour



Understanding Restorative Practice and Positive Behaviour for Learning

What is Restorative Practice?

- A philosophy or perspective
- General overarching principles: repairing harm, accountability, reducing risk, stakeholder involvement, community partnership

What are restorative practices?

- Strategies which are used to restore positive relationships and solve interpersonal issues.
- Examples of restorative practices include problem-solving conversations and separating the behaviour from the person.

Goals of restorative practices in schools

- Hold students accountable for their actions through repairing harm and making amends
- Include persons who have harmed or been harmed, and their surrounding community in restorative responses to school misconduct
- Reengage students at risk of academic failure and juvenile justice system entry through dialogue-driven, restorative responses to school misbehaviour
- Establish school-based practices such as circles, conferencing, peer mediation, accountability boards

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) helps schools to develop a safe, respectful and productive learning environment by establishing a positive school climate where students and adults have strong, positive relationships and students understand what is expected of them as learners at school.

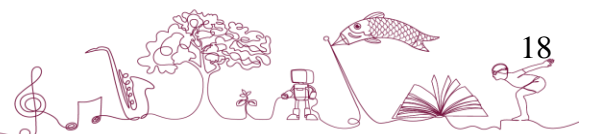
Positive Behaviour for Learning (PBL) provides a framework for schools to nurture students by providing them with positive behavioural supports and meaningful opportunities for improving social and emotional skills, such as recognising and managing emotions, developing caring and concern for others, making responsible decisions, establishing positive relationships and handling challenging situations in a constructive way.

In Positive Behaviour for Learning (PBL) schools, principals, school leaders and staff members work together to establish and maintain a positive school climate. All adults communicate, teach, and model the positive behaviours they expect students to exhibit in the classroom and in other parts of the school throughout the day. By setting expectations, teaching students to meet those expectations, and regularly reinforcing appropriate behaviours, schools see fewer incidents of inappropriate behaviour and more time spent learning.

Key practices to teach and reinforce expected behaviours

Set expectations for positive behaviour in collaboration with the school community

- Establish predictable routines for students
- Post expectations for positive behaviour throughout the school
- Regularly communicate high expectations for student success demonstrating positive behaviour



Teach positive behaviour

- Build positive relationships with students
- Model positive behaviour for students
- Explicitly teach students how they can best demonstrate positive behaviour and follow expected routines. For example, specify expected behaviour while learning in the classroom, moving on walkways, eating in designated areas, entering the building, or leaving at dismissal
- Practise expected behaviour with students in all settings

Reinforce positive behaviour

- Regularly review expectations for positive behaviour, reteaching and allowing practice as needed
- Provide frequent feedback to students on their behaviour, both appropriate and inappropriate, so they know if and how they are meeting the school's expectations
- Acknowledge students for demonstrating positive behaviour, especially when it is a new behaviour for that student

Responding to problem behaviour

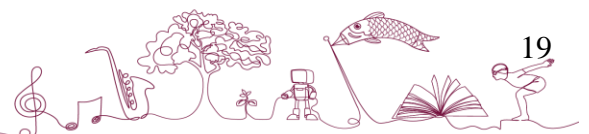
- Correct behaviour calmly and in a manner that demonstrates that the student is safe and supported at school
- View inappropriate behaviour as an instructional opportunity; reteach expectations and allow the student to practice expected behaviour
- Use consequences that promote student self-reflection: What harm was caused? What can be done to correct the harm? Why did the student do what they did? What could they have done differently? What help does the student need and from whom to do something differently next time?
- Communicate the importance of instructional time; correct student behaviour and return them to the instructional setting as quickly as possible
- Document the use of corrective consequences to track success

Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused 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
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g., "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g., "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g., corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g., removal from classroom)
- Reflection room

Focused

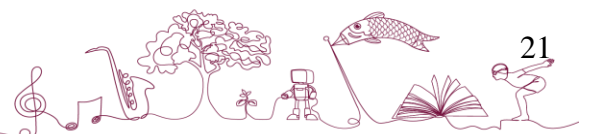
Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g., Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services 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.



Disciplinary Consequences

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 Edge Hill State School, the use of any School Disciplinary Absence (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 School Disciplinary Absence (SDA) decision by the principal.

The appeal process is a thorough review of all documentation associated with the School Disciplinary Absence (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 School Disciplinary Absence (SDA).

Re-entry following suspension

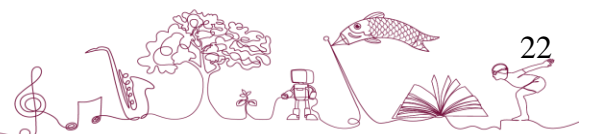
Students who are suspended from Edge Hill State School may be invited to attend a re-entry meeting prior to their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or 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 focused 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

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.



Behaviour Management Roles and Consequences Matrix

	Tier 1	Tier 2	Tier 3
Types of behaviours	<ul style="list-style-type: none"> Low-level behaviours Minor breaches of school/class rules Do not seriously harm others Do not violate the rights of others in any other serious way Are not part of a pattern of problem behaviours Do not require involvements of specialist/support staff/administration 	<ul style="list-style-type: none"> Persistent low-level behaviours Persistent minor breaches of school/class rules Escalating patterns of problem behaviour Requires involvement of specialist/support staff/Deputy Principal 	<ul style="list-style-type: none"> Continued and escalating pattern of unresolved problem behaviours Significantly violates the rights of others Put others / self at risk of harm May require involvement of specialist / support staff / administration
Dealt with by	Teachers	Teacher with support /advice from Deputy or support staff	Administration Deputy Principal and/or Principal
Examples of possible consequences	<ul style="list-style-type: none"> 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 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 Reminders of incentives or class goals Warnings of future consequence Redirection Give 'take-up' time for student/s to process instruction/s Break down tasks into smaller chunks Provide demonstration of expected behaviour Restorative discussion with student about expected behaviour Offer choice and follow through Detention (break time) OneSchool behaviour entries (if relevant) 	<ul style="list-style-type: none"> OneSchool entries with referral to Administration/support staff Individual student behaviour support strategies (e.g., Student behaviour plan) Targeted skills teaching Detention (lunch time) Responsible Thinking Room referral (playground transgressions) Monitoring cards (attendance, behavioural, social/emotional) Counselling and guidance support Self-monitoring plan Check in Check Out strategy Teacher coaching and debriefing Referral to Student Support Services for team-based problem solving Stakeholder meeting with parents and external agencies 	<ul style="list-style-type: none"> Functional Behaviour Assessment Individual support plan Behaviour Risk assessment and/or Individual Safety Plan Complex case management and ongoing 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) 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)



Behaviour Management Flow Chart

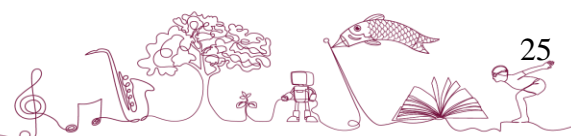
Tier 1	Behaviours Low level misbehaviour Non-completion of work Intermittent disruption	Possible Actions Movement within class Short removal from class Class detention Restorative Conversation Contact Parent	Classroom Teacher <ul style="list-style-type: none"> employs whole class behaviour plan, ESCMs and Restorative Practice techniques to manage their classroom. <p>If students persist in inappropriate <u>behaviour</u> they are referred to the YEAR LEVEL DEPUTY & behaviour details entered on One School</p>	
Tier 2	Behaviours Continuing disruptions Deliberate disobedience Repeated non-compliance Anti-social behaviours Continuing non-participation in learning activities Student unwilling to change/negotiate	Possible Actions Referral to office Individual behaviour plan Buddy room/office withdrawal Parent contact Support by appropriate staff Referral to outside agencies Restorative Conversation	Year Level Deputy <ul style="list-style-type: none"> employs a range of strategies to help modify the student behaviour and support the classroom teacher. behaviour details and actions entered onto One School will investigate multi student incidents, ascertain the scope and determine appropriate outcomes. support teachers to monitor and record patterns of behaviour and gather data for onward referral. Implement Restorative Conversations/processes as applicable Monitor OS behaviour data for year levels 	
Tier 3	Behaviours High level student disengagement Disruption and non-compliance impacting whole class learning Critical incidents (Violence, threats, antisocial behaviour)	Possible Actions Parent contact/case team meeting Involvement of internal or external support Liaison with external agencies Restorative practices Timetable modifications IBP, BRAT, ISSP	DP Learning & Inclusion <ul style="list-style-type: none"> Establish collaboratively negotiated IBP to engage student in their learning programs. Assess appropriate options if mainstream classroom is not working Implement FBA informed explicit teaching of replacement behaviours Work with Education Support team, Year Level DP, parents and external stakeholders in responding to and managing student behaviour Implement Restorative Conversations/processes as applicable Monitor One School behaviour data for whole school 	
Tier 4	Behaviours Continuing unresolved non-compliant, anti-social and disruptive	Possible Actions Parent contact/case conference Suspensions Exclusion Police involvement	Principal <ul style="list-style-type: none"> Oversees implementation of <u>whole</u> school approach to behaviour Decision making regarding School Disciplinary Absences 	

Legislative Delegations

Legislation

In this section of the Edge Hill State School Student Code of Conduct links are provided to relevant legislation that inform the overall Student discipline procedure.

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



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](#)

School Policies

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

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

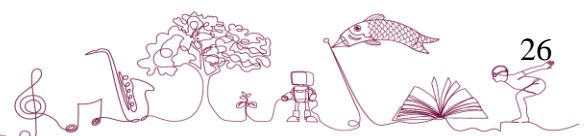
Temporary Removal of Student Property

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

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

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

The principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.



The following items are explicitly prohibited at Edge Hill State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g., guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g., blades, rope)
- drugs** (including tobacco and vaping)
- 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).

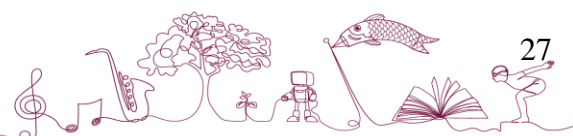
* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities 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 Edge Hill State School:

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



Parents/caregivers of students at Edge Hill State School

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

Students of Edge Hill State School

- do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
 - is prohibited according to the Edge Hill State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

'Away for the day' – mobile phones and wearable devices

On 6 July 2023, Minister Grace announced that all state school students will be required to keep their mobile phones 'away for the day' from the beginning of Term 1 2024. This announcement also extends to wearable devices like smartwatches, which can be worn, but **must have notifications switched off, so that phone calls, messages and other notifications cannot be sent or received during school hours.**

The decision to implement a consistent, state-wide approach is based on the advice of Ms Cheryl Vardon AO, former Queensland Family and Children's Commissioner, who completed an independent review of Queensland's approach to mobile phones earlier this year.

The review included consultation with key education stakeholders, such as principals, school staff, students and families from each education region, as well as field experts and a review of recent research on student use of mobile phones and personal devices in schools.



The adoption of this state-wide approach will support schools to maintain a strong focus on educational achievement, and student wellbeing and engagement, by:

- providing optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- supporting schools to create safe and supportive learning environments that prioritise student engagement and wellbeing
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times
- reducing the potential for students to be exposed to the negative impacts of the digital world resulting from unsafe or inappropriate use of technology, such as cyberbullying, accessing harmful content or breaches of personal privacy.

Responsibilities for Students

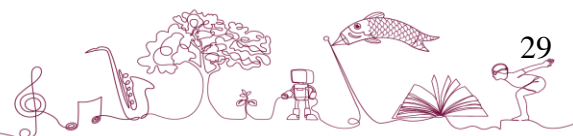
The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Edge Hill State School to **hand in/pick up their phone from the office before and after school.**

It is **unacceptable** for students at Edge Hill State School to:

- use a mobile phone or other devices in an unlawful manner
- 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 Information Communication Technology (ICT) facilities and devices supplied by the school, will be required to act in line with the requirements of the Edge Hill State School Student Code of Conduct. In addition, students and their parents should:



- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's Information Communication Technology (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 Information Communication Technology (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 Information Communication Technology (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.
 - Parents can 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).

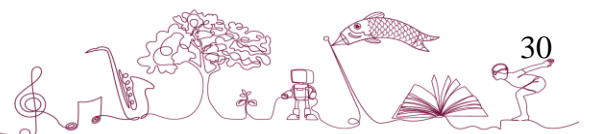
Preventing and responding to bullying

Edge Hill State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

School Culture:

Edge Hill State School values and actively encourages a school culture (teaching/learning environment) that cultivates positive relationships between and amongst students, staff, and parents. We recognise the importance of promoting an environment that builds on the foundation of making individuals feel accepted, valued, respected and included through the provision of a curriculum that supports development of empathy, tolerance, diversity and respect.

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.



Wellbeing

Edge Hill State School's approach to student learning and wellbeing is to create a safe, supportive and inclusive environment, where diversity is valued and positive, respectful relationships are developed. Edge Hill State School believes that if our school explicitly teaches and models social and emotional skills, values, empathy and expectations, students will become confident and capable global citizens displaying tolerance and valuing diversity. To attend to the explicit teaching of these skills and values, our teaching and learning program focuses on embedding the general capabilities from the Australian Curriculum, including:

- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

Definition of Bullying

The national definition of bullying 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
- 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).
- behaviour that 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.
- The key point is that bullying is targeted, intentional, and repetitive. It is a pattern of behaviours that harms a child or group of children.

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.

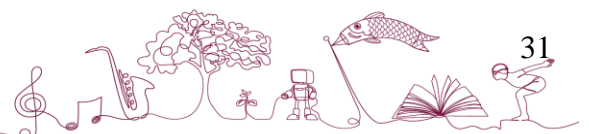
Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, they are still considered serious and will be addressed and resolved. At Edge Hill State School our staff will work to quickly respond to any matters raised of this nature, in collaboration with students and parents.

Prevention of Bullying

Our universal behaviour support processes will remain the primary strategy for preventing problem behaviours including bullying behaviours.

All students are explicitly taught about the appropriate behaviours that demonstrate these expectations with classrooms and other areas of the school.

Teachers and other staff in classrooms or other learning environments, or on duty around the school, routinely use positive reinforcement to highlight appropriate behaviours and maintain high expectations for student behaviour at all times and in all circumstances.



When students feel empowered to tell adults when bullying occurs, to create opportunities for positive relationships and make commitments not to engage in bullying, they can establish a positive peer culture that makes a huge contribution to the school culture as a whole and will reduce bullying.

Edge Hill State School teaches students from Prep – Grade 6 strategies to use to allow them to manage bullying behaviour:

What Students can do:

If You <u>SEE</u> Bullying:	If You Are <u>BEING</u> Bullied:
<ul style="list-style-type: none"> Be a friend to the target Invite the target to stay with your group Tell the bully – “CUT IT OUT, LEAVE THEM ALONE” Report it to a teacher 	<ul style="list-style-type: none"> Try brushing it off “YEAH, WHATEVER!” Stand up straight and firmly say - “LEAVE ME ALONE” Hold your hand out and say - “STOP IT” Move away to a crowded area Report it to a teacher

Who to speak with?

Students need to let someone know if they are being bullied.

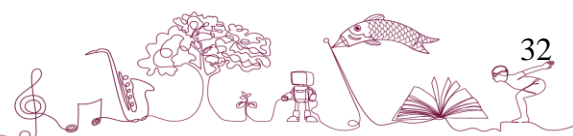
Students can talk to their friends, ask an adult for help, and follow our school guidelines. If the problem continues, students need to report it to their class teacher or playground teacher first. Students can ask for advice from their parents, and if the problem still continues are encouraged to report it to the Deputy Principal or the Principal.

Outside Incidents

- Contact Deputy Principal
- In serious or persistent cases, consider contacting QPS
- Contact school office or ESafety Commissioner (www.esafety.gov.au)

Responsibilities:

School Staff	Students	Parents
Support, promote, resource, enact and review the anti- bullying policy and procedures Participate in appropriate professional development Model tolerance and valuing of diversity Listen and act upon reports of bullying according to the flowchart Protect the victim Act to prevent recurrence of bullying Record bullying incidents in OneSchool	Use the Friendly Five Report any experience of bullying behaviour to a trusted adult Provide information to a trusted adult if they witness bullying behaviour	Listen to reports of bullying behaviour from their child Report all bullying to a member of school staff Refrain from trying to intervene personally with the bully or their parent/carer Work with school staff to seek a permanent solution



Cyber Safety/ Cyber bullying

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

In the first instance, students who wish to make a report about cyberbullying should approach their class teacher or make a report to their Year Level Deputy Principal. Parents wishing to make a report should contact the relevant year level Deputy Principal for their child.

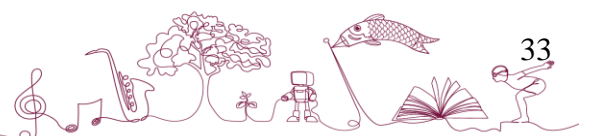
It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal or Deputy Principal.



Edge Hill State School - Cyberbullying response flowchart for school staff and Reputation Management (CRM)

How to manage online incidents that impact your school

Student protection

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

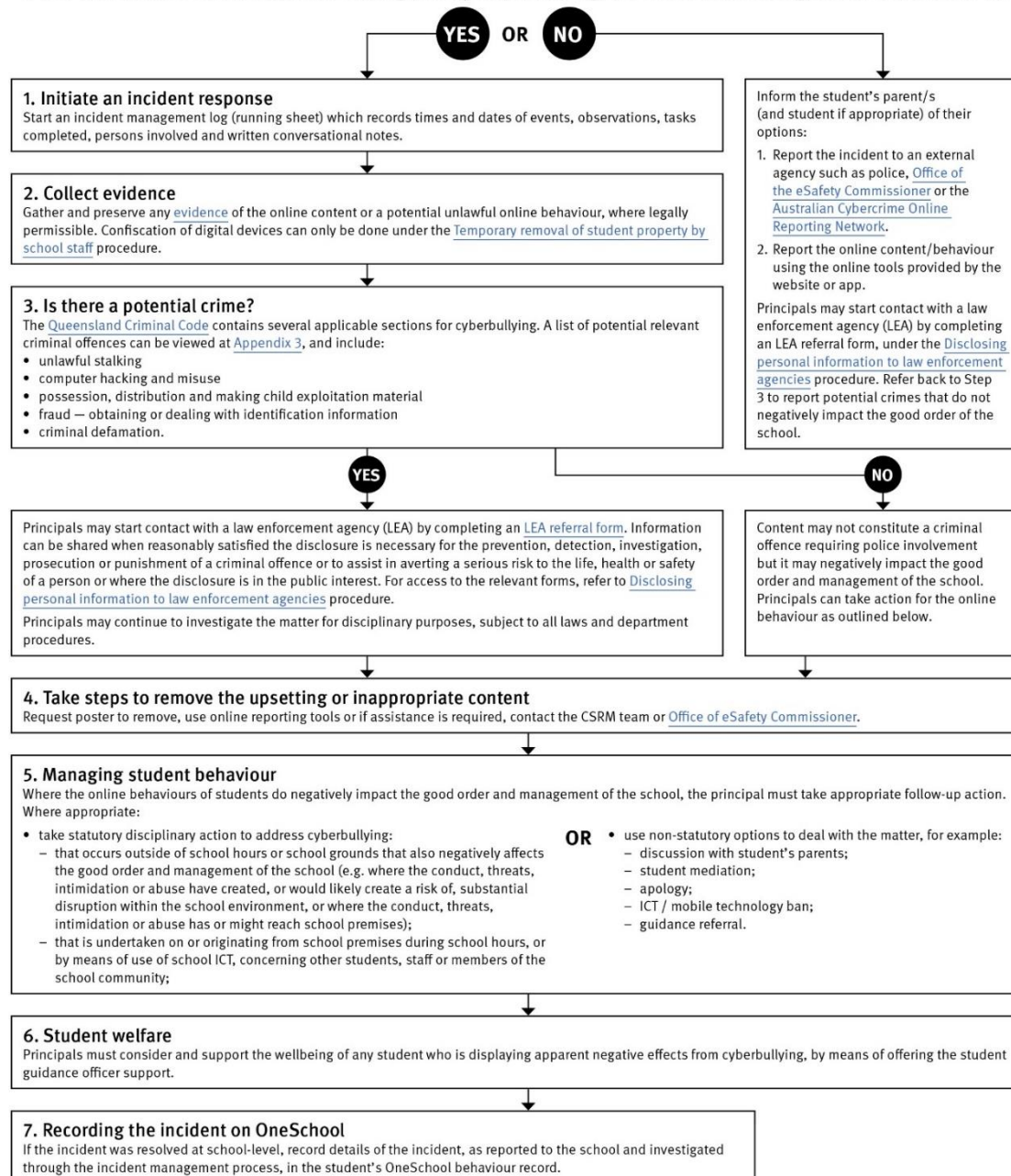
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



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

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

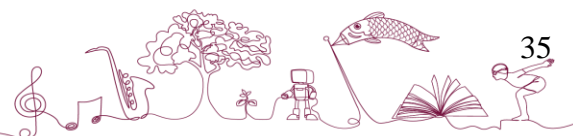
Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns,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

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

Bullying Response Flowchart For Teachers

Edge Hill State School will work with perpetrators, victims, and bystanders, with a focus on empathy focus using a range of strategies to support and enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

Incidents will be addressed through the 'response to bullying flowchart' to resolve conflicts. Please note these timeframes may (at the professional judgement of staff involved) be adjusted depending on the unique circumstances and risk associated with each situation. Timeframes will be discussed and negotiated.



Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher or Year Level Deputy Principals

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

Edge Hill State School 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.

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.

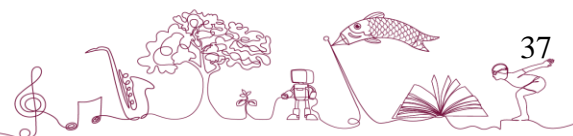
Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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 friend 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 college about the matter, rather than discussing it in a public forum.
- While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.
- If you have raised an issue with a school, or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.
- Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.



Possible civil or criminal ramifications of online commentary

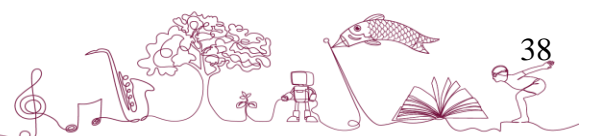
- A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17).
- School staff may contact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

What about other people's privacy?

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

What if I encounter problem content?

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



Restrictive Practices

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

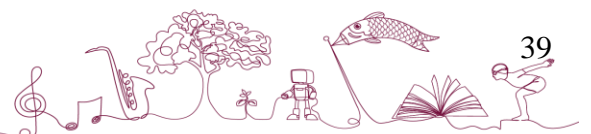
- Regard to the human rights of those students
- Safeguards students, staff and others from harm
- Ensures transparency and accountability
- Places importance on communication and consultation with parents and carers
- Maximises the opportunity for positive outcomes, and
- Aims to reduce or eliminate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

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be used where there is foreseeable immediate risk identified through use of Functional Behaviour Analysis (FBA) and Behaviour Risk Assessment Tool 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.

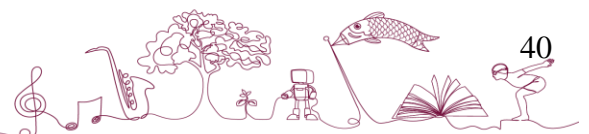
Staff should ***follow the documented behaviour plan*** for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

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.

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.



External Agencies	Contact Details
Family and Child Connect	https://familychildconnect.org.au/ 133264
Act4Kids	https://www.actforkids.com.au/our-services/family-intervention/intensive-family-support/ 4033 8500
Child Youth Mental Health Services	https://www.healthdirect.gov.au/australian-health-services/20075583/cairns-integrated-mental-health-service-child-youth-mental-health/services/cairns-4870-abbott 4081 7860
Queensland Health	4226 6000
Department of Communities (Child Safety Services)	https://www.csyw.qld.gov.au/child-family 4255 7200
Qld Police Service	Policelink 131 444
Kids Help Line	https://kidshelpline.com.au 1800 55 1800
Headspace – National Youth Mental Health Foundation	https://headspace.org.au/headspace-centres/cairns?gclid=CjwKCAiA7939BRBMEiwAhX5J8dw26fVgbFTVoSHQzLt7bXyuWIXsHi7ompeZjiYmatxNyiZUmdf0RoCLmMQAvD_BwE 4041 3780
Family Wellbeing Service- WuChopperen Health Service	https://www.wuchopperen.org.au/family-wellbeing-service 4080 1000 enquiries@wuchopperen.org.au
STRIDE – mental Health organisation	https://stride.com.au/ 1300 00 1907
Anglicare North Queensland	http://www.anglicarenq.net/ 4041 5454
Centacare FNQ	https://www.centacarefnq.org/ 4044 0130 admin@centacarefnq.org
Centacare Mental Health & Wellbeing Coaching	https://www.centacarefnq.org/ 4051 9622
Lifeline Cairns Family Support Program	https://www.healthdirect.gov.au/australian-health-services/20075377/lifeline-cairns-family-support-program/services/manunda-4870-birch 4032 6800
Relationships Australia	https://www.raq.org.au/ 1300 364 277
Catalyst Child & Family Services	https://catalystcfs.org.au/ 4041 3120
Mission Australia Family Support Service	https://www.missionaustralia.com.au/servicedirectory/186-children-families/mission-australia-family-support-service
Family Support –Uniting Care	https://www.unitingcareqld.com.au/services-and-support/family-support
Cairns Sexual Assault Service	http://www.true.org.au/Counselling/cairns-sexual-assault-services 4031 3590

