East Brisbane State School

Student Code of Conduct 2026 - 2030

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

Purpose

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

The East Brisbane 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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Endorsement

Principal Name:	Deb James	P/C President Name:	James Gray
Principal Signature:		P/C President Signature:	
Date:	27-01-2026	Date:	

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Whole School Approach to Discipline

To address the unique needs of our community, East Brisbane State School has established a whole-school approach to student behaviour, integrating key aspects of the Positive Behaviour for Learning (PBL) framework within our multi-tiered system of support.

Our approach incorporates evidence-informed practices aligned with the PBL framework to:

- analyse and improve student behaviour and learning outcomes
- ensure that effective, evidence-based strategies are used consistently by staff to support students
- build staff capability and maintain a consistent, whole-school approach to improvement

At East Brisbane State School, we believe that a strong focus on positive learning expectations reflects our understanding that student attitudes, actions and behaviours are integral to the teaching and learning process.

Our staff take responsibility for clearly communicating expectations, explicitly teaching what these look like in practice, and using behavioural incidents as opportunities for re-teaching and reflection.
The development of the East Brisbane State School Student Code of Conduct provides an opportunity to share our approach with students and families, and to build a shared understanding of how we support positive behaviour. The language and expectations we use at school can also be reinforced in the home, strengthening consistency for students.

Working in partnership to set students up for success is a shared goal between families and school staff. Parents and carers who have questions or would like to discuss the Student Code of Conduct or our approach to behaviour are encouraged to contact their child's teacher or a member of the leadership team via the school office.



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Positive Behaviour Expectations

Safe • Responsible • Respectful • Learners

At East Brisbane State School, we are committed to providing a high-quality education in a safe, inclusive and supportive environment. We believe that **everyone in our school community - students, staff, parents and visitors - has a shared responsibility to meet our Positive Behaviour Expectations**.

Our four PBL expectations guide behaviour and decision-making across the school:

- **Safe**
- **Responsible**
- **Respectful**
- **Learners**

These expectations apply to all members of the school community and support positive relationships, wellbeing and learning success.

Students
Below are examples of what our Positive Behaviour Expectations look like for students across the school. Each classroom will also develop shared examples to help students and visitors understand how these expectations are lived every day at East Brisbane State School.

Safe
- Move calmly and sensibly around the school.
- Use equipment and materials safely.
- Follow our 'away for the day' mobile phone policy.
- Use appropriate (G-rated) language at all times.

Responsible
- Come to school and class prepared to learn.
- Complete homework and assessment tasks on time.
- Follow teacher instructions promptly.
- Ask for help when needed.

Respectful
- Listen attentively when others are speaking.
- Respect other people's space and belongings.
- Use polite language such as "please" and "thank you".
- Put rubbish in the bins provided.

Learners
- Do your own work and try your best.
- Learn from mistakes and accept feedback.
- Take on different roles in group work.
- Encourage and support others to succeed.

Parents, Carers and Staff
The table below outlines how our Positive Behaviour Expectations apply to parents and carers when visiting the school, and the standards staff commit to in partnership with families.

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Safe

What we expect to see from you	*What you can expect from us*
You support the safe management of the school by abiding by the expectations of attendance on site after 8.30am (unless enrolled in OSHC) and exiting the grounds after 3pm (unless enrolled in OSHC)	A safe and supervised environment for students, staff, parents/ carers and community during recognised and published school hours of operation.
You follow the directions of school staff at all times whilst on our school site, including signing-in at the office as required, Mandatory Training requirements and the relevant Blue Card legislation.	We will provide clear communication of parent/ carer/ visitor expectations when visiting our school site, including the sign-in requirements, Mandatory Training requirements and Blue Card legislation.
Leave and collect children from designated areas only.	We will clearly identify designated pick-up and drop-off areas and ensure supervision is in place.

Responsible

What we expect to see from you	*What you can expect from us*
Ensure your child attends school every day unless unwell.	We will monitor attendance and support students and families to engage positively with schooling.
Notify the school promptly of absences or changes in contact details.	We will maintain accurate records and communicate with families in a timely manner.
Respect the privacy and confidentiality of students, families and staff.	We will maintain confidentiality regarding information about your child and family.
Stay informed by reading school communications.	We will provide clear, regular communication through the school newsletter and official channels.

Respectful

What we expect to see from you	*What you can expect from us*
Communicate respectfully with staff, students and other parents.	We will communicate with families in a respectful, professional and courteous manner.
Raise concerns through appropriate school channels.	We will listen to concerns, respond promptly and follow fair, transparent processes.
Be fair, non-judgemental and respectful of diversity and difference.	We will actively promote inclusion, equity and respect for diversity across the school community.

Learners

What we expect to see from you	*What you can expect from us*
Support your child to meet learning and behaviour expectations.	We will clearly communicate learning and behaviour expectations and provide regular feedback.
Share relevant information about your child's learning, social or wellbeing needs.	We will use shared information to support your child's learning, wellbeing and engagement.
Take a positive, solution-focused approach when concerns arise.	We will work collaboratively with families to identify solutions and support student success.
Engage with school learning opportunities, events and communications.	We will provide meaningful opportunities for family engagement in learning and school life.

Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

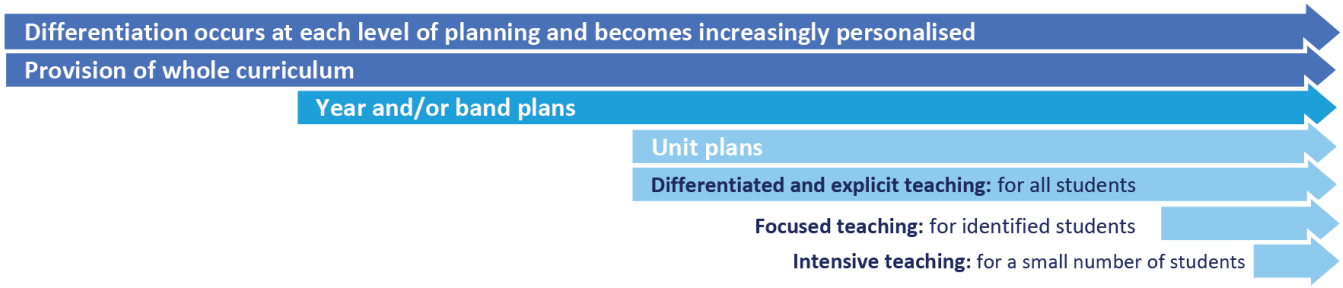
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please raise this with your child's classroom teacher or make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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

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

School Wide Behaviour Expectations Matrix

Area	Be Safe	Be Responsible	Be Respectful	Be a Learner
Classrooms	• Move calmly and safely within the classroom. • Use equipment and resources safely. • Keep hands, feet and objects to yourself.	• Come prepared with required materials. • Follow teacher instructions promptly. • Keep your workspace tidy.	• Listen when others are speaking. • Use polite and appropriate language. • Respect others' space and belongings.	• Try your best and stay engaged in learning. • Ask questions and seek help when needed. • Accept feedback and learn from mistakes.
Playgrounds	• Use play equipment correctly. • Play in the correct area • Walk on hard surfaces	• Help pack up equipment. • Return borrowed balls. • Seek help from a duty teacher when needed. • Always wear a hat.	• Include others in play. • Use friendly words and actions. • Respect differences and personal space.	• Learn new games and play fairly. • Resolve problems calmly and positively. • Learn about our friends. • Use the High 5.
Transitions - walkways	• Walk calmly and quietly. • Follow adult directions. • Stay with your class.	• Move promptly to your destination. • Line up correctly. • Carry items safely.	• Keep hands and body to yourself. • Use quiet voices. • Respect learning spaces you pass through.	• Be ready to learn when you arrive. • Show focus and self-control. • Transition efficiently to maximise learning time.
Toilets	• Walk and move carefully. • Keep water on sinks only. • Return to class promptly.	• Use toilets appropriately. • Flush and wash hands. • Report any issues to an adult.	• Respect privacy of others. • Use quiet voices. • Leave the area clean.	• Follow hygiene routines independently. • Learn responsibility for shared spaces. • Use the toilet during break times.
Eating Area	• Sit while eating. • Dispose of rubbish safely. • Keep food to yourself.	• Eat in designated areas only. • Pack away belongings after eating. • Wash hands when required.	• Use good table manners. • Share space calmly with others. • Use polite language.	• Make healthy choices when possible. • Learn about hygiene and care of shared spaces. • Follow routines independently.
Tuckshop	• Walk and line up calmly. • Follow tuckshop procedures. • Wait in designated areas.	• Have money or order ready. • Collect your own order. • Take food back to eating areas safely.	• Use polite words and manners. • Listen to tuckshop staff. • Say "please" and "thank you".	• Practice patience while waiting. • Make considered food choices. • Follow routines independently.
Lining Up Areas	• Stand still and keep hands to yourself. • Follow staff instructions. • Walk when moving off.	• Line up quickly and correctly. • Stay in your place. • Hold hats, water bottles & lunchboxes safely.	• Face forward and listen. • Use quiet voices. • Respect others personal space.	• Be ready for the next activity. • Show self-control and focus. • Transition smoothly to learning.

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Reinforcing expected behaviour

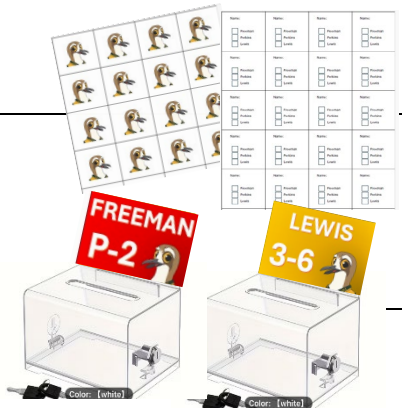
Students receive meaningful and consistent feedback to reinforce positive behaviour. A formal recognition and monitoring system has been developed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give quality reinforcement feedback.

The school-wide reinforcement system employs a number of strategies for recognising and reinforcing student who demonstrate the school's expected behaviours. This is a whole-school approach, used in all classrooms and programs offered through the school, including lunch times, before/after school, sporting activities and excursions.

Effective schoolwide continuum of encouragement employs 3 forms of reinforcement with the intention of thinning the reinforcement whereby shifting the motivation from extrinsic to intrinsic as fluency with skills develop. The following tables outline the specific purpose, criteria and processes for the three forms of reinforcement.

Free and Frequent: Curlew Credits

Purpose	Reinforce desired behaviour in the classroom. Reinforcing focus behaviours in the playground.
Criteria	Student demonstrates behaviour independently and the behaviour is reinforced with specific positive feedback linked to the school's Behaviour Expectations – Safe, Responsible, Respectful Learners
Where, When & Who	School-wide Anytime Any staff member
Process	Students collect Curlew Credits throughout the day. When received they write their name on the back and tick the house they are in. The student then places this credit in the corresponding container kept in/outside the office. Every fortnight, two Curlew Credits are drawn from each house box and the winners are announced at parade. These students can then go to the office to collect a prize from the prize box. House Captains tally up the number of Curlew credits collected in each container, and this gets added to a running total (see House Credit Reward Day below)



Medium: Student of the week

Purpose	Reinforcing behaviour that the students have demonstrated. Aligned with the fortnightly focus behaviour.
Criteria	Students who have been demonstrating the focus behaviour to an exemplary standard that fortnight.
Where, When & Who	Two students per class At either the P-2 or 3-6 fortnightly parade Classroom teachers/specialists/leadership team
Process	Teacher nominates the student of the week and enters their positive behaviour into OneSchool. This is printed onto a certificate and presented at the fortnightly parade. Parents are informed and invited to attend.

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Medium: House Credit Reward Day

Purpose	Reinforcing behaviour that the whole 'house' has demonstrated.
Criteria	Students are rewarded with Curlew Credits free and frequently that are accumulated and the house with the most credits at the end of the term has a reward session.
Where, When & Who	All term Announced at the end of term parade.
Process	House Captains tally up the number of Curlew credits collected in each Curlew Credit container, and this gets added to a running total. At the end of the term the house that has accumulated the highest number of credits wins an end of term prize (for example Zooper Doopers on the oval in the last session of the day followed by a game).

Long and Strong: End of Year Recognition

Purpose	Recognising outstanding behaviour at end of year Celebration Night.
Criteria	Consideration of OneSchool records, specialist teacher reports and relief teacher reports. Any combination of Very High or High behaviour results on Report Card.
Where, When &Who	Year long Recognised at end of year Celebration Night
Process	Teachers check OneSchool for behaviour requirements. One student from each class is recognised with a book prize and award certificate for outstanding, yearlong behaviour.

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at East Brisbane State School to provide focused teaching. Focused teaching is aligned to the School Wide Behaviour Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

East Brisbane State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

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Intensive Teaching

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

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

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

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

Legislative Delegations

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

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

Delegations

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

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

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

- *Education (General Provisions) Act 2006 Director-General's delegations*
- *Education (General Provisions) Act 2006 Minister's delegations*
- *Education (General Provisions) Act 2006 Director-General's authorisations*
- *Education (General Provisions) Regulation 2006 Minister's delegations*
- *Education (General Provisions) Regulation 2017 Director-General's delegations*

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Disciplinary Consequences

The disciplinary consequences model used at East Brisbane 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, logical consequences and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language

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- 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 (use of ‘NEST / Reflection Room’ during playtime)

Focussed

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

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

Intensive

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

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

School Disciplinary Absences

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

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

At East Brisