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| Bedourie State School |

2025-2028

**Student**

**Code of Conduct**

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

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

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

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| Contact Information |
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| Postal address:  Timor Street, Bedourie, Q 4829 |  |
| Phone: 07 47461224 |  |
| Email: Principal@Bedouriess.eq.edu.au |  |
| School website address: https://www.Bedouriess.eq.edu.au |  |
| Contact Person: Mrs Danielle Carige | . |

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| Endorsement |
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| Principal Name: Danielle Carige |  |
| Principal Signature: |  |
| Date: |  |
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| P/C President Name: Shelly Reynolds |  |
| P/C President Signature: |  |
| Date: |  |

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**Introduction**

At Bedourie State School we believe that students should expect to take responsibility for their behaviour, but that our staff and community play a key role in supporting students to develop improved conduct. Social and emotional learning is modelled, taught, rehearsed and improved through instruction and a shared commitment to helping all learners do the best they can in the learning environment. Through explicit teaching, encouragement, high expectations and praise, as a team we develop the social and emotional capability of all of our learners.

Through a structured approach we employ a tiered system of support to whole school discipline which is responsive to the needs of each and every learner.

Universally, all learners are taught about how to conduct themselves in our school through the full implementation of the Australian Curriculum, with a focus on the personal and social capability continuum. Learners are given multiple opportunities to learn about school and classroom rules, expectations and ways of conducting themselves in the classroom and playground through both formal and informal learning in our multi-age classroom context.

For students who require more support to develop their emotional and social learning capability, we employ focused and intensive teaching strategies. We actively take into account the individual circumstances of each child when determining the approach and target the precise needs of each learner to build capability, confidence and success for every student. We also work in partnership with parents and caregivers to encourage positive behaviours amongst students and rely on parent and caregiver support to reinforce expectations and seek support as needed.

**Consideration of Individual Circumstances**

Our staff team actively considers the support needs of individual learners when developing strategies to support improved student conduct. We take into account:

* Student age
* Student behaviour records and previous approaches that have been successful
* Severity of the incident
* Student’s cultural background
* Student’s disability
* Social and emotional learning history of the student
* Home circumstances
* Any particular complex needs of the student

When making decisions about disciplinary consequences we aim to achieve a balance by considering the needs of each individual and the needs and rights of the school community members. It is essential that student confidentiality is maintained when applying the Student Code of Conduct. This means that disciplinary consequences will be shared with a student’s parent/caregiver but not more broadly. We maintain a strong commitment to the principles of:

* natural justice
* procedural fairness

**Student Wellbeing and Support Network**

The following summary outlines the specific programs being enacted at Bedourie State School. In addition, the agencies available to us, regionally, for students and their families to access.

