

STUDENT CODE OF CONDUCT 2025 - 2028



Equity and Excellence: realising the potential of every student Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.
Queensland Department of Education

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Date: 26-06-25
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P&C Signature: 
Date: 26-06-25

Chinchilla State School acknowledges the Barrungam People as the traditional custodians of Chinchilla

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Purpose

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

The Chinchilla State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline. Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.



Principal's Foreword

Chinchilla State School provides a high-quality education to students from the Chinchilla area on the Western Downs. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. Our school vision – '**All students learning to the best of their abilities**' encapsulates the power of the collaborative processes that underpin our research-based ways of working across the school.

We believe that all students can learn and achieve high standards given the right time and the right support.

Our school community has identified the following school values to teach and promote our high standards of responsible behaviour:

- Respect
- Learning
- Belonging
- Safety
- Responsibility

These five values drive and are inherently linked to the school rules of:

- Work and play safely
- Follow adult directions
- Work at learning
- Use kind words and good manners
- Be helpful towards others

These values have been used in the development of the Student Code of Conduct and have informed the P-6 Chinchilla State School expectations: **Belonging, Learning, Respect, Responsibility & Safety.**

Chinchilla State School aims to build the skills of all students so they are equipped to be confident, compassionate and courteous individuals who can work collaboratively as global citizens. Our staff believe that communication and the creation of positive connections with other people are the most valuable skills our communities need now and in the future.

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

This document provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Rowie Price

Principal

P & C Statement of Support

As president of the Chinchilla State School P&C, I am proud to support the new Student Code of Conduct.

I encourage all parents to familiarise themselves with the Chinchilla 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 Chinchilla State School knows what to do if subjected to bullying, regardless of where it occurs.

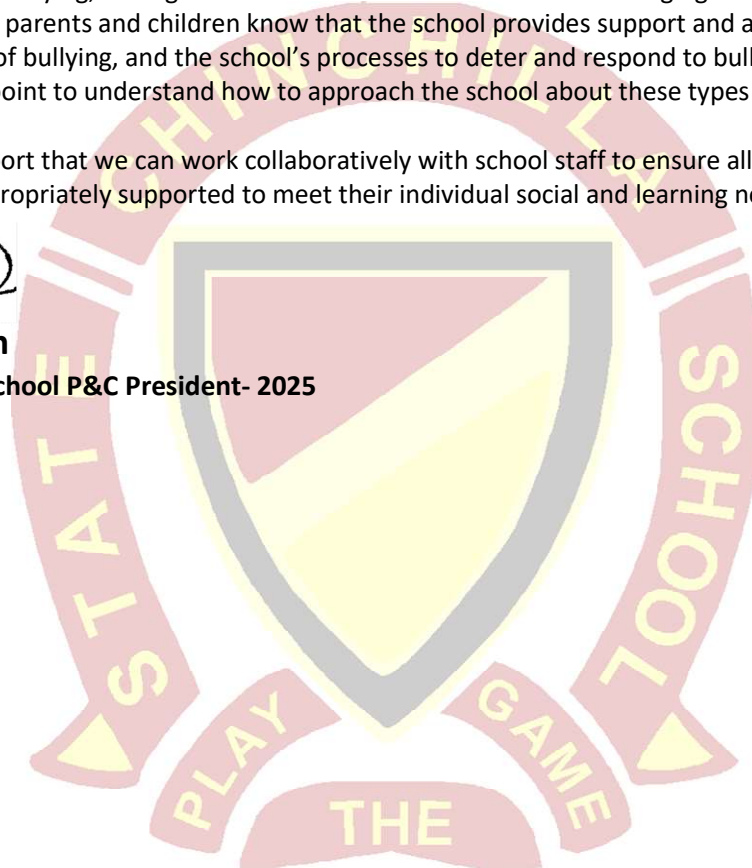
This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that the school provides support and advice to help address problems of bullying, and the school's processes to deter and respond to bullying provide an excellent starting point to understand how to approach the school about these types of problems.

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.



Rachael Green

Chinchilla State School P&C President- 2025



Consultation

Chinchilla State School reviewed this plan in partnership with the School Wide Positive Support leadership team and the P & C. Data analysis from the PBL team was shared with the community via P&C meetings.

Data overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools.

This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The parent, student and staff satisfaction data in the tables below is drawn from the **School Opinion Survey**.

The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and staff from each school on what they do well and how they can improve.

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

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

Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for:

1. Parents
2. Students
3. Staff
4. Principals

Review Statement

The Chinchilla State School Student Code of Conduct will undergo updates to reflect changing circumstances, data and staff, student and community needs.

A fulsome review is conducted every four years in line with the scheduled review process for the school's planning, reviewing and reporting cycle. The last school review occurred in 2024.

School opinion survey

Parent opinion survey

Percentage of parents/caregivers who agree that:

	2022	2023	2024
The expectations and rules are clear at this school.	97	100	98
My child likes being at this school.	92	94	98
My child feels safe at this school.	93	96	97
My child's learning needs are being met at this school.	85	88	94
My child is making good progress at this school.	83	95	97
Teachers at this school expect my child to do his or her best.	97	97	98
Teachers at this school provide my child with useful feedback about his or her school work.	87	95	96
Teachers at this school motivate my child to learn.	93	98	97
Teachers at this school treat students fairly.	93	90	97
I can talk to my child's teachers about my concerns.	95	99	97
This school works with me to support my child's learning.	85	93	97
This school takes parents' opinions seriously.	85	91	92
Student behaviour is well managed at this school.	90	90	86
This school looks for ways to improve.	94	98	95
This school is well maintained.	95	100	98
This school gives my child opportunities to do interesting things.	-	95	98
My child 's learning needs are being met at this school.	85	88	94
This school has a strong sense of community.	89	97	98
This school celebrates student achievements.	98	99	98
This is a good school.	95	98	98

Student opinion survey

Percentage of students who agree that:	2022	2023	2024
The expectations and rules are clear at my school.	97	95	97
I like being at my school.	79	71	74
I feel safe at my school.	92	86	79
My teachers motivate me to learn.	94	90	88
My teachers expect me to do my best.	98	97	98
My teachers provide me with useful feedback about my school work.	90	89	91
Teachers at my school treat students fairly.	83	75	81
I can talk to my teachers about my concerns.	77	73	82
My school takes students' opinions seriously.	83	72	79
Student behaviour is well managed at my school.	81	74	73
My school looks for ways to improve.	90	92	94
My school is well maintained.	92	90	86
My school gives me opportunities to do interesting things.	95	93	91
My school celebrates student achievements.	94	95	92
This is a good school.	92	86	80



Staff opinion survey

Percentage of school staff who agree that:

	2022	2023	2024
The expectations and rules are clear at this school.	95	98	92
I enjoy working at this school.	90	98	90
I feel this school is a safe place in which to work.	95	100	97
I receive useful feedback about my work at this school.	82	89	84
Students are encouraged to do their best at this school.	100	100	98
Students are treated fairly at this school.	85	94	76
Student behaviour is well managed at this school.	85	98	90
Staff are well supported at this school.	70	93	74
This school takes staff opinions seriously.	72	91	79
This school looks for ways to improve.	92	100	98
This school is well maintained.	97	91	95
This school gives me opportunities to do interesting things.	87	88	77
Students with a disability are well supported at my school.	77	91	80
My school has an inclusive culture where diversity is valued and respected.	92	98	95
People are treated fairly and consistently at my school.	74	88	77
My school is well managed.	77	93	95

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

Some questions from the School Opinion Survey were not asked in 2020 as the Queensland Government amended the survey to include a range of questions to gauge satisfaction levels related to the school's response to COVID 19 management strategies and online learning.

Chinchilla State School Student Disciplinary Absences

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

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

Type	2021	2022	2023	2024
Short Suspensions – 1 to 10 days	35	0	17	18
Long Suspensions – 11 to 20 days	2	0	0	0
Charge related Suspensions	0	0	0	0
Exclusions	0	0	0	1

Learning and Behaviour Statement

Everyone brings their own set of personal beliefs to our school community. These beliefs influence decisions, behaviour and social practices.

It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in our school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

All areas of Chinchilla State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Chinchilla State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school values to teach and promote our high standards of responsible behaviour:

- Respect
- Learning
- Belonging
- Safety
- Responsibility

These five values drive and are inherently linked to the school rules of:

- Work and play safely
- Follow adult directions
- Work at learning
- Use kind words and good manners
- Be helpful towards others

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.



Tiered Systems of Support

Chinchilla State School uses a tiered system of support as the foundation for our integrated approach to learning and behaviour. This tiered approach is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. As a result, staff match increasingly intensive interventions to the identified needs of groups and individual students.

The school's restorative approach to student engagement and behaviour development incorporates this tiered system of supports. These supports build positive relationships, establish high expectations and both prevent and respond to conflict, harm and wrongdoing.

Preventative Strategies

Tier 1

All students in the school receive support for their social and behavioural development. The focus is on school implementation of Relational Pedagogies. This involves:

- purposeful creation, maintenance and repair of relationships between all members of our school community
- teaching behaviours in the setting they will be used
- being consistent when addressing behaviour, while taking developmental norms and behavioural function into account
- providing explicit re-teaching and reinforcement of desired behaviours
- analysing feedback data from the school community and behaviour data to inform policies and practices

Tier 2

Targeted supports for **some students** are more intense than those provided in Tier 1. Tier 2 supports provide more time and targeted interactions to enable students to meet the required behavioural expectations.

Tier 2 supports build on the explicit teaching and reinforcement provided in Tier 1.

The types of interventions offered at this level will vary according to the needs of the individual student or groups of students, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations
- supports will be implemented by classroom teachers working in conjunction with additional staff as required
- interventions are evidence-based and are matched to the student's needs
- communication with parents and families as partners in their children's education.

If the school data indicates that a significant proportion of students require targeted services, then a review of Tier 1 is recommended.

Tier 3

This tier incorporates individualised services for a small number of students who require the most intensive support our school can provide.

These intensive supports are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the teachings and supports provided at Tiers 1 and 2, becoming more individualised and more intensive in order for the student to be successful.

Tier 3 supports seek further investigations to identify the underlying reasons for a student's behaviour and should include strategies to:

- **PREVENT** problem behaviour
- **TEACH** the student an acceptable replacement behaviour
- **REINFORCE** the student's use of the desired behaviour

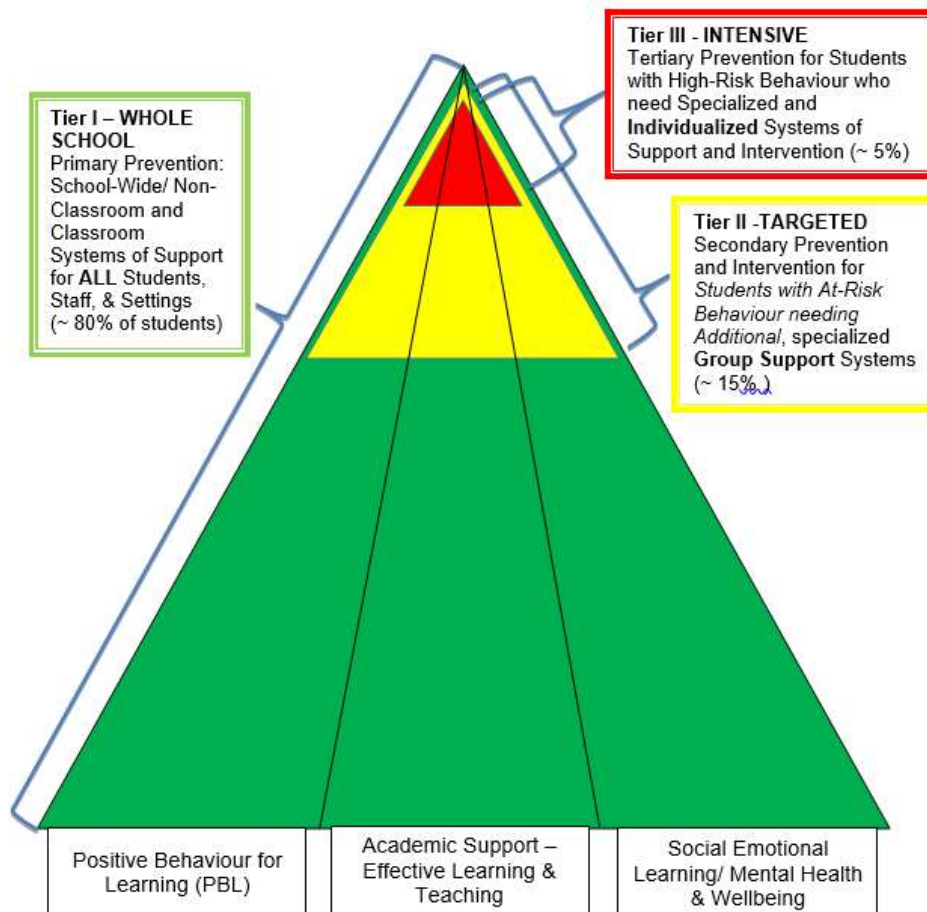
Tier 3 supports exist along a continuum.

Many students can benefit from a personalised support plan that identifies unique strategies to help the student achieve success.

A smaller percentage of students may require a more comprehensive **Individual Behaviour Support Plan** (IBSP) or safety plan that includes a more thorough process for data collection, stakeholder consultation and problem solving.

A much smaller percentage of students may need a wraparound plan that includes personnel from outside agencies to further support problem solving.

If the school data indicates that a significant proportion of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and processes is recommended.



Examples of strategies and supports offered in a tiered approach to behaviour support:

Tier 1	Tier 2	Tier 3
Explicit teaching of school values, behaviour expectations and processes	Short term targeted interventions	Individualised interventions, including individual behaviour support plans
Consequences for appropriate and inappropriate behaviour choices	Restorative chats and conferences	Formal restorative conferences
Building community culture and engagement	Accessing appropriate support staff	Stakeholder planning with external agencies and multi-agency supports
Social and emotional learning	Parent contact	Complex case management
Relational pedagogies	Supported play	Risk assessments and safety plans

Relational Pedagogies

Pedagogy is a term commonly used in schools. It refers to the method in which teachers teach and encompasses the strategies teachers select to best support students to develop knowledge and skills.

The Relational Pedagogies approach treats relationships as the foundation of good classroom management, in which there is purposeful creation, maintenance and repair of relationships between students and teachers.

At Chinchilla State School, Relational Pedagogies integrate two existing elements: Essential Skills for Classroom Management (ESCM), and Restorative Practices, into a single, cohesive and complementary set of actions that teachers embed into classroom practice.

The three tenets: **Connect before content**, **connect before correct**, and **Be curious not furious**, underpin our relational ways of working.

Connect BEFORE Content
greet your students at the door - hold informal conferences - schedule interaction - use physical behaviours - use humour - background surveys - opinion questionnaires - become familiar with student culture - autobiographical metaphors - quotes and memes - lineups - mental health check ins - individual learning goals - circle time - class rituals

Connect BEFORE Correct
Praise in public, correct in private
acknowledge on-task behaviour - acknowledge improved behaviour - non-verbal positive feedback - descriptive encouraging - cueing/parallel acknowledgement - description of reality - verbal redirection to learning - individual close talk - follow a correction with another connection

Be Curious NOT Furious

1. What happened?
2. What was on your mind at the time?
3. What was going through your head?
4. What were you telling yourself?
5. How are you feeling?
6. Who else is affected?
7. What do you need?
8. What needs to happen to make things ok?

Follow up

Consideration of Individual Circumstances

Staff at Chinchilla 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 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 equitable.

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 less desirable 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.

The staff of Chinchilla State School consider the individual circumstances of all students when applying support and responsive strategies by:

- Promoting a teaching/learning environment which is responsive to the diverse needs of our students
- Considering the rights of all teachers to teach
- Considering the rights of all to feel safe
- Establishing procedures for applying fair, equitable and socially-just strategies and consequences to promote our school values: Respect, Learning, Belonging, Safety and Responsibility
- Establishing procedures for applying fair, equitable and socially-just strategies and consequences to respond to non-preferred behaviour, and support students to meet our behaviour expectation
- Recognising and considering students' age, cultural backgrounds and other individual circumstances
- Recognising the rights of all students to:
 - Express their opinions in an appropriate manner and at the appropriate time
 - Work and learn in a safe environment, regardless of their age, gender, impairment, cultural background or socio-economic situation
 - Articulate and input viewpoints into behaviour management systems
 - Provide written or verbal statements that will be taken into consideration in the decision-making process, and
 - Receive adjustments appropriate to their learning and/or impairment needs.
 - Serious matters are investigated by obtaining statements from parties and witnesses involved in the incident.
 - The students' behaviour history and previous/current support interventions are considered when designing interventions in response to inappropriate behaviours.

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 are not permitted to disclose or discuss this information with anyone but the student's OneSchool contacts. 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.

This Student Code of Conduct acknowledges that final decisions in relation to responding to inappropriate behaviour need to be made by staff. The exact measures taken will depend on the nature and severity of the offence and the anticipated effect of the consequence on the individual student.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Student Wellbeing

Chinchilla State School offers a range of programs and services to support the wellbeing of students in our school and is supported by annual wellbeing data collections. We encourage parents and students to communicate with their class teacher or year level deputy principal 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. Chinchilla State School implements a Staff and Student Learning and Wellbeing Framework which supports our school to create a positive culture and embeds student wellbeing in all aspects of school life. This is achieved through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Chinchilla State School builds the foundations for wellbeing and lifelong learning through the curriculum by embedding personal and social capabilities in the implementation of our P-6 curriculum, assessment and reporting framework. Chinchilla State School acknowledges the positive impact that meaningful relationships between staff and students can have on students' academic and social outcomes. As part of the curriculum at Chinchilla State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages.

Policy and expectations

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

Tobacco & Drug education and intervention

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

Specialised health needs

Chinchilla 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 our 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

Chinchilla 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.

Mental health

Chinchilla State School implements early intervention measures and treatments for students where there is reasonable belief that there are concerns about a student's mental health. This includes referrals to external health care providers and support networks and may include facilitating the development and implementation of a student support plan.

Suicide prevention

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

When dealing with a mental health crisis, our school will 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, Chinchilla 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, Chinchilla 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, Chinchilla 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 Team

Chinchilla State School has a comprehensive Student Support team in place to respond to the social, emotional and physical wellbeing needs 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 staff member at Chinchilla 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 team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Deputy Principal of Wellbeing or the Deputy Principal of Inclusion on the school phone number : 4672 9222.

Role	What they do
Class Teachers	Support and respond to the social and emotional, academic, welfare and behaviour needs of students through classroom practice Communicate social and emotional, academic, welfare and behaviour concerns with parents
Chaplain	Provide individual and group support to students to assist their engagement and wellbeing Support students to overcome barriers to education such as: <ul style="list-style-type: none"> o attendance o relationships/social skills o social/emotional/physical wellbeing
Guidance Officer/ Guidance Officer- Wellbeing	Provide student support within the school environment offering guidance to students on a one-on-one basis or in a group setting Assist students with specific difficulties, acting as a mediator or providing information on other life skills Liaise with parents, teachers, or other external providers as needed along with administration of Assessments as requested.
Principal/ Deputy Principal/ HOSES	Monitors P-6 attendance, behaviour and academic data for target groups to identify and respond to areas of additional need. Support and respond to the social and emotional, academic, welfare and behaviour needs of students.

Parents as Partners

At Chinchilla State School we value the intricate knowledge parents have of their child and seek out their input and advice to guide our planning to support each child to engage, participate and succeed.

Our staff prioritise actions to develop positive, good quality relationships with parents.

We provide regular updates to parents on how their child is progressing, giving information about the supports being provided and their child's strengths and areas for improvement. Equally we provide opportunities for parents to give updates on their child's wellbeing and individual circumstances, and how this may impact on their learning.

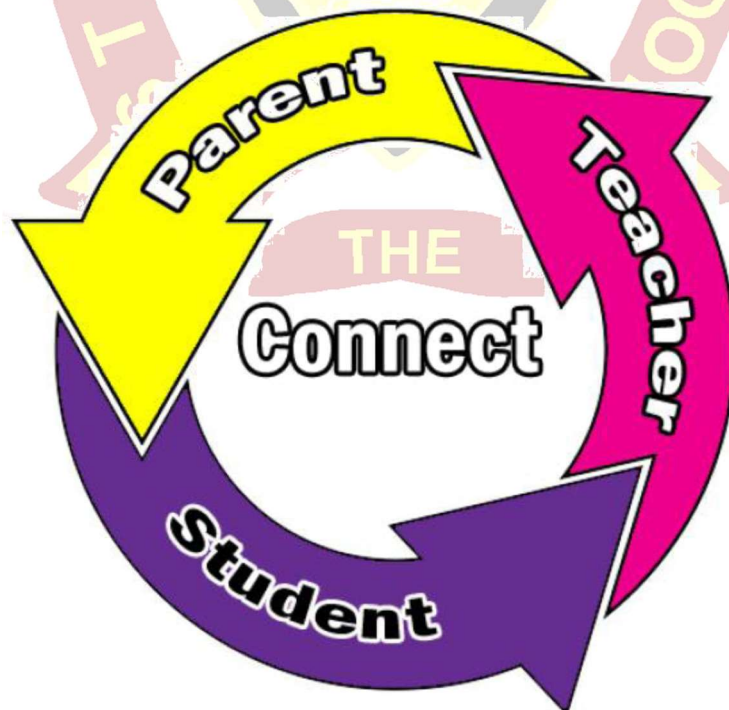
Parents are urged to communicate any concerns about their child's learning or wellbeing in a timely manner to their child's class teacher or Deputy Principal. If parents are unsure of which staff member to contact for assistance, please email admin@chinchillss.eq.edu.au and you will be contacted by a staff member who can assist with your inquiry.

Our partnerships with parents and carers are founded on mutual respect, understanding and meaningful engagement. Our staff are open to hearing and understanding parents' aspirations and concerns for their child. Staff develop goals in partnership with parents which reflect high expectations built on the student's strengths and appropriately address areas for improvement.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network.

These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

For more information about these services and their roles, please speak with the school.



Approach to Discipline

At Chinchilla State School we believe discipline is about more than consequences for undesired behaviours. Our belief is that student behaviour can be taught as part of the overall teaching and learning approach in our school.

Our Student Code of Conduct outlines our school expectations and processes for responding to behaviour and providing support. This is a whole-school approach, used in all settings and programs offered through the school, including sporting activities and excursions.

Relational Pedagogies is an evidence-based framework used to:

- build relationships by showing affection, understanding students' backgrounds and interests, and displaying objectivity and control
- enable the analysis and improvement of student behaviour and learning outcomes through coaching and classroom profiling
- ensure that evidence-based practices are used correctly by staff to support students
- build, manage and restore relationships within the school community and utilise restorative practices to guide reparations for any harm caused

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to communicate with the class teacher, mentor teacher, community leader, year level deputy principal or make an appointment to meet with the principal.

Chinchilla State School Expectations

The first step in establishing high expectations is communicating those expectations to all members of the school community. Chinchilla State School emphasises the importance of explicitly teaching our values, expectations and processes. This proactive approach is designed to build positive relationships, increase engagement and reduce conflict, harm and wrongdoing. Our school uses an age appropriate framework that sets out our expectations:

Respect
Learning
Belonging
Safety
Responsibility



“DO THE HIGH FIVE”



Values

at

Chinchilla State School

“DO THE HIGH FIVE”

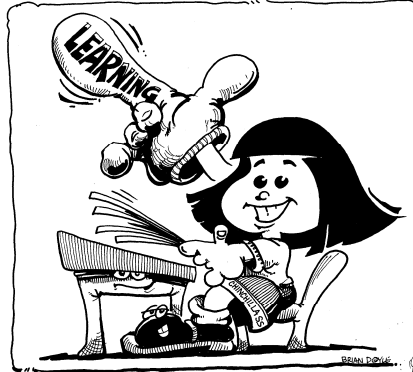


LEARNING

RESPONSIBILITY



- I ACCEPT THE CONSEQUENCES OF MY ACTIONS.
- I FOLLOW THE RULES.
- I LISTEN AND FOLLOW INSTRUCTIONS.
- I TELL THE TRUTH EVEN WHEN IT'S DIFFICULT.
- I THINK BEFORE I ACT.



- I TAKE RESPONSIBILITY FOR MY LEARNING
- I CELEBRATE SUCCESS
- I ALLOW OTHERS TO LEARN
- I CO-OPERATE WITH ALL IN SCHOOL
- I MAKE STRONG AND RESPONSIBLE DECISIONS



RESPECT



- I TREAT OTHERS AS I WOULD LIKE TO BE TREATED.
- I CO-OPERATE WITH OTHERS.
- I RESPECT MY OWN, OTHERS AND SCHOOL PROPERTY.
- I SPEAK POLITELY AND USE MY MANNERS.
- I KEEP MY HANDS AND FEET TO MYSELF.



BELONGING



- I WORK AS PART OF A TEAM.
- I TAKE MY TURN AND DO MY BEST.
- I PLAY FAIRLY.
- I AM A GOOD SPORT.
- I ENCOURAGE OTHERS TO KEEP ON TRYING.



SAFETY



- I UNDERSTAND RULES AND BOUNDARIES AND ACT WITHIN THEM.
- I CONTRIBUTE TO A HAPPY AND NON-THREATENING ENVIRONMENT.
- I CONSIDER OTHERS' THOUGHTS AND FEELINGS.



Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Chinchilla State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our five school values. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Clearly signed in common areas within the school grounds

Chinchilla State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular articles in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Wide Positive Culture Team consisting of teaching staff, non-teaching staff, parents, HOSES, Guidance Officer, Principal and Deputy Principal provide information to staff and parents,
- A Student Support Team that meets on a regular basis to provide support to others and actively implement behaviour support plans for individual students.
- Induction programs in the Chinchilla State School PBL processes for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Differentiated and Explicit Teaching of Expectations

Chinchilla State School is committed to creating a safe, supportive and disciplined environment in order to meet the needs of all students. This involves teaching expected behaviours explicitly and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction and further opportunities for practice and support as required.

Decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behaviour support needs of students. There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.

Explicit teaching of behaviour expectations for all students is achieved through differentiation using a variety of strategies.

Tier 1 examples of these may include but are not limited to:

- Explicit behaviour lessons
- Establishing classroom expectations and routines
- Visual supports
- Orientation and transition activities
- Enrolment process
- Parent information sessions
- Assemblies
- Student notices
- School communication e.g. emails, newsletters

Focused (tier 2) and intensive (tier 3) teaching of behaviour for identified students is integrated into our tiered support strategies.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

Reinforcing expected school behaviour

At Chinchilla State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Chinchilla State School's Positive Acknowledgment of students' behaviour occurs on a number of different levels from the individual acknowledgment to class acknowledgment.



High Five Awards: High Five Awards are presented to a class member on assembly each week. The students photo is then placed in the weekly Bell Street Bulletin and on the wall on honour outside the administration area.

Give Them a Hand: All staff members may hand this award to students they observe displaying the school values in any setting. This award is then given by the student to the class teacher. The class teacher is then able to have a positive learning conversation with the student. Give them a Hand awards are then sent home with the students for parental acknowledgment.

Values Champions Wrist bands are an extension of the Give Them a Hand Award. When students receive a Give Them a Hand Award they show their class teacher who places a stamp on the Values Champion card. Once the student has covered all the letters of Values Champion and has at least one sticker for all the School Values they are recognised as a Values Champion by receiving a wrist band. Wrist bands are presented at assembly every 2 weeks and parents are invited to the assembly via a letter sent home. In a year student are able to receive any number of wrist bands.

High Five Heroes: High Five Heroes is a class award. This award is presented every 4 weeks to the class that has received the most number of Give Them A Hand Awards. The Award, a trophy in the form of a large foam hand is presented on assembly. The class receiving this award is then able to negotiate with their teacher a special reward during the week. This may include as examples: sport or games session

Celebration Day: Celebration Day is held at the end of each term and students are invited by their class teacher to attend a special activity during the day. Students invited to Celebration Day have displayed all the attributes of a self-managed learner. Each class have developed their own system of setting goals to attend Celebration Day. Celebration Days vary from term to term and can include activities such as a movie with popcorn, Teddy Bears picnic in the park, craft activities, visits to the pool.

Consequences for unacceptable behaviour

Chinchilla State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form is used to record all minor and major problem behaviour.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

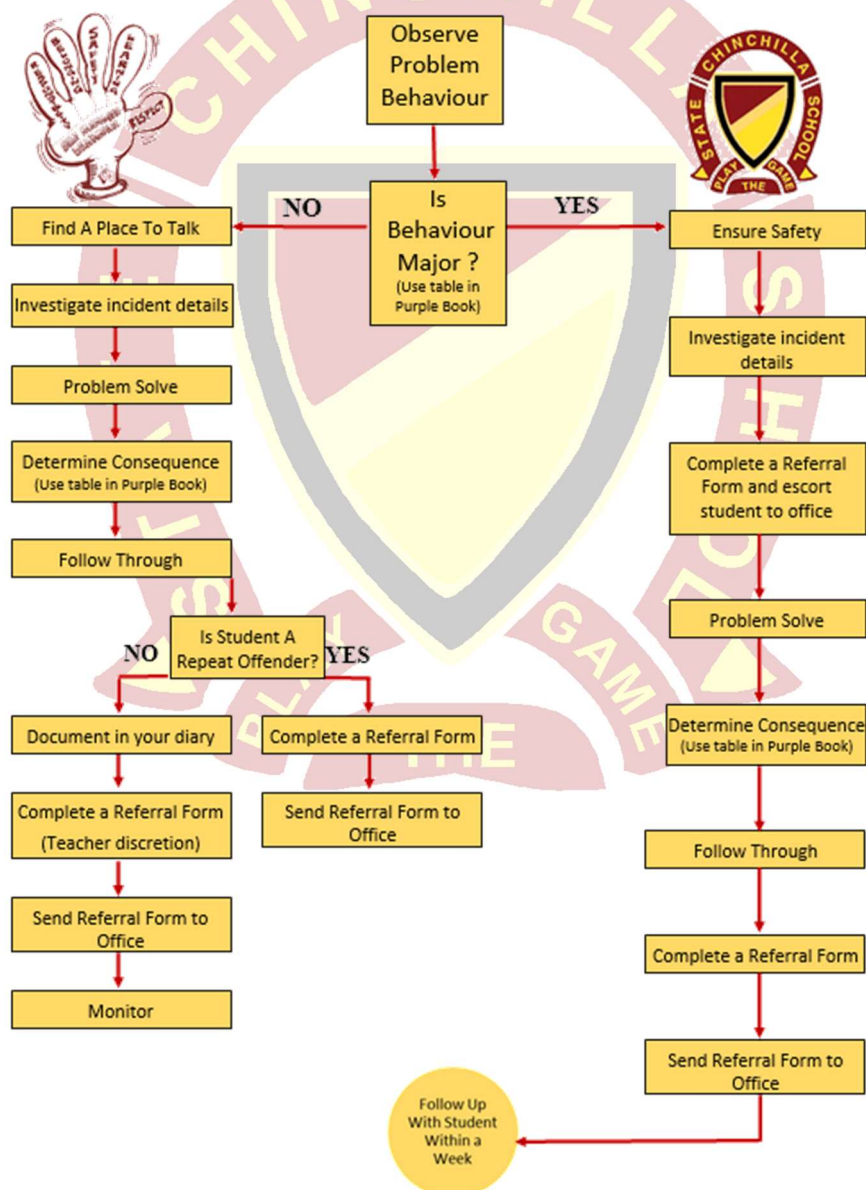
Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour. School Disciplinary Absences (suspension) are to be used after consideration has been given to all other responses.



Legislative Delegations

Legislation

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

Delegations

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

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

The Principal at Chinchilla State School has completed the ‘Instrument of Authorisation’ form which authorises Deputy Principals to verbally communicate the Executive Principal’s decision related to a student’s suspension or recommendation to exclude.

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

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

School Disciplinary Consequences

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

There are four types of SDA:

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

At Chinchilla 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 the wellbeing of members 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 Chinchilla State School may be invited to attend a re-entry meeting.

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 consequence through their disciplinary absence from school.

The aim of the re-entry meeting is for staff to set the student up for future success and strengthen home-school communication. Chinchilla State School's core values and expectations may be discussed in conjunction with student needs and support options.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone (when contact can be made) and in writing, in the suspension letter. Re-entry meetings are short, usually taking less than 15 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

At times, an additional staff member (such as a guidance officer or teacher) with a key role in supporting the student will also attend this meeting. A record of the meeting is saved in OneSchool under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-entry process will be determined in response to individual student needs. In many cases, the re-entry meeting is held at the school and is attended by the student and a parent/carer. The re-entry process is offered as a support for the student to assist in their successful re-engagement in school following suspension.

Possible structure:

- Welcome back to our school
- Check in on student wellbeing
- Discuss any recent changes to school's routines or staffing
- Confirm student's understanding of expectations in the Student Code of Conduct
- Discuss and organise details of any restorative processes as required
- Offer information about supports available
- Set a date for follow-up
- Thank student and parent/s for attending
- Facilitate student's re-entry to the classroom in the most appropriate manner

Reasonable adjustments

In planning the re-entry meeting, staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Chinchilla State School Policies

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

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

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or 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 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 Chinchilla 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/vapes)
 - alcohol
 - aerosol 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 our school.
 - The administration of medications to students by 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

School staff at Chinchilla State School:

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

- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a student, 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 Chinchilla State School:

Ensure your children do not bring property onto Chinchilla State School grounds or other settings used by the school (e.g. camp, excursions, sporting venues) that:

- is prohibited according to the Chinchilla 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.

Parents are to collect temporarily removed student property as soon as possible after they have been notified by the Principal or staff that the property is available for collection.

Students of Chinchilla State School:

Do not bring property onto Chinchilla State School grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Chinchilla State School Code of Conduct and 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
- Students are to collect their property as soon as possible when advised by the Principal or staff it is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones.

However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

Chinchilla State School is committed to reducing the distraction of mobile devices to provide optimal learning environments for all students. For the purpose of this procedure, mobile devices include mobile phones, wearables such as smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet. All state school students must keep mobile phones switched off and 'away for the day' during school hours. Wearable devices, such as smartwatches, must have notifications switched off so that phone calls, messages and other notifications cannot be sent or received during school hours. At Chinchilla State School students who bring mobile phones to school must sign them in at the office upon arrival and sign them out from the office on departure.

Responsibilities

Upon enrolment in a Queensland Government School, parental or carer permission is sought to give the student(s) access to the internet and school network.

Students are not to take mobile devices with them to the classroom or playground precincts and are asked to hand such devices to staff at administration to be securely held for the day. A mobile phone may only be used as an optional learning tool when determined by the Principal to be appropriate. The details for use of BYO and other devices are outlined below.

At Chinchilla State School, it is acceptable for Year 4-6 students to use BYO devices with Principal approval for:

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

It is unacceptable for students at Chinchilla State School to use BYO or mobile devices to:

- behave unlawfully access technology in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- listen to, view or use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security

use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments take into or use mobile devices at exams or during class assessment unless expressly permitted by staff.

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

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

Student use of the network, and including use of the internet and email, is monitored by Information Technologies Branch and any wrongdoing can be traced. Information entered, accessed and stored in the Department's network can be accessed by the Department.

Using personal 'hotspots' is not permitted at school.

Students must not attempt to access systems for which they are not authorised, share or let others use their unique username and passwords, or disclose passwords to anyone (even in periods of absence). If the Department reasonably suspects someone of using the Information Communication Technology (ICT) network and facilities in a manner that constitutes a crime, the Department will refer the matter to the Queensland Police Service.

Personal technology devices

Bringing personal technology devices, separate to the approved learning devices, is not encouraged because of the potential for theft and general distraction and/or disruption associated with them. The school will not accept any responsibility for damage to personal items or related costs.

Preventing and responding to bullying

Chinchilla State School uses the [Australian Student Wellbeing Framework](#) and “Do the High Five ” as outlined below as a base to promote positive relationships and the wellbeing of all students, staff and visitors at our School.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within our School community. Parents who are positively engaged with their child’s education leads to improved student self-esteem, attendance and behaviour at our School. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Chinchilla State School has a variety of ways to prevent and respond to Bullying behaviour. These include:

- teaching lessons about being responsible reporters and active bystanders
- actively promoting the reporting of an instances of bullying through the structures of our PBL Team.
- implementing confidential harassment reporting processes
- recognition and celebration of the National Day of Action Against Bullying and Violence
- explicit teaching using resources from the Bullying! No Way! Website
- conducting restorative conferences
- working with parents and students collaboratively to address incidents of bullying
- conducting student wellbeing surveys to identify and respond to bullying behaviours
- participating in values education related to our 5 core values

Do the High Five

Students also receive training in how to respond appropriately when other students display problem behaviour, e.g. “Do the High Five”. When we teach students to “do the high five”, we are helping students learn positive ways to deal with unwanted situations. We teach students to be proactive, resilient and to take control of an unwanted situation. We teach students to:

- **Talk friendly** – Use a calm, quiet voice and a smile and tell them to stop what they are doing. Tell the person what they are doing that is annoying you – maybe they don’t even know that their silly game is bothering you! Instead of “Stop it, I don’t like it”, try “Please stop interfering in our game. It is annoying us and we can’t play properly. Thanks.”
- **Talk firmly** – Use a louder voice and look at the person when you tell them simply to stop what they are doing. This is like ‘Talk friendly’ and usually comes after you have tried that strategy. You might even give a consequence here – “Stop bothering us or we will go to the teacher on duty.”
- **Ignore** – Try to ignore the behaviour, unless someone might get hurt.
- **Walk away** – Go away from the situation. If someone is being mean or rude, don’t play with or near them. Find a new spot to play or sit. Remove yourself from the situation.
- **Report** – You’ve tried the other strategies and they haven’t worked, or someone might get hurt if the behaviour continues, so go directly to the nearest person with power and report the behaviour. At our school this is a staff member or a student leader. Outside school, this might be a parent, trusted adult or even the Queensland Police Service.

WE ARE PROBLEM SOLVERS

WALK AWAY

TALK FRIENDLY

TALK FIRMLY

REPORT

IGNORE

Do the
HIGH FIVE

1 IGNORE
Pretend you didn't hear it.
Do not make eye contact.
Stay calm. Think positive.
Count to five in your head slowly. Take deep breaths.

2 TALK FRIENDLY
Use a calm voice.
Maintain eye contact.
Confident body stance.
Use "I" statements:
I feel when you.....
because.....

3 WALK AWAY
Stand tall, head up high.
Do not say anything.
Do not use eye contact.
Walk somewhere safe or to a staff member is on duty.
Do not look back.
Walk confidently, but don't run.

4 TALK FIRMLY
Use an assertive voice. Say it like you mean it in a calm, but firm voice. Stand proud.
Re-state "I" statements.
I said
"I asked you to leave me alone."

5 REPORT
Walk away and tell a staff member.
Go to a safe place.
Bystanders: Don't involve yourself. Go with your friend to report.

REMEMBER...
Reporting v Dobbng
Reporting is helping/getting yourself out of trouble.
Dobbng is trying to get someone in trouble.
CHOOSE KINDNESS!

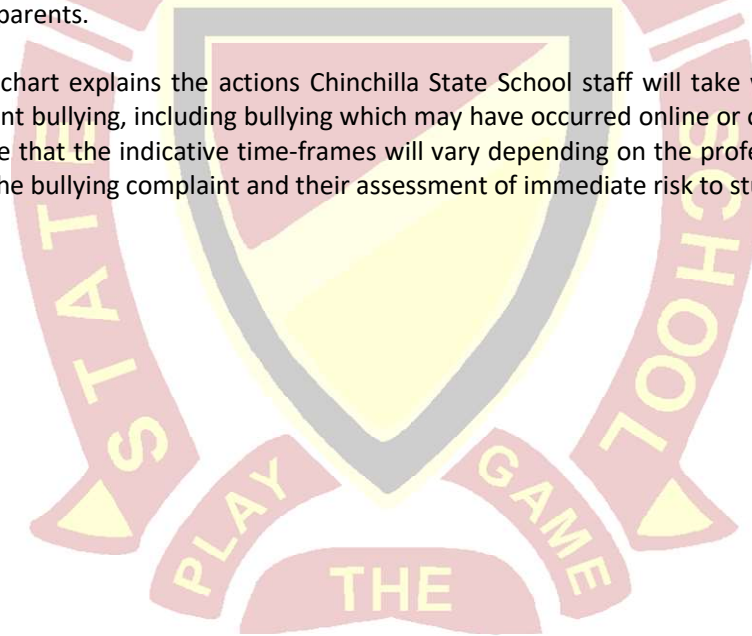
Bullying

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.
- Behaviours that do not constitute bullying include:
 - single incidents and conflict or fight between equals, whether in person or online
 - 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 Chinchilla State School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Chinchilla State School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of our school setting. Please note that the indicative time-frames will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



Chinchilla State School - Bullying response flowchart

Please note these time-lines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Time-frames should be clearly discussed and agreed with student and family.

Step 1: Listen	<p>Provide a safe space to talk</p> <p>Reassure the student that you will listen to them</p> <p>Let them share their experience and feelings without interruption or complete a harassment form</p> <p>If you hold immediate concerns for the student's safety, let the student know how you will address these.</p> <p>Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.</p> <p>(Staff to follow Student Protection processes)</p>
Step 2: Document	<p>Ask the student for examples they have of the alleged bullying</p> <p>Ask the student what they believe will help address the situation</p> <p>Write a record of your communication with the student</p> <p>Check back with the student to ensure you have the facts correct</p> <p>Enter the record in OneSchool</p> <p>Notify parent/s that the issue of concern is being investigated</p>
Step 3: Collect	<p>Gather additional information from other students, staff or family</p> <p>Review any previous reports or records for students involved</p> <p>Make sure you can answer who, what, where, when and how</p> <p>Clarify information with student and check on their wellbeing</p>
Step 4: Discuss:	<p>Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue</p> <p>Make a time to meet with the student to discuss next steps</p> <p>Ask the student what they believe will help address the situation</p> <p>Engage the student as part of the solution</p> <p>Consider the appropriateness of restorative options to repair and/or rebuild relationships; this includes determining the level of complexity of the restorative response to guide the selection of the most appropriate staff to facilitate the process. Participants should be willing and comfortable to interact in a restorative process.</p> <p>Provide the student and parent with information about student support team</p> <p>Agree to a plan of action and timeline for the student, parent and yourself. This may include implementing daily check ins.</p>
Step 5: Implement	<p>Document the plan of action in OneSchool</p> <p>Complete all actions agreed with student and parent within agreed timeframes</p> <p>Implement a 'Bullying Screener' if this is part of the agreed actions</p> <p>Monitor student and check in regularly on their wellbeing</p> <p>Seek assistance from student support team if needed</p>
Step 6: Review	<p>Meet with the student to review situation</p> <p>Discuss what has changed, improved or worsened</p> <p>Explore other options for strengthening student wellbeing or safety</p> <p>Seek further assistance from student support team if needed</p> <p>Report back to parent</p> <p>Record outcomes in OneSchool</p>
Step 7: Ongoing Follow up	<p>Continue to check in with student on regular basis until concerns have been mitigated</p> <p>Record notes of follow-up meetings in OneSchool</p> <p>Refer matter to specialist staff if problems escalate</p> <p>Look for opportunities to improve school wellbeing for all students</p>

Cyberbullying

Cyberbullying is treated at Chinchilla 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 classroom teacher. Parents can also contact the Deputy Principal who is the Year Level line manager who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Chinchilla State School may face in-school disciplinary action, such as 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's processes for managing or responding to cyberbullying should be directed to the Principal or Deputy Principal/s.

Chinchilla State School- Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

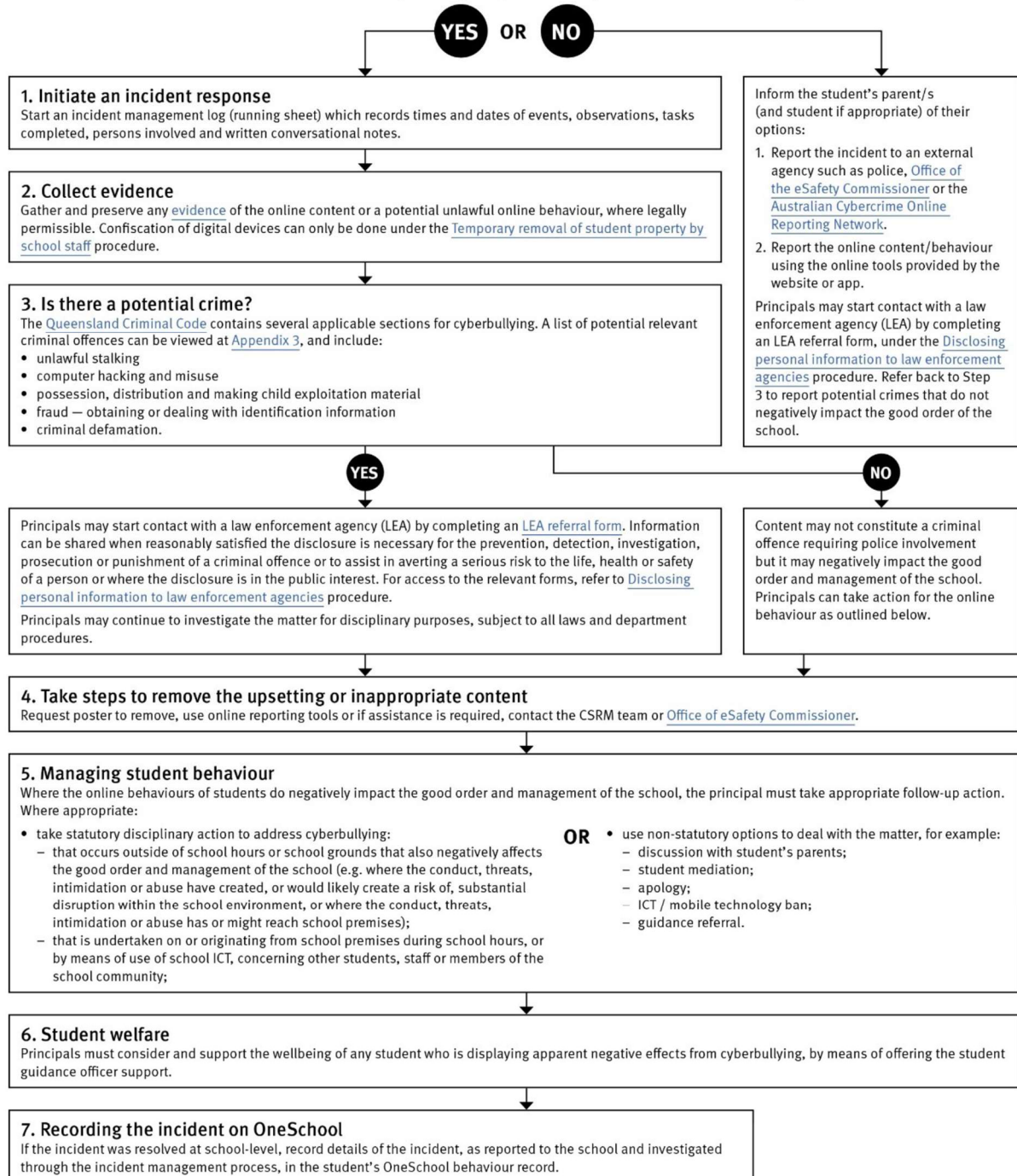
Explicit images

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

Report

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

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



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](#) to access 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 eSafety Commissioner has also provided an [eSafety](#) guide to assist parents to learn about the latest games, apps and social media, including how to protect your information and report inappropriate content.

The team has also developed a Cyberbullying and reputation management resource to assist principals in incident management (visit OnePortal for contact information). For more information about cybersafety or for assistance with issues relating to online behaviour, please refer to the [parent help guide](#).

Student Intervention and Support Services

Chinchilla 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 team 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 Chinchilla 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 may include counselling, social development programs, referral to mental health services or involvement in a restorative strategy. Chinchilla State School's disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying.

These measures may include detentions, after-school detentions, withdrawal from school events, withdrawal from social events or celebrations, or more severe punishments such as suspension or exclusion from school.

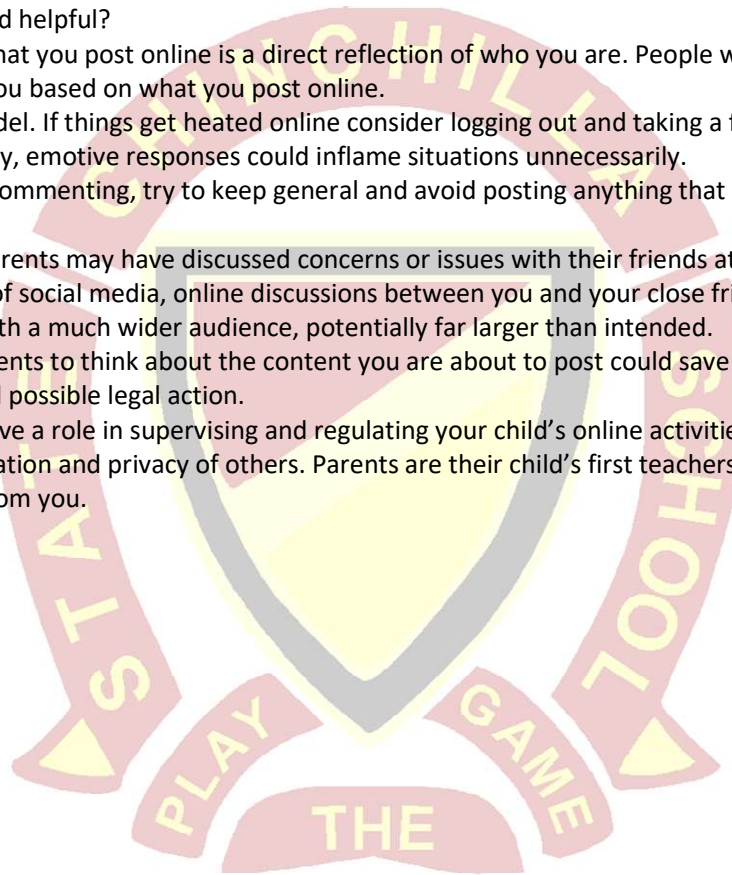
Appropriate use of social media

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 our 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 our school and our community.

Reputations of students, teachers, our school, principals and even parents can be permanently damaged, and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system. Being aware of a few simple strategies can help keep the use of social media positive and constructive:

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



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

Parental and community feedback is important for schools and the department.

If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

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

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved. Keep comments calm and polite, just as you would over the telephone or by email.

If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (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.

Uniform Policy

We take pride in our appearance at Chinchilla State School. Students wear their uniform every day with pride. We are a Sun Smart school and require students to wear a Chinchilla State School wide brimmed hat when outside. Caps are not permitted. We have a No Hat – No Play rule. Students are expected to wear their school shirt. The sport' house uniform should be worn on Wednesdays and all other school sporting events. Students are encouraged to wear their house colour on sports carnival days. No jewellery, except for a watch and sleepers or stud earrings, is permitted. Long hair should be kept neatly tied back in gold or maroon hair accessories. Makeup, nail polish, artificial nails and eyelashes are not permitted. Hair should be natural in colour. The school uniform consists of:

- School Shirt
- Black shorts, skorts or bike pants/ Trackpants or tights in winter
- Maroon jacket or jumper
- White socks
- Runners (predominately black)
- Chinchilla State School wide brimmed hat

Restrictive Practices

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

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices. The use of restrictive practices will always be a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people.

Restrictive practices are not used for punishment or as a disciplinary measure. The department's [Restrictive practices procedure](#) is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance.

The use of planned strategies will only be where there is foreseeable immediate risk consistent with the [Restrictive practices procedure](#).

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

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

Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control.

It is not a time to try and to punish or discipline the student; it is a crisis management period only. Staff will utilise the **Behaviour Risk Assessment tool** to complete a risk evaluation and document a plan for any student involved in regular critical incidents. 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 behaviour at our school and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices



Conclusion

Chinchilla 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 they 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 <https://www.complaints.services.qld.gov.au/>

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through <https://schoolsdirectory.eq.edu.au/>

2. Internal review: contact the local Regional Office

<https://education.qld.gov.au/contact-us/state-schools-regional-contacts>

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

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.

<https://ppr.qed.qld.gov.au/pp/student-protection-procedure>

- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.

<https://ppr.qed.qld.gov.au/attachment/upcoming-customer-complaints-management-procedure.pdf#search=excluded%20complaints%20fact%20sheet>

