



# Emu Park State School

2026-2028

# Student Code of Conduct

***Brighter Futures education strategy: Delivery excellence  
in every state school, for every student.***

***Brighter Futures outlines the government's vision for a progressive, high-performing  
education system. Brighter Futures provides clarity for schools about priorities and  
expectations, with differentiated support targeted to each school's context and  
needs.***

*Queensland Department of Education*

## Purpose

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

The Emu Park 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 can experience success and staff enjoy a safe workplace.

## Contact Information

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|-------------------------|--------------------------------|
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## Endorsement

|                                                      |                                                                                     |
|------------------------------------------------------|-------------------------------------------------------------------------------------|
| Principal Name:                                      | Patrick Coe                                                                         |
| Principal Signature:                                 |  |
| Date: 29/4/2026                                      |                                                                                     |
| P/C President and-or School Council Chair Name:      | Kate Fisher                                                                         |
| P/C President and-or School Council Chair Signature: |  |
| Date: 29/4/2026                                      |                                                                                     |

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This Student Code of Conduct outlines the behavioural expectations for all students at Emu Park State School and supports the creation and maintenance of a safe, supportive, inclusive and disciplined learning environment. It is enacted in accordance with the Education (General Provisions) Act 2006 and the Queensland Department of Education's commitment to student wellbeing, engagement, and positive behaviour support. The Code applies to all students when they are on school grounds, representing the school at school-related activities, excursions and events, and when using digital platforms and online environments where behaviour has the potential to impact the school community.

Emu Park State School is a growing and vibrant learning community with strong enrolment growth reflecting community confidence in the school. Our shared vision of *working together to empower students to become engaged, confident and resilient learners with the skills to thrive in their community* underpins all expectations for behaviour and learning. The Student Code of Conduct supports this vision by promoting respectful relationships, responsible decision-making and active participation in learning, recognising that student behaviour and engagement are essential to achieving positive educational outcomes for all learners.

The Code is guided by the school's mission to foster a safe and supportive culture that promotes wellbeing and belonging for all students, deliver engaging learning experiences that respond to individual needs, and forge inclusive and collaborative partnerships that enrich learning. Behaviour expectations and responses are structured to ensure students feel safe, valued and supported, while also being held accountable for their actions in a fair, consistent and educative manner. The school recognises that positive behaviour is best developed through strong relationships, clear expectations and shared responsibility between staff, students, parents and carers.

The values of delivering excellence in teaching and learning, building a positive school culture, promoting partnerships for engagement and striving for continuous improvement are embedded throughout the Student Code of Conduct. These values inform expectations for respectful conduct, appropriate use of language, care for others and property, and responsible participation in learning activities. The Code outlines behavioural expectations, recognition of positive behaviour, and preventative and responsive strategies, including approaches to bullying, harassment and the responsible use of digital technologies such as mobile phones. These expectations align with the school's commitment to high-quality teaching, student engagement and continuous improvement in learning outcomes.

Consistent with the school's strategic direction and priorities, the Student Code of Conduct supports high levels of student engagement, student voice and strong partnerships with families and the community. Through living our motto *Growing, learning, leading together*, students are supported to develop self-regulation, resilience and leadership, enabling them to contribute positively to their school and wider community while learning from their behaviour in a supportive and equitable environment.

## P&C Statement of Support

As president of the Emu Park State School P&C Committee, I am proud to support the new Student Code of Conduct. We encourage all parents to familiarise themselves with the Emu Park State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Emu Park State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying.

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

## Data Overview

The leadership team, along with various school teams, regularly analyse student and school data collected from multiple sources. This process helps to review and adjust current policies and procedures, implement strategies to improve outcomes in a collaborative and proactive way, connect with regional and external support services, and acknowledge progress and success. Data gathered includes information on academic achievement, attendance patterns, behavioural incidents (including timing and frequency), disciplinary measures, and wellbeing.

Our key data sources include, but are not limited to:

- **OneSchool** – provides academic results, behaviour records, and attendance data.
- **School Opinion Survey** – an annual survey capturing feedback from parents/caregivers, students (Years 5 & 6), and staff on areas of strength and opportunities for improvement
- **Queensland Engagement and Wellbeing Survey** – completed by students in Years 4, 5, and 6
- **NCCD** - this information helps schools, education systems, and governments better understand the needs of students and plan for resources and support

Parents may request access to their child's OneSchool information and records by submitting a written request to the school administration.

Members of a school community bring with them a range of personal beliefs and values, which in turn influence individual decisions, behaviours, and social practices. It is both expected and acknowledged that not all members will share identical beliefs, and this diversity contributes to a dynamic and inclusive social environment within the school. At times, such differences may also lead to varied expectations and require reflection on what is considered acceptable or unacceptable conduct.

Parents and students are invited to request an appointment with the Principal should they wish to discuss the school's model of behaviour support and discipline.

### Multi-Tiered Systems of Support

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

| Tier | Prevention Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | <p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum, our Whole Be+ing Framework and The Learning Zone expectations. This involves:</p> <ul style="list-style-type: none"> <li>teaching behaviours in the setting they will be used</li> <li>being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li> </ul>                                                                                                                                                                                                                 |
| 2    | <p>Targeted instruction and supports for <b>some students</b> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of our Whole Be+ing Framework and The Learning Zone expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> <li>there is a clear connection between the skills taught in the interventions and the school-wide expectations.</li> <li>interventions require little time of classroom teachers and are easy to sustain</li> </ul> |

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | <ul style="list-style-type: none"> <li>• variations within each intervention are limited</li> <li>• interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).</li> </ul> <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>3</b> | <p>Individualised services for <b>few students</b> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> <li>• PREVENT problem behaviour</li> <li>• TEACH the student an acceptable replacement behaviour</li> <li>• REINFORCE the student’s use of the replacement behaviour</li> <li>• MINIMISE the payoff for problem behaviour.</li> </ul> <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports, and organisation is recommended.</p> |

Staff at Emu Park State School consider 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. For more information on the consideration of individual circumstances please go to page 20.

## Student Wellbeing

Emu Park State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The Emu

Park State School Whole Be+ing Framework supports our school in creating a positive school environment and embed student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

## Whole Be+ing Framework – Student Learning & Wellbeing

Whole Be+ing Education is Emu Park State School's program that synchronises our six habits to enrich the social, emotional and academic competence of every being in our community. The program aims to develop a 'way of being' by focusing on 6 habits: Happy, Grateful, Resilient, Aware, Positive and Healthy.

These habits are brought to life by our unique Habit characters:

Hank the **HAPPY** Kookaburra

Gertie the **GRATEFUL** Koala

Rex the **RESILIENT** Platypus

Andie the **AWARE** Galah

Poppy the **POSITIVE** Emu

Herbie the **HEALTHY** Kangaroo

The Whole Be+ing Program is based upon the principles of neuroscience and positive psychology to intentionally develop "Whole Be+ing". Our journey commenced with the acceptance that a happy child is more likely to engage with our curriculum and school community. This simple thought has now grown to a program that combines our curriculum and pedagogy with mindfulness. We believe that the success of our Whole Be+ing program relies on the support of our teachers, students and the wider community to 'Be Here,' 'Be Mindful,' and 'Be Awesome.' Encompassing the six habits into our daily lives encourages our school community to be more mindful of practicing an inherent 'way of living.' Giving us the ability to be mindful of the way in which our beliefs influence our thoughts, our thoughts influence our words, our words influence our actions, our actions influence our habits, our habits influence our values, and our values become our destiny. Our six habits are explicitly taught across all year levels creating "awesome" beings.



## How Will Whole Be+ing Education Benefit Children?

Evidence based research shows that when students are happy and healthy their capacity to engage in their learning is enhanced. Further to this academic development of students, a student's growth

mindset and improve their ability to cope in the complex world around them. Our aim is to develop socially, emotionally and academically competent beings, and enable students to reach their potential and flourish. We require a whole school approach to ensure the success of the program. Educators in our school, explicitly teach the six habits over the school year. Our Whole Be+ing Program demonstrates expectations for students, teachers and community and provides a guide for implementation.

At the beginning of the year, teachers review and introduce all our habits. The whole school then focuses on one habit at a time to develop a deep understanding. The ideas provided in our guide are a growing collection of resources.

### ***Celebrating Whole Be+ing Education***

- **Personal Achievement Awards** are presented by class teachers regularly. These promote and positively acknowledge student behaviour reflecting our school habits. They are determined by whether students have been consistently following school rules and practicing our six habits. There are four levels of award to achieve – Bronze, Silver, Gold, and Platinum.
- **Aussie of the Month** – is awarded to one student in each class each month. Students who are consistently adhering to our school values are chosen by their class teacher to receive one of these awards.
- **Habit Awards** are drawn out weekly. Students who have consistently displayed our habits and Zone behaviour in class or the playground earn raffle tickets that provide them with opportunities to be rewarded with an icy pole from the tuckshop.
- **Whole Be+ing Star Award** is drawn out weekly. Students who have a raffle ticket drawn out for the Habits Awards go into a secondary draw to be the Whole Be+ing Star and receive a prize from the prize box.

### **Zones of Regulation**

The Zones of Regulation is a framework designed to support students in developing self-regulation and emotional control. It uses a colour-coded system to assist students in recognising their feelings, levels of alertness, and the impact these have on their actions and interactions.



This framework provides a common language across the school community, enabling staff and students to identify emotions, reflect on behaviour, and apply strategies to return to a regulated state. The Zones of Regulation does not categorise emotions as “good” or “bad”; rather, it recognises that all emotions are valid and focuses on how individuals manage them appropriately within the school environment.

The school employs this model as part of its proactive approach to behaviour support, fostering student wellbeing, self-awareness, and social-emotional competence.

## Curriculum and Pedagogy

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

Emu Park State School acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the curriculum at Emu Park State School we provide age-appropriate health related education and programs as well as teaching and assessing the Australian Curriculum Health learning area.

### ***Daniel Morcombe Child Safety Curriculum***

The Department of Education and Training, in partnership with the Daniel Morcombe Foundation, has developed the *Daniel Morcombe Child Safety Curriculum* for Queensland students. The Curriculum consists of classroom lessons across three phases of learning: Prep-Year 2, Years 3-6 and Years 7-9. The Curriculum is aligned with the Australian Curriculum: Health and Physical Education (Version 9). It aims to teach children about personal safety and awareness, including cybersafety and phone safety, by focusing on three key safety messages: **Recognise, React and Report**.

The Curriculum was developed by the Department of Education in consultation with Bruce and Denise Morcombe; the (former) Commissioner for Children and Young People and Child Guardian; representatives from the Queensland Police Service and the Department of Families, Seniors, Disability Services and Child Safety; and experts in child safety education.

At Emu Park State School, the *Daniel Morcombe Child Safety Curriculum* is embedded into the Prep to Year 6 Health and Physical Education curriculum.

### ***Respectful Relationships Education***

The *Respectful Relationships Education* (RRE) program is a whole-school approach designed to develop behaviours and attitudes that promote healthy, safe and respectful relationships. The department's Prep to Years 12 Respect program is aligned with the Australian Curriculum and provides teachers with age-appropriate teaching and learning resources to support students to develop the skills and knowledge they need to build and maintain healthy, positive relationships.

At Emu Park State School the *Respectful Relationships Education* program is embedded in the Prep-Year 6 Health & Physical Education curriculum.

### ***Bravehearts***

Year Prep-Year 2 students at Emu Park State School have the opportunity to participate in *Bravehearts*. The program is designed to provide students with evidence-based and age-appropriate personal safety education. For over 25 years, *Bravehearts* has been making a positive difference in child protection using the 3 Piers to Prevention: Educate, Empower and Protect.

Aligned with the Australian Curriculum, *Bravehearts' Ditto's Keep Safe Adventure* Program Guides and Resources have been developed to engage, explore, evaluate, and extend learners in personal safety education, covering topics such as:

- Body ownership and consent
- Anatomically correct names for body parts
- Recognising and responding to unsafe feelings and warning signs
- Identifying and reporting to a safety team of trusted adults
- eSafety

### ***Life Education Talk About It***

Year 3-6 students at Emu Park State are encouraged to participate in the Life Education's *Talk About It* Program. The program was developed in partnership with Queensland Health. The *Talk About It* program brings essential, curriculum-aligned and age-appropriate education focusing on identity,



relationships, and puberty. It aims to guide children through these challenging topics, helping them understand and manage the physical, social, and emotional changes they experience as they grow.

## Policy and Expectations

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

## Specialised Health Needs

Emu Park 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

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

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

The table below outlines the required documentation for the administration of medication in Queensland schools:

| Type of medication                                                  |                                                                                                | Required form completed by parent                                                                                                                                                                                                                                                                     | Required information completed by health practitioner | Appropriate record form |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------|
| Routine                                                             | Short term                                                                                     | A                                                                                                                                                                                                                                                                                                     | -                                                     | F                       |
|                                                                     | Long term                                                                                      | A                                                                                                                                                                                                                                                                                                     | -                                                     | F                       |
| As needed                                                           | Non-emergency response                                                                         | A                                                                                                                                                                                                                                                                                                     | B                                                     | G                       |
|                                                                     | Emergency response                                                                             | A                                                                                                                                                                                                                                                                                                     | B / C / D                                             | G                       |
| Diabetes Management                                                 | Routine, long term, and may also be: As-needed, non-emergency and potential emergency response | A                                                                                                                                                                                                                                                                                                     | D and E                                               | H                       |
| Forms                                                               |                                                                                                | Description                                                                                                                                                                                                                                                                                           |                                                       |                         |
| A. Consent to administer medication*                                |                                                                                                | <ul style="list-style-type: none"> <li>provides information for parent/carer about departmental requirements</li> <li>can be used for one (1) medication only</li> <li>allows parent/carer to consent</li> </ul>                                                                                      |                                                       |                         |
| B. Medication order to administer 'as-needed' medication at school* |                                                                                                | <ul style="list-style-type: none"> <li>provides information for parent/carer and prescribing health practitioner about departmental requirements</li> <li>allows prescribing health practitioner to provide the necessary information about administering 'as-needed' medication at school</li> </ul> |                                                       |                         |

|                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>considered to be medical authorisation when signed</li> </ul>                                                                                                                                                                                                                                                                    |
| C. Action Plan (for asthma or anaphylaxis)                                                                                                                                                                         | <ul style="list-style-type: none"> <li>developed by a prescribing health practitioner</li> <li>provides guidelines to safely manage a student's asthma or anaphylaxis</li> <li>considered to be medical authorisation when signed</li> </ul>                                                                                                                            |
| D. Other written instructions from the prescribing health practitioner                                                                                                                                             | <ul style="list-style-type: none"> <li>considered to be medical authorisation when signed</li> <li>could be a medication order, written letter or email</li> <li>needs to contain the same type of information found on a pharmacy label e.g. name, instructions, contact details</li> </ul>                                                                            |
| E. Diabetes management plan                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>developed by a prescribing health practitioner/diabetes treating team</li> <li>provides guidelines to safely manage a student's diabetes</li> <li>requires additional medical order/written instructions (D) for insulin administration, signed by a prescribing health practitioner to provide medical authorisation</li> </ul> |
| F. Record of administration of medication at school (routine medication)*                                                                                                                                          | <ul style="list-style-type: none"> <li>allows staff to record administration of routine medication and to note any medication issues (1 medication per form)</li> <li>allows for recording of up to 2 doses of medication per day</li> <li>can be electronically amended if more doses required per day</li> <li>prompts staff about best practice processes</li> </ul> |
| G. Record of administration of medication at school ('as-needed' medication)*                                                                                                                                      | <ul style="list-style-type: none"> <li>allows staff to record any administration of 'as-needed' medication</li> <li>allows emergency services and parent/carer contact to be recorded</li> <li>prompts staff about best practice processes</li> </ul>                                                                                                                   |
| H. Record of administration of medication at school (insulin)*                                                                                                                                                     | <ul style="list-style-type: none"> <li>allows staff to record the student's glucose level, carbohydrates, food/drink consumed and the unit of insulin administered.</li> </ul>                                                                                                                                                                                          |
| <p>*These forms have been developed to comply with legislative requirements, and to identify and reduce known risks. Schools seeking to vary these forms should obtain advice from the State Schools Division.</p> |                                                                                                                                                                                                                                                                                                                                                                         |

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

### **Mental health**

Emu Park State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

### **Suicide prevention**

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

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

- the student is not left alone

- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

### *Suicide postvention*

In the case of a suicide of a student that has not occurred on school grounds, Emu Park 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, Emu Park State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## **Student Support Network**

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

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the Head of Special Education Services.

| <b>Role</b>                        | <b>What they do</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guidance Officer                   | <ul style="list-style-type: none"> <li>• Contributes to a comprehensive student support program within the school environment.</li> <li>• Provide individual student support and short-term counselling to address educational, behavioural, social, emotional, and mental health needs.</li> <li>• Conduct student observations and psychoeducational assessments to identify learning difficulties, disability, developmental levels, behavioural challenges, or psychological/emotional needs.</li> <li>• Works as part of a multi-disciplinary team and liaises with parents, teachers, departmental staff and other external providers as needed.</li> </ul> |
| Head of Special Education Services | <ul style="list-style-type: none"> <li>• leadership of Learning Engagement Acceleration Program (LEAP) to promote an inclusive, positive school culture</li> <li>• supports the LEAP and class teachers with curriculum access, differentiation and adjustments to support diverse learners</li> <li>• provide continuity of contact for student with disabilities and families throughout their schooling at EPSS.</li> </ul>                                                                                                                                                                                                                                    |

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEAP Teachers                        | <ul style="list-style-type: none"> <li>• supports class teachers with curriculum access, differentiation and adjustments to support diverse learners</li> <li>• provides additional in class support for students requiring substantial/extensive support to enable positive student engagement with classroom routines (and promote student independence)</li> <li>• provides social and emotional intervention programs</li> </ul> |
| State Schooling Nurse                | <ul style="list-style-type: none"> <li>• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs</li> <li>• provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.</li> </ul>                                                           |
| Student Advancement Forum (SAF) Team | <ul style="list-style-type: none"> <li>• provides a whole school approach to student management, including attendance, behaviour and wellbeing.</li> <li>• works with class teachers to access services to assist in developing strategies, adjustments and plans to support student learning.</li> <li>• reviews parent and medical requests and referrals</li> </ul>                                                               |
| School Chaplain                      | <ul style="list-style-type: none"> <li>• Provide support across the whole school community</li> <li>• they help to monitor school wellbeing, are an additional adult role model for students and are involved in parent and community engagement.</li> </ul>                                                                                                                                                                         |

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers.

### Muti-Tiered Systems of Support

Emu Park State School uses a proactive, multi-tiered system of support to promote positive behaviour and strong engagement in learning. This whole-school approach is implemented consistently across all classrooms, learning areas, sporting activities and excursions. At Emu Park State School, we prioritise the explicit teaching of the positive behaviours we want students to demonstrate, ensuring they have the skills and confidence to make responsible choices. We recognise and celebrate positive behaviour through a wide range of recognition and reward systems, which reinforce the choices and actions that contribute to a safe, respectful and productive learning environment.

Communicating and modelling behavioural expectations forms part of our Tier 1 universal support, which is designed for all students to prevent problem behaviour and provide a clear, supportive framework for responding when concerns arise. Our school also provides a range of Whole Be+ing initiatives that build strong social and emotional competencies, further empowering students to engage positively with their learning and the wider school community. For more information about the Emu Park State School Whole Be+ing Program, please refer to the section titled 'Student Wellbeing'.

The disciplinary consequences model at Emu Park State School aligns with the same differentiated approach used to proactively teach and support expected behaviours. Most students respond well to clear expectations and explicit teaching, with teachers using in-class corrective feedback, sanctions and reminders to address minor behaviours. Around 15% of students may require additional support and repeated opportunities to practise expectations; if low-level behaviours persist and impact learning, teachers may refer students to the administration team for further consequences. A smaller group, approximately 2–5%, need intensive, ongoing support determined by the principal in consultation with staff and stakeholders, with behaviour data reviewed regularly through SAF and Leadership meetings to monitor needs and progress. In rare cases of serious misconduct that risks the safety of others, the principal may enact suspension or exclusion. These differentiated responses operate across three tiers, with increasing levels of support and consequences to address more significant or persistent behaviours.

|                            | TIER I<br>Universal Supports                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | TIER II<br>(Targeted) Focused Intervention                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | TIER III<br>Intensive Intervention                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | <p><b>The focus of Tier 1</b><br/>Tier 1 'differentiated and explicit teaching for all students', or <i>school-wide interventions, are the critical foundation for a positive school environment. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning by all staff.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>The focus of Tier 2 requiring additional support.</b><br/>Tier 2 or 'focused' support approximately 15% of students in a typical school who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through focused interventions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>It is important that students requiring Tier 3 intensive support are continuing to receive Tier 1 &amp; 2 interventions.</b><br/>Tier 3 or 'intensive' interventions support approximately 5% of students who need further support to Tier 1 and Tier 2 interventions.</p>                                                                                                                                                                                                                                                                                                                                          |
| <b>Criteria</b>            | All students and all staff across all settings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Determined by HoSES, Deputy Principal and Principal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Determined by SAF team (HoSES, GO, DP) in consultation with Principal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Responsibility</b>      | All staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Class Teacher, LEAP, DP, HoSES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Deputy Principal, HoSES, Guidance Officers, Principal (SAF Team), Class Teacher, LEAP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Possible Strategies</b> | <p><i>Examples of Tier 1 supports include:</i></p> <ul style="list-style-type: none"> <li>• explicit teaching of behavioural expectations with multiple opportunities for practice &amp; feedback.</li> <li>• clear boundaries in place to establish a safe, supportive school environment for all</li> <li>• high rates of acknowledgement for expected behaviours-free and frequent</li> <li>• Differentiated academic instruction, all students provided with opportunities to succeed.</li> <li>• Responses to behaviours are consistent, instructional, respectful, nonpunitive &amp; inclusive.</li> <li>• Ongoing coaching and professional development available to all staff- ESCMs, profiling</li> <li>• Active supervision in class and on PGD</li> </ul> | <p><i>Examples of Tier 2 supports include:</i></p> <p><b>Tier I strategies +</b></p> <ul style="list-style-type: none"> <li>• Classroom teacher to consult with LEAP for additional strategies or adjustments</li> <li>• PLR Created or adjustments are added to an existing PLR</li> <li>• Parent/caregiver involvement.</li> <li>• Academic adjustments (as required)</li> <li>• Social Skills – School Chaplain, LEAP, supported play plan</li> <li>• Brief Functional Behaviour Assessment (FBA: Autism Hub) - identify reasons for behaviour to develop individual behaviour support plans to remove or neutralise triggers &amp; teach &amp; reinforce alternative behaviours/responses.</li> <li>• Small group interventions for self-regulation (ZONES of Regulation), social skills- LEAP, Chaplain</li> <li>• Focused targeted teaching for small numbers</li> </ul> | <p><i>Tier 3 interventions and supports involve:</i></p> <p><b>Tier I &amp; II strategies +</b></p> <ul style="list-style-type: none"> <li>• Interventions (teaching, environmental &amp; individual) addressing triggers for behaviour.</li> <li>• Case management model.</li> <li>• Individual behaviour support planning with ongoing monitoring and review.</li> <li>• Parent/caregiver involvement.</li> <li>• Referral to support services in school including DP, GO, Principal</li> <li>• Community/agency involvement- Possible external provider involvement</li> <li>• Referral to regional support</li> </ul> |
| <b>Possible Documents</b>  | <p>Student Code of Conduct<br/>Emu Park SS Whole Be+ing Framework<br/>Habit recognitions<br/>Personal Achievement Awards<br/>Aussie of the Month<br/>Whole School Approach to Differentiated Teaching and Learning<br/>Essential Skills for Classroom Management<br/>Classroom profiling<br/>Zone Chart<br/>Unit Plans- Differentiated Teaching Classroom</p>                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Tier I documents +</b><br/>Personalised Learning Record – including support provisions<br/>LEAP Team Meetings- Support Provisions Focused<br/>Brief Functional Behaviour Assessment<br/>SAF monitoring and/or referral - Team minutes<br/>Personalised Learning Record - Individual Behaviour Supports with identified strategies e.g. data collection and monitoring booklet, allocated support person- school contact, intervention, daily check ins, play plan<br/>Attendance Plan</p>                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Tier 1 &amp; II documents +</b><br/>Risk Assessment Tool- Risk Evaluation Form<br/>De-escalation Plan<br/>Functional Behaviour Assessment<br/>Case Management documents</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## The Zone Chart

Our Zone Chart is a five-step visual that allows students to see exactly where they sit on a reactive social / behavioural scale. The zone is in every class room across the school.

Positive behaviour is rewarded through the upward progression on a scale and a small negotiated reward at the end of the day for those students who finish in the zone.

Undesirable behaviour will be discussed with the student and may result in downward movement on the five step scale and attracts a range of contextual consequences.

A Zone Slip may be sent home when required, showing a student's end of day position. This is used when increasing a parent's awareness of student behaviour.

Class teachers develop classroom rules in collaboration with students. They apply the principles of Essential Skills of Classroom Management as a proactive way of managing behaviours to avoid disruptions to learning.



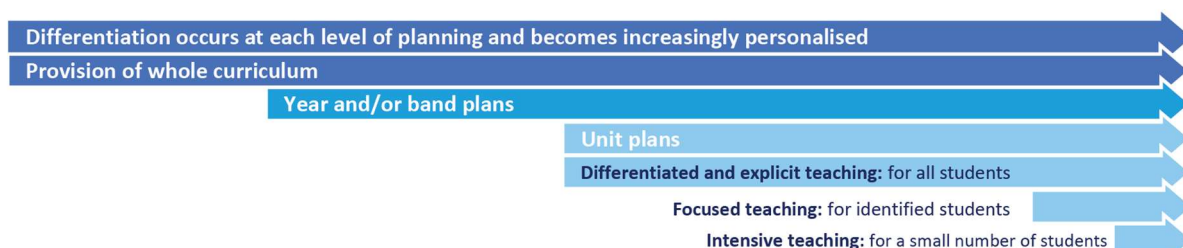
## Differentiated and Explicit Teaching

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

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

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



## 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 Emu Park State School to provide focused teaching. Student progress is monitored by the classroom teacher/s to identify those who:

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

## Intensive Teaching

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

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

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

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

### Consideration of Individual Circumstances

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

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

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

## Minor and Major Behaviours

Management of behaviour at Emu Park State School has a multi-layered approach. When responding to behaviour, the staff member first determines if the problem is minor or major. A minor behaviour is handled by the staff member at the time it happens and a major behaviour incident, depending on the severity, is either dealt with by the supervising staff member or is referred to the Deputy Principal or Principal. Individual circumstances will be considered when determining possible consequences.

|                     | Minor Behaviours                                                                                                                                                                                                                                                                                                                                           | Major behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Definition          | <ul style="list-style-type: none"> <li>▪ Low level behaviours</li> <li>▪ Minor breaches of the school rules</li> <li>▪ Do not seriously harm others</li> <li>▪ Do not violate the rights of others in any other serious way</li> <li>▪ Are not a pattern of behaviour</li> <li>▪ Do not require involvement of the leadership team or LEAP team</li> </ul> | <ul style="list-style-type: none"> <li>▪ Significantly violate the rights of others</li> <li>▪ Put others/self at risk of harm</li> <li>▪ Continues pattern of minor behaviours</li> <li>▪ May require involvement of the leadership or LEAP team</li> </ul>                                                                                                                                                                                                                                                                                                                                  |
| Dealt with by       | <ul style="list-style-type: none"> <li>▪ Teachers</li> <li>▪ Teacher discretion to choose to record the incident on OneSchool but not referred to LEAP, Deputy or Principal</li> </ul>                                                                                                                                                                     | <ul style="list-style-type: none"> <li>▪ When a major incident occurs, the supervising teacher should follow the following process: <ul style="list-style-type: none"> <li>➢ Supervising teacher to deal with the behaviour immediately ensuring the safety of all parties</li> <li>➢ Student statement to be completed by student/s</li> <li>➢ Issue an acceptable consequence</li> <li>➢ Incident recorded on OneSchool</li> <li>➢ Inform parent/s of the incident and the consequence that was given</li> <li>➢ Referral to DP</li> <li>➢ Optional referral to LEAP</li> </ul> </li> </ul> |
| Likely Consequences | <ul style="list-style-type: none"> <li>▪ Expectation reminder</li> <li>▪ A minor consequence logically connected to the behaviour</li> <li>▪ Buddy Class</li> <li>▪ Lunchtime detention</li> <li>▪ Contact parent/caregiver and record in OneSchool (Optional)</li> <li>▪ Removal from an activity or event</li> </ul>                                     | <ul style="list-style-type: none"> <li>▪ Contact parent/caregiver and record in OneSchool</li> <li>▪ Referral to Student Advancement Forum (For unsafe behaviours or ongoing major behaviours)</li> <li>▪ Loss of privilege (Eg. Representing the school, removal of senior leader badge)</li> <li>▪ Suspension</li> <li>▪ Exclusion</li> </ul>                                                                                                                                                                                                                                               |

The following behaviours are considered inappropriate at Emu Park State School. The table below outlines examples of inappropriate behaviours and likely consequences and is not intended as an exhaustive list.

| Minor Behaviours dealt with by Supervising Staff Member<br>(Based on context and individual circumstances)                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXAMPLE BEHAVIOURS<br>(Neither exhaustive nor all inclusive)                                                                                               | LIKELY CONSEQUENCES                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Defiance                                                                                                                                                   | Inside the classroom                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Repeated failure to follow staff directions                                                                                                                | <ul style="list-style-type: none"> <li>Verbal warning and rule reminder</li> <li>Move to step 1 on the Zone Chart</li> <li>Change of seating plan to re-engage learning</li> <li>Placement in other class – Step 2</li> <li>Lunchtime detention(s)</li> <li>Phone call/note to parent/guardian</li> <li>Removal of privilege – loss of computer access</li> <li>Recorded in OneSchool (Optional)</li> <li>Student to clean affected area</li> </ul> |
| Refusal to work in class                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Repeated lack of compliance with school policies and procedures                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Using unauthorised programs or visiting internet sites not related to course work                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Disruptive                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Low level disruption (e.g. calling out / ongoing talking)                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Low intensity language (e.g. calling out, shut up, idiot etc) towards another student in class, out of class, towards a staff member/ member of the public |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Inappropriate language (Verbal/written)                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Late/ Truant                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Arrives to class after the second bell without permission                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Leaves the class without permission but remains within the expected boundaries and is not disruptive                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Refusal to Participate in Educational Program                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Refusal to complete class work                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Physical Aggression                                                                                                                                        | <ul style="list-style-type: none"> <li>Verbal warning and rule reminder</li> <li>Removal from play/sport/games</li> <li>Record on OneSchool (Optional)</li> <li>Litter duty</li> <li>Phone call/note to parent/guardian</li> </ul>                                                                                                                                                                                                                  |
| Inappropriate physical contact/touching which does not result in a physical injury (Pushing or shoving)                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Technology Violation                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Use of device without permission                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Inappropriate use of electronic device                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Inappropriate use of mobile phones                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Dress Code                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Uniform code infringements that can be fixed immediately or minor repeated infringements                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Falsifying Documents/Lying                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Copies the work or assessment of another student without permission                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Deliberate denial of involvement in an incident or act                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Verbal Misconduct                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Silly inappropriate teasing and name calling                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Minor swearing not directed towards others                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Other                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Repeatedly unprepared for class                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Repeated failure to complete homework                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Inappropriate intimacy (Holding hands, hugging)                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| General unsafe low level behaviour                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Major Behaviours dealt with by Supervising Staff Member<br>(Based on context and individual circumstances)                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXAMPLE BEHAVIOURS<br>(Neither exhaustive nor all inclusive)                                                                                                                     | LIKELY CONSEQUENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Defiance                                                                                                                                                                         | Inside or outside of the classroom                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Wilful disobedient and/or disrespectful behaviour occurring in the classroom.                                                                                                    | <ul style="list-style-type: none"> <li>▪ Detentions</li> <li>▪ Move to step 1, 2 or 3 on the Zone Chart</li> <li>▪ Internal withdrawal from class</li> <li>▪ Play Plan</li> <li>▪ OneSchool behaviour record</li> <li>▪ Phone parent – Contact recorded on OneSchool</li> <li>▪ Restitution</li> <li>▪ Removal of access from the school network and computer access is withdrawn</li> <li>▪ Referral to the DP for incident review and to consult on further appropriate consequences if needed</li> <li>▪ Referral to LEAP (Optional)</li> <li>▪ Principal to review if further consequences are needed</li> </ul> |
| Failure to follow instructions                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Persistent refusal to comply with school policies and procedures                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Refusal to attend detentions                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Continued refusal to follow directions, talking back and or disrespectful interactions                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Disruption                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Significant and or repeated behaviour causing an interruption in class (e.g. yelling and screaming, noise with materials, disrupting games, sustained out of seat behaviour etc) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Continuation or escalation of behaviour                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Late/Truant                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Leaving class without permission and not remaining in designated boundary                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Refusal to Participate in Program of Instruction                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Ongoing refusal to complete class work                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Failure to complete assessment tasks                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Physical Aggression                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Inappropriate deliberate physical contact/touching which does not result in physical injury (aggressive pushing and shoving in class time)                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Inciting others to behave inappropriately during class or playground (including fighting and/or unsafe behaviour)                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Falsifying Documents/Lying                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Refusal to co-operate with an incident, dishonesty, withholding crucial information                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Copies or plagiarises the work of others for an assessment piece without permission                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Copies the work of another student for personal gain                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Inappropriately uses a digital device during an examination or test                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Verbal Misconduct                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Verbal misconduct directed towards other students                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Inappropriate language (verbal/written)                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Other                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Significant unsafe or unhealthy behaviours                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Major Behaviours dealt with by Deputy Principal/Principal<br>(Based on context and individual circumstances)                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXAMPLE BEHAVIOURS<br>(Neither exhaustive nor all inclusive)                                                                                                                                                          | LIKELY CONSEQUENCES                                                                                                                                                                                                                                                                                                                                                                            |
| Physical Aggression and Fighting                                                                                                                                                                                      | Beyond the classroom <ul style="list-style-type: none"> <li>▪ Parent Interview</li> <li>▪ Refer to Student Advancement Forum (SAF)</li> <li>▪ Restitution</li> <li>▪ Detention(s)</li> <li>▪ Review and decision on appropriate consequences</li> <li>▪ Removal of privileges e.g. Leader's Badge, excursions, sports</li> <li>▪ Suspension</li> <li>▪ Recommendation for exclusion</li> </ul> |
| Serious or unprovoked violent assault                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                |
| Defiance                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                |
| Ongoing and persistent defiance that significantly compromises the good order and management of the school                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                |
| Refusal to attend detentions                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                |
| Verbal Misconduct                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                |
| Offensive/inappropriate language (swearing, racist, sexually inappropriate, gestures/extreme rudeness) towards a student or staff member.                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                |
| Late/Truant                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                |
| Leaving the school grounds without permission                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                |
| Property Damage                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                |
| Wilful destruction/ major theft/ major vandalism – of school or other peoples' property.                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                |
| Conduct Prejudicial to the good order and management of the school                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                |
| Using/publishing abusive/inappropriate material about the school, students or staff in any private or public medium                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                |
| Serious misuse of mobile phones/personal device/internet to bully/harass students/staff                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                |
| Any sexually explicit act                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                |
| Bringing the school into disrepute through actions outside of school hours                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                |
| Students found in breach of the law; that includes behaviour outside of school which brings the school into disrepute, is unlawful or poses an unacceptable risk to the safety and wellbeing of staff and/or students |                                                                                                                                                                                                                                                                                                                                                                                                |
| Substance misconduct involving tobacco/other legal or illicit substances                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                |
| Smoking                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                |
| Consumption/possession of alcohol or other legal substances.                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                |
| Supply, sale, possession or consumption of illicit substances and or utensils or being under the influence of drugs at school including pharmaceutical drugs                                                          |                                                                                                                                                                                                                                                                                                                                                                                                |
| Bystander behaviour in relation to possession/use of harmful/illicit substances (e.g. alcohol, drugs) or concealed weapons, smoking implements, sharing of illegal substances/prohibited items                        |                                                                                                                                                                                                                                                                                                                                                                                                |

**Please Note:** This is not an exhaustive list, and in some circumstances other behaviours and consequences will be decided at the discretion of the principal or delegated officer.

## 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 one year or permanently).

At Emu Park State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

### Re-entry following suspension

Students who are suspended from Emu Park State School may be invited to attend a re-entry meeting on or before the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

### Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and/or in writing, usually via email. Re-entry meetings are short, taking approximately 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 and is attached to the behaviour record as an 'Administration Follow-Up'. This record may include notes or discussions occurring during the meeting.

### 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 may also offer important advice to ensure a successful outcome to the re-entry meeting.

## Restrictive Practices

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

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

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

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

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

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

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

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

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road).

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

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

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

Emu Park 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:

- Attendance Policy
- Temporary removal of student property
- Use of mobile phones and other devices by student
- Preventing and responding to bullying
- Appropriate use of social media
- School Dress Code

### Emu Park State School – Attendance Policy

#### 1. Purpose and Rationale

Regular school attendance is fundamental to student wellbeing, learning growth and long-term outcomes. Emu Park State School expects that every student attends every school day, for the full day, unless prevented by reasonable circumstances. This policy sets out expectations, responsibilities and procedures to meet legislative obligations and ensure a supportive, timely and consistent response to non-attendance.

#### 2. Legislative and Policy Context

- Education (General Provisions) Act 2006 – Compulsory schooling and compulsory participation obligations.
- Managing student absences and enforcing enrolment and attendance at state schools procedure – obligations, same-day notification, and escalation.
- Roll marking in state schools procedure – daily roll-marking requirements and OneSchool as the official record.
- Every day counts – statewide attendance initiative and resources.

#### 3. Scope

Applies to all students enrolled at Emu Park State School, their parents/carers, and all staff with responsibilities for attendance monitoring, follow-up, and support.

#### 4. Definitions

- Explained absence: Parent/carer provides a reasonable excuse (e.g., illness, medical appointment, cultural observance).
- Unexplained absence: No explanation provided by the parent/carer.
- Same-day notification: School notifies parents/carers of any unexplained absence as soon as practicable on the day (allowing time to respond before end of the school day).
- Official record: OneSchool holds the complete, current record of attendance and absence information.

#### 5. Attendance Expectations and Targets

- Expectation: Every student attends every school day, all day, unless there is a reasonable excuse.
- School target: Maintain a 95% average attendance across the school year.
- Recognition benchmark: Students with 100% attendance for checkpoints (first 5 weeks/10 weeks and term) will be recognised.
- Risk indicators: Attendance below 90% warrants monitoring and support; below 85% triggers intensive intervention.

## **6. Roles and Responsibilities**

### **6.1 Parents/Carers**

- Ensure their child attends every school day and arrives on time. Provide a satisfactory explanation for any absence, late arrival or early departure by 10:00am on the day, or as soon as practicable.
- Advise of planned absences in advance; for extended absences, contact the Principal to discuss arrangements and any learning plan.
- Keep contact details current in school records.

### **6.2 Students**

- Attend every day, be punctual, and remain on site unless signed out by a parent/carer or approved staff member.

### **6.3 School Staff**

#### **Class Teachers:**

- Accurately complete rolls in OneSchool between 9:00–9:15am and straight after 2:15pm each day.
- Accept late students only with a “Late Slip” from administration.
- Allow early departures only when students present an “Early Departure Slip” or admin has contacted you.
- Identify attendance patterns or concerns, inform admin, and contact parents to support improved attendance.
- For unexplained absences longer than 3 days, follow up by phone and record the reason in OneSchool. In contact record on OneSchool, refer Administration Officer (Allison) to contact to enable updating attendance record in OneSchool.
- Report continued unexplained absences to Administration Officer (Allison) via email.
- Use paper rolls when you are a supply teacher (admin will update OneSchool).
- Use paper rolls in case of OneSchool technical failure (admin will update records).

#### **Administration/Assigned Officers:**

- Action same-day SMS/phone notifications for unexplained absences; record parent responses; ensure data sync to OneSchool daily.
- Update OneSchool for late students who arrive during roll-marking times.
- Check rolls are completed by 9:30am and 2:30pm.
- Send SMS message to alert parent or guardian if child is absent without reason each day by 10:00am.
- Communication with community regarding importance of attendance (social media, newsletters)
- Send communication to families outlining 3 consecutive days unexplained absences (and BCC Deputy Principal), and request explanation for all unexplained absences for that student.
- Assist with positive recognition of student attendance (generate certificates etc.).

#### **Deputy Principal:**

- Oversee attendance processes and compliance through monitoring data
- Generates attendance reports and share summary with SAF team.

## **7. Responses to Absences and Staged Intervention**

### **7.1 Whole School Proactive Attendance Practices**

- Promote high expectations for school attendance
- Recognition and positive acknowledgement systems – may include certificates, recognition at assemblies, morning teas, improvement awards.

### **7.2 Same-day Unexplained Absence (All students)**

- Identify students with unexplained absence once rolls are marked.
- Notify parents/carers (SMS) by 10am.
- Update OneSchool with any explanation received.

### **7.3 Early Targeted Support (typically <85% or pattern of non-attendance)**

- Teacher contacts parent/carer to provide support for encouraging attendance each day at school. Records a OneSchool contact (reason and expected return). Discuss reasonable adjustment to support student learning and engagement with family (LEAP teacher may provide consultation to support classroom teacher).
- Short review period (4–5 weeks), if attendance does not improve, contact Deputy Principal to inform of concerning patterns of attendance.

### **7.4 Intensive Support and Formal Steps (typically <70%)**

- Student Advancement Forum (SAF) to review student attendance and identify appropriate case manager.
- Supports may include:
  - Unexplained absence letters sent to family
  - Communication with family to identify attendance concerns
  - Support and intervention for continued absenteeism to be discussed in SAF
  - If a reasonable explanation of absences is not provided, meeting convened with parent/carer and school team to co-design an Attendance Improvement Plan outlining reasonable adjustments and support (including referrals to external supports if necessary)
- Commence formal enforcement of attendance process as per DoE procedures

## **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 Emu Park State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)

- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

## Responsibilities

### Staff at Emu Park State School:

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

### Parents of students at Emu Park 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 Emu Park 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 Emu Park 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 Emu Park 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

### Purpose

Emu Park State School is committed to providing a safe, supportive and disciplined learning environment for all students and staff. The purpose of this policy is to clearly outline expectations for the possession and use of mobile phones and other devices by students, in accordance with the Department of Education Student Discipline Procedure and associated policies.

This policy supports:

- maximising learning and engagement
- student wellbeing and safety
- respect for privacy
- respectful relationships across the school community

### Definitions

Mobile phones and other devices include, but are not limited to:

- mobile phones and smartphones
- smart watches with notification, connectivity or recording capabilities
- tablets, laptops and personal computers not supplied by the school
- gaming devices
- cameras, voice recorders and music players
- any device capable of recording, storing, transmitting or receiving data, images or sound

### School Expectations

Students are discouraged from bringing mobile phones and personal devices to school due to the potential for distraction, misuse, theft or damage.

Where devices are brought to school:

- students are responsible for their care and security
- the school accepts no responsibility for loss, theft or damage
- If brought without approval, devices may be temporarily removed and managed under the Temporary Removal of Student Property by School Staff Procedure.
- Possession and Use During the School Day
- Notifications on wearable devices must be disabled during school hours.
- Students must not use mobile phones during school hours unless explicitly authorised.
- If a parent/carer requires their child to carry a mobile phone for safety or after-school contact:
  - the phone must be switched off on arrival
  - the phone must be checked in at the school office
  - the phone may be collected at the end of the school day
- Phones must not be kept on the student or used during learning time, break times or transitions unless specifically approved by the Principal or delegate.

**It is unacceptable for students at Emu Park 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.
- embarrass, humiliate, insult, harass or attack others or use obscene or abusive language

- record incidents involving injury, conflict, bullying or misbehaviour
- use technology in a way which damages the reputation of individuals or the school
- deliberately waste printing or Internet resources.
- damage computers, printers or network adjustment equipment
- commit plagiarism all violate copyright laws.
- ignore teacher directions for the use of online email and Internet chat.
- send chain letters or spam (junk email).
- knowingly download viruses or any other programmes capable of breaching the departments 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 conversation or daily activities and/or further distribution (eg. forwarding, texting, uploading, Bluetooth use etc.) of such material.
- film or take photos of students, staff or families without their knowledge and consent.
- upload photographs of Emu Park State School students in their school uniform onto social media sites.

### **Legal Obligations**

Under the *Invasion of Privacy Act 1971 (Qld)*, recording private conversations without consent may constitute a criminal offence.

Where a personal device is reasonably suspected of containing evidence of:

- a serious breach of school discipline; or
- unlawful activity, including recording, possession or dissemination of images that are considered indecent (such as nudity or sexual acts involving children)

the device may be temporarily removed and, where appropriate, referred to the Queensland Police Service.

### **Breaches of Policy**

Breaches of this policy may result in:

- temporary removal of the device
- parent/carer notification
- disciplinary consequences in line with the Student Code of Conduct
- referral to external agencies where legally required

### **Special Circumstances**

Students who require access to a mobile phone or personal device due to:

- a diagnosed medical condition
- disability
- wellbeing needs
- approved educational programs

must negotiate a documented special circumstances arrangement with the Principal or delegate.

## Preventing and responding to bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Emu Park State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Emu Park State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in our school. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Emu Park State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions

- sexual orientation
- sexist or sexual language
- young carers or children in care.

At Emu Park State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

## **Rationale**

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Emu Park State School are an addition to our already research-validated schoolwide positive behaviour support processes (namely through the Emu Park State School Whole Being program). This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

## **Prevention**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms

- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of a relationship unit taught by all teachers in all classrooms at the beginning of each year. At all times simultaneous instruction is our goal, to maintain consistency of skill acquisition across the school.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Emu Park State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Emu Park State School uses behavioural data for decision-making. This data is entered into our database daily and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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 Emu Park 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 Dean of Students, Malcolm Smith.

## **Cybersafety and Reputation Management (CRM)**

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides direct support for schools to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

## **Student Intervention and Support Services**

Emu Park 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 Emu Park 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.

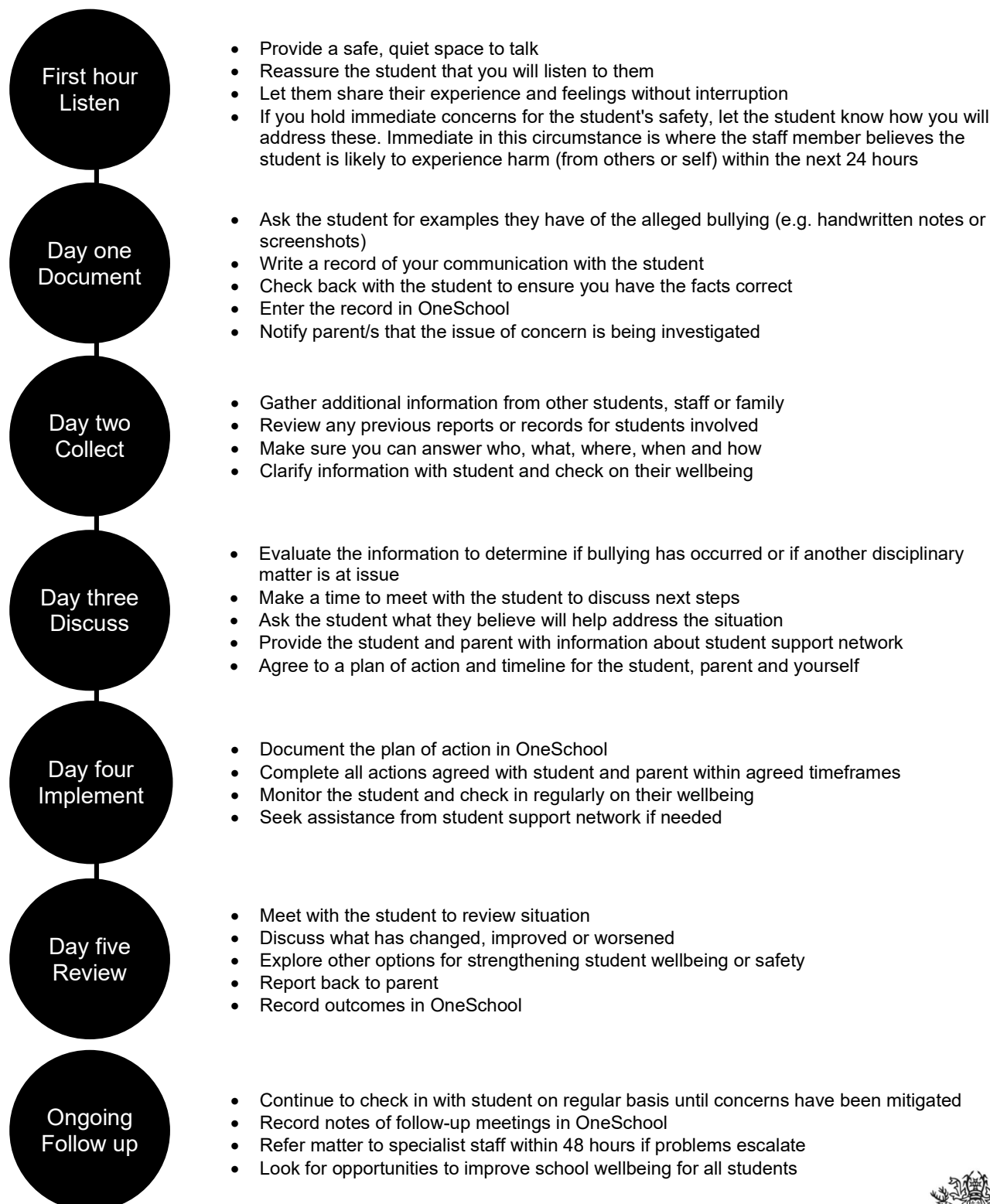
Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a 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 detention, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

## Bullying response flowchart for teachers

### Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

School Leadership Team – Mrs Robinson (Deputy Principal), Mr Coe (Principal), [admin@emuparkss.eq.edu.au](mailto:admin@emuparkss.eq.edu.au)



# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

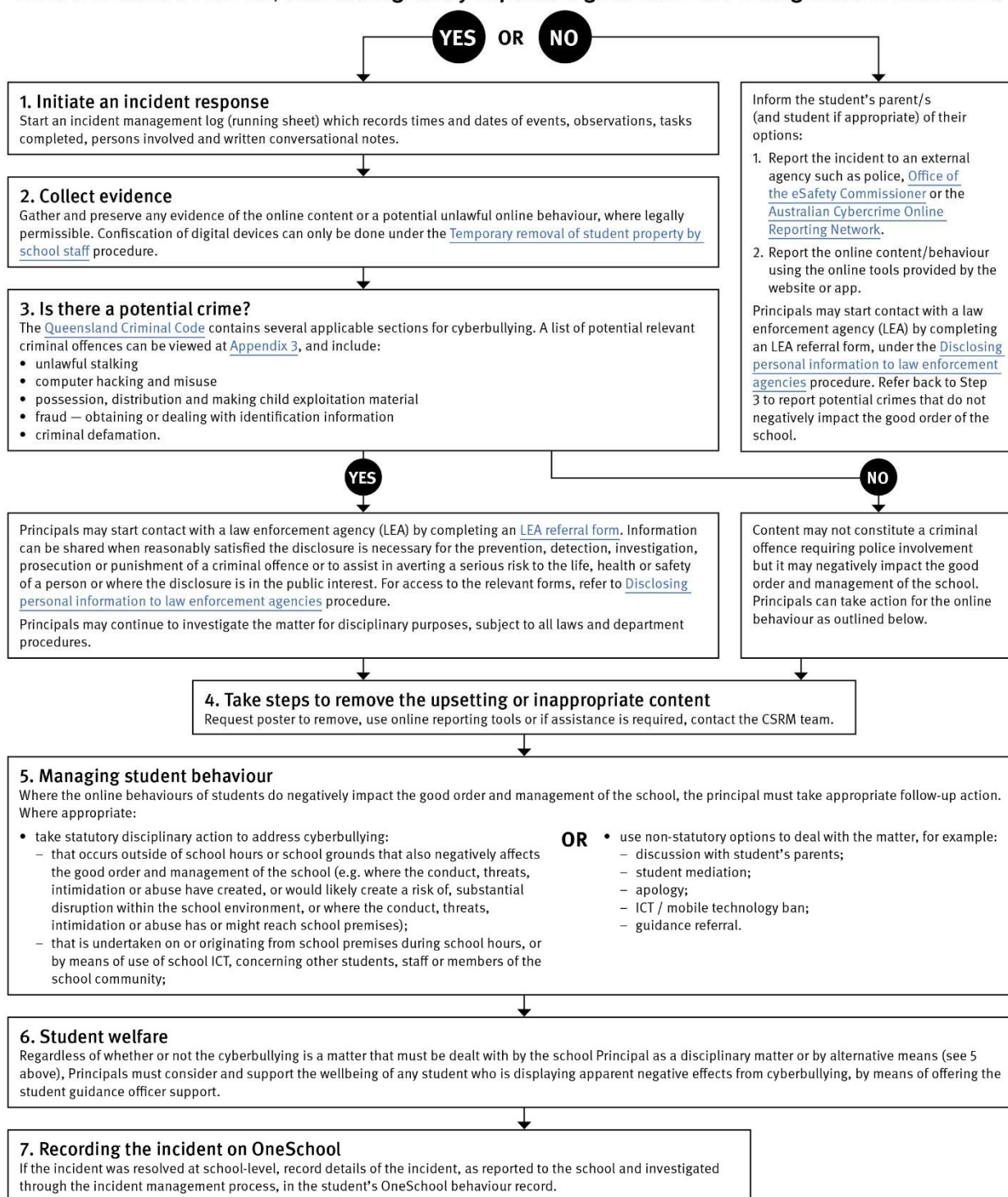
### Explicit images

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

### Help

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

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



## Appropriate use of social media

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

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

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a

child's learning and/or affects the school community at large, contact the school principal.  
[cybersafety and reputation management](#)

### **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.

### Purpose

The purpose of this policy is to outline the uniform expectations for all students attending Emu Park State School. The school uniform promotes a sense of pride, belonging, equality, and school identity. By wearing the uniform appropriately, students demonstrate their commitment to representing themselves and Emu Park State School with dignity and respect. A consistent dress code also contributes to a safe and orderly learning environment.

### Uniform Expectations

All students are expected to wear the full school uniform every school day, as well as when representing the school at official functions, excursions, and sporting events, unless otherwise advised.

Uniforms must be:

- Clean and in good condition
  - Clearly labelled with the student's name
  - Worn with pride and in accordance with this policy
- Students are not permitted to deface or graffiti any part of the uniform.

### Uniform Components

#### ***Everyday Uniform (Unisex)***

- **Polo Shirt:** Royal blue Emu Park SS polo shirt with printed triple-striped detailing.
- **Bottoms:**
  - Girls: Plain black short, skirt or skorts. Please note: bike pants, tights or leggings are not appropriate.
  - Boys: Plain black shorts, above the knee.
- **Footwear:** Sneakers or flat-soled leather shoes, to be worn with socks—for both comfort and safety. Please note that footwear must be enclosed.



#### **Cold Weather Option**

- Royal blue school fleece or spray jacket.
- Plain black or royal blue jumper/jacket.
- Plain black or royal blue tracksuit pants.
- Plain black or royal blue full length leggings/tights (worn underneath skirt)

#### **Sun Safety**

- **Hat:** Royal blue school, broad-brimmed or bucket hat with school logo.
  - Strict “**no sun safe hat, no play**” policy applies.
- **Sunglasses:** Polarised sunglasses are permitted but optional



#### **Jewellery**

- Only sleepers or earring studs may be worn. Exceptions for religious or cultural items may be arranged with the principal. All jewellery must be removed before participating in swimming or certain sports.

#### **Make-up**

- Students with excessive make up may be asked to remove it.

## Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student protection

## Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Legislative Delegations

### Legislation

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

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

### Delegations

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

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

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

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

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school:  
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).  
  
Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority  
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#)
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Complaints and grievances management policy](#).