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| Specific program/ Outside Agency | Details | Contact Details (if applicable) |
| Bedourie Busters Program | Used as a daily reward and teaching tool.  Student of the Week certificates  ‘Bear’ the Bedourie Buster teddy bear |  |
| Smiling Minds | Promotes mental fitness and resilience. Taught 1 x 30 minute lesson per week. | Subcription |
| Health program | Taught 1 x 30 minutes per week for all students. Part of HPE program. | C2C Department of Education |
| Ed-Linq | To strengthen connections, service integration, and capacity between mental health,education, primary care, and community sectors to support school-aged children and young people experiencing, or at-risk-of, mental illness | Harriet Sands  Ed-LinQ Coordinator / Psychologist  p 07 46528100  m 0418778901  [harriet.sands@health.qld.gov.au](mailto:harriet.sands@health.qld.gov.au) |
| Mt Isa RAFS (Remote Area Family Services)  Uniting Care | The Remote Area Families Service (RAFS) is a free service, available to families with children aged 0-12yrs.  RAFS is a high quality, mobile educational service, designed to assist families and children who live beyond the reach of mainstream services. | Leann O’Keefe  Communitiy Support Coordinator  M 0439671343  E. leann.okeefe@uccommunity.org.au |
| NWRH Team | Provide Allied Health clinics at Bedourie – Podiatry, Dietitician and Exercise Physiologist. | [www.nwrh.com.au](http://www.nwrh.com.au/) |
| Royal Flying Doctors Service  (Bedourie Clinic – fortnightly) | Provides medical care through face to face clinics, nurse and doctor phone conferencing and one on one patient calls. | Mt Isa RFDS  07 4745 0411 |
| Pastor Jennie Feldmeier  Frontier Services  Bush Chaplain | Cunnamulla, Burke & Wills Remote Area | They provide practical, pastoral and spiritual support to those in need. | jennief@frontierservices.org | www.frontierservices.org |
| Bush Kids Mt Isa | To promote the health and well-being of children and families with children aged to 13 years in rural and remote locations in Queensland. | [(07) 4743 2575](tel:0747432575) |
| Outback Aerial Mission Inc. | Purpose of Outback Aerial Mission is simply to present the Christian gospel to people in the outback, and to encourage them in their personal relationship with the Lord Jesus Christ. | Steve Cavill  Mob. 0488 940 563  <steve@outbackaerialmission.com.au> |
| Mt Isa Hospital | Provides emergency, surgical and referral care and transfers to other larger centres. | (07) 4744 4444 |

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| Whole School Approach to Discipline |
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Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three pillars of positive behaviour - Be Respectful, Be Responsible and Be Safe.

**Students**

Below are examples of what these expectations look like for students across the school. Our Bedourie Behaviour Busters Program is used daily to both teach and reinforce these expectations.

**Be Respectful** - Always include others in activities

* Raise your hand to speak
* Listen carefully at all times
* Always maintain a positive attitude
* Speak politely to guests, staff and peers
* Tell the truth

**Be Responsible** - Do your best work - first time, every time

* Be ready and prepared for each session
* Always follow instructions
* Accept outcomes
* Solve Problems
* Keep workspace tidy

**Be Safe** - Use equipment appropriately

* Enter and exit classroom orderly
* Keep hands and feet to yourself
* Sit appropriately
* Always wear your hat outside
* Walk on all cemented areas

**Parents and staff**

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

**Be Respectful**

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| ***What we expect to see from you*** | ***What you can expect from us*** |
| You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child. | We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you. |
| You help your child to see the strengths and benefits in diversity and difference in their classmates. | We will promote every child’s individuality and build a cohesive, inclusive classroom and school culture. |
| You are respectful in your conversations at home about school staff. | We will ensure positive behaviours are role modelled for all students. |
| You respect the obligation of staff to maintain student and family privacy. | We will maintain confidentiality about information relating to your child and family. |
| You recognise people are different and will be non-judgemental, fair and equitable to others in the school community. | We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events. |
| You take a positive, solution-focused approach to resolving complaints. | We will nominate a contact person for you to work with to resolve a school related complaint. |
| You respect school, student and staff privacy in your online communications. | We will act quickly to address social media issues that affect staff, students or families. |
| You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues. | We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure. |

**Be Responsible**

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| ***What we expect to see from you*** | ***What you can expect from us*** |
| You stay informed about school news and activities by reading materials sent home by school staff. | We will send home communications notifying parents about school news, excursions or events. |
| You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details. | We will create a safe, supportive and inclusive environment for every student. Parents/Carers will be contacted if children fail to attend and notification has not been received. |
| You support your child to meet the learning and behavioural expectations at school. | We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child’s progress. |
| You share relevant information about your child’s learning, social and behavioural needs with school staff. | We will share relevant information with you about your child’s learning, social and behavioural progress at school. |
| You notice when others need help, parents, staff and students, and ask if there is anything you do to assist. | We will check in with you about your child’s needs or any support your family may require. |

**Be Safe**

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| ***What we expect to see from you*** | ***What you can expect from us*** |
| You leave and collect your child from the designated area at school. | We will give clear guidance about a designated area for parents to leave and collect students. |
| You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent. | We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents. |

**Consideration of Individual Circumstances**

Through full implementation of the Australian Curriculum, all students receive differentiated and explicit teaching of social skills, emotional capability development and opportunities to practise and rehearse the expected behaviours. Expected standards of conduct are shared through:

-explicit rules and routines

-high expectations of all learners

-positive relationships

-learner feedback within the classroom and school

-consistent application of school-wide behaviour management strategies

-quality instruction

-co-delivery of curriculum with support staff members

-positive reinforcement, praise and celebration of learner successes through Bedourie Behaviour Busters daily rewards, Student of the Week and ‘Bear’ the Bedourie Buster weekend stays.

-application of consistent and fair behaviour management choices

-sharing of pieces of literature which illustrate ways of behaviour, solving conflict and getting along

- documenting all behaviours in OneSchool

**Differentiated and Explicit Teaching**

Bedourie State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours through our Bedourie Behaviour Busters reward system, correction, feedback and opportunities for practice.

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

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

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Description automatically generated

**Focused Teaching**

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Focused teaching episodes provide a more tailored approach for individuals and small groups to move towards an improved standard of conduct. Approaches used include:

-social stories, key words signs and other AAC devices

-rule reminders

-small group or individual discussion with principal or delegate

-opportunity for repeated practice and rehearsal

-time spent with support staff to make a plan towards improvement

-goal setting

-monitoring charts

-visual timetables/reminders/cueing systems

-enhanced communication with parents

**Intensive Teaching**

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

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

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

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

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| Legislative Delegations |
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**Legislation**

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

[*Anti-Discrimination Act 1991* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-1991-085)

[*Child Protection Act 1999* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010)

[*Disability Discrimination Act 1992* (Cwth)](https://www.legislation.gov.au/Details/C2016C00763)

[*Disability Standards for Education 2005* (Cwth)](https://www.legislation.gov.au/Details/F2005L00767)

[*Criminal Code Act 1899* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/2018-03-16/act-1899-009)

[*Education (General Provisions) Act 2006* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/2018-05-01/act-2006-039)

[*Education (General Provisions) Regulation 2017* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/sl-2017-0161)

[*Human Rights Act 2019* (Qld)](https://www.legislation.qld.gov.au/view/html/asmade/act-2019-005)

[*Information Privacy Act 2009* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-014)

[*Judicial Review Act 1991* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-1991-100)

[*Right to Information Act 2009* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-013)

[*Police Powers and Responsibilities Act 2000* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2000-005)

[*Work Health and Safety Act 2011* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/2018-07-01/act-2011-018)

[*WorkHealth and Safety Regulations 2011* (Cwth)](https://www.legislation.gov.au/Details/F2011L02664)

**Delegations**

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

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

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

* [*Education (General Provisions) Act 2006* Director-General’s delegations](https://ppr.qed.qld.gov.au/delegation/education-general-provisions-act-2006-director-general-delegations.pdf)
* [*Education (General Provisions) Act 2006* Minister’s delegations](https://ppr.qed.qld.gov.au/delegation/education-general-provisions-act-2006-minister-delegations.pdf)
* [*Education (General Provisions) Act 2006* Director-General’s authorisations](https://ppr.qed.qld.gov.au/delegation/education-general-provisions-act-2006-director-general-authorisations.pdf)
* [Education (General Provisions) Regulation 2006 Minister’s delegations](https://ppr.qed.qld.gov.au/delegation/education-general-provisions-regulation-2017-minister-delegations.pdf)
* [Education (General Provisions) Regulation 2017 Director-General’s delegations](https://ppr.qed.qld.gov.au/delegation/education-general-provisions-regulation-2017-director-general-delegations.pdf)

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| Disciplinary Consequences |
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The disciplinary consequences model used at Bedourie State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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

**Differentiated**

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

* Pre-correction (e.g. “Remember, walk quietly to your seat”)
* Non-verbal and visual cues (e.g. posters, hand gestures)
* Whole class practising of routines
* Ratio of 5 positive to 1 negative commentary or feedback to class
* Corrective feedback (e.g. “Hand up when you want to ask a question”)
* Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
* Explicit behavioural instructions (e.g. “Pick up your pencil”)
* Proximity control
* Tactical ignoring of inappropriate behaviour (not student)
* Revised seating plan and relocation of student/s
* Individual positive reinforcement for appropriate behaviour
* Classwide incentives
* Reminders of incentives or class goals
* Redirection
* Low voice and tone for individual instructions
* Give 30 second ‘take-up’ time for student/s to process instruction/s
* Reduce verbal language
* Break down tasks into smaller chunks
* Provide positive choice of task order (e.g. “Which one do you want to start with?”)
* Prompt student to take a break or time away in class
* Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
* Provide demonstration of expected behaviour
* Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
* Private discussion with student about expected behaviour
* Reprimand for inappropriate behaviour
* Warning of more serious consequences (e.g. removal from classroom)
* Detention

**Focussed**

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

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

**Intensive**

The school principal works in consultation with regional support staff to address persistent or ongoing serious problem behaviour. This may include:

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

**School Disciplinary Absences**

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

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

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools 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 Bedourie State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student’s behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

**Arrangements**

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

**Structure**

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

* Welcome back to school
* Check in on student wellbeing
* Discuss any recent changes to school routine or staffing
* Offer information about supports available (e.g. guidance officer)
* Set a date for follow-up
* Thank student and parent/s for attending
* Walk with student to classroom

**Reasonable adjustments**

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

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| School Policies |
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Bedourie State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment:

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

**Temporary removal of student property**

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

In determining what constitutes a reasonable time to retain student property, the principal 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 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 Bedourie State School and will be removed if found in a student’s possession:

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

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

**Responsibilities**

Bedourie State School staff:

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

**Parents** of students at Bedourie State School

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

**Students** of Bedourie State School

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

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

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

In consultation with the broader school community, Bedourie State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

**Student mobile phones are discouraged at Bedourie State School. The Principal will discuss any phone concerns with parents and seek support for the school’s approach. Students are informed that mobile phones are not acceptable at school as they have the potential to create a distraction or become lost or damaged.**

It is **unacceptable** for students at Bedourie State School to:

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

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Bedourie 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
  + schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  + students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  + despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  + teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

**Preventing and responding to bullying**

Bedourie State School promotes positive relationships and the wellbeing of all students, staff and visitors at the school.

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

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Bedourie 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 Bedourie State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

**Bullying Flow Chart for Teachers**

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

**Kindy to Year 6** – Class teacher (who will consult with the Principal)

* Provide a safe, quiet space to talk
* Reassure the student that you will listen to them
* Let them share their experience and feelings without interruption
* If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
* Continue to check in with student on regular basis until concerns have been mitigated
* Record notes of follow-up meetings in OneSchool
* Refer matter to specialist staff within 48 hours if problems escalate
* Look for opportunities to improve school wellbeing for all students
* Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
* Make a time to meet with the student to discuss next steps
* Ask the student what they believe will help address the situation
* Provide the student and parent with information about student support network
* Agree to a plan of action and timeline for the student, parent and yourself
* Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
* Write a record of your communication with the student
* Check back with the student to ensure you have the facts correct
* Enter the record in OneSchool
* Notify parent/s that the issue of concern is being investigated
* Gather additional information from other students, staff or family
* Review any previous reports or records for students involved
* Make sure you can answer who, what, where, when and how
* Clarify information with student and check on their wellbeing
* Document the plan of action in OneSchool
* Complete all actions agreed with student and parent within agreed timeframes
* Monitor the student and check in regularly on their wellbeing
* Seek assistance from student support network if needed
* Meet with the student to review situation
* Discuss what has changed, improved or worsened
* Explore other options for strengthening student wellbeing or safety
* Report back to parent
* Record outcomes in OneSchool

**Cyberbullying**

Cyberbullying is treated at Bedourie State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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.

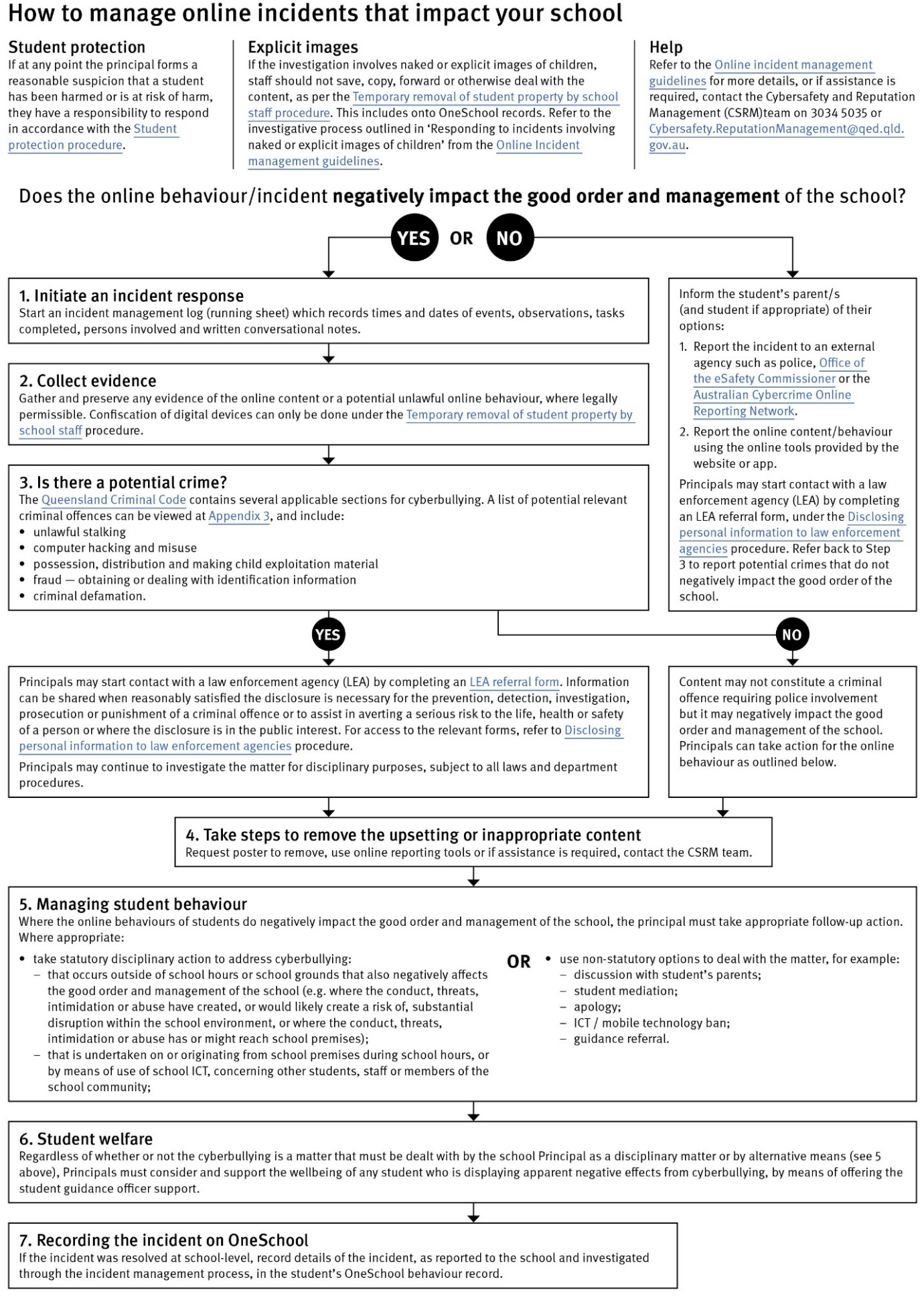
In the first instance, students or parents who wish to make a report about cyberbullying should approach the class teacher (who will consult with the Principal) or the Principal.

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](https://www.esafety.gov.au/) or the Queensland Police Service.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

**Cyberbullying response flowchart for school staff**



**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](http://behaviour.education.qld.gov.au/SiteCollectionDocuments/cybersafety/cyberbullying-cybersafetyprintfriendlyguide.pdf) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](http://behaviour.education.qld.gov.au/SiteCollectionDocuments/cybersafety/cyberbullying-reputation-management-guidelines.pdf) (Department employees only) resource to assist principals in incident management.

**Student Intervention and Support Services**

Bedourie 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 school support staff. Students are encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Bedourie State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students’ concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

**Bedourie State School – Anti-Bullying Compact**

The Anti-Bullying Compact provides a clear outline of the way our community at Bedourie State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Bedourie State School **– Anti Bullying Compact**

We agree to work together to improve the quality of relationships in our community at Bedourie State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

* Treat everyone with kindness and respect.
* Abide by the school’s anti-bullying policies and procedures.
* Support individuals who have been bullied.
* Speak out against verbal, relational, physical bullying and cyber bullying.
* Notify a parent, teacher, or school administrator when bullying does occur.

Student’s signature

Parent’s signature

School representative signature

Date

**Appropriate use of social media**

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

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

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

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

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

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

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

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

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child’s learning and/or affects the school community at large, contact the school principal.

**Possible civil or criminal ramifications of online commentary**

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

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

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

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

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

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

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

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

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

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

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

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

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

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

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| Related Procedures and Guidelines |
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Bedourie State School’s approach to student discipline is underpinned by legislation.

* [Anti-Discrimination Act 1991 (Qld)](http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/qld/consol_act/aa1991204/)
* [Child Protection Act 1999 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010)
* [Commonwealth Disability Discrimination Act 1992](https://www.legislation.gov.au/Details/C2016C00763)
* [Commonwealth Disability Standards for Education 2005](https://docs.education.gov.au/node/16354)
* [Criminal Code Act 1899 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/2018-03-16/act-1899-009)
* [Education (General Provisions) Act 2006](https://www.legislation.qld.gov.au/view/html/inforce/2018-05-01/act-2006-039)
* [Education (General Provisions) Regulation 2017](http://classic.austlii.edu.au/au/legis/qld/consol_reg/epr2017396/)
* [Human Rights Act 2019 (Qld)](https://www.legislation.qld.gov.au/view/html/asmade/act-2019-005)
* [Information Privacy Act 2009 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-014)
* [Judicial Review Act 1991 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-1991-100)
* [Right to Information Act 2009 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-013)
* [Police Powers and Responsibilities Act 2000 (Qld)](http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/qld/consol_act/ppara2000365/)
* [Workplace Health and Safety Act 2011 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/2018-07-01/act-2011-018)
* [Workplace Health and Safety Regulation 2011 (Cwth)](https://www.legislation.gov.au/Details/F2011L02664)

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

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

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution**: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child’s teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](https://www.complaints.services.qld.gov.au/).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](https://schoolsdirectory.eq.edu.au/).

1. **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](https://education.qld.gov.au/contact-us/state-schools-regional-contacts) to conduct a review. You need to submit a [Request for internal review form](https://ppr.qed.qld.gov.au/attachment/customer-complaints-request-an-internal-review.docx) within 28 days of receiving the complaint outcome.

1. **External review**: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

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

* issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](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 [Complaints and grievances management policy](https://ppr.qed.qld.gov.au/pp/complaints-and-grievances-management-policy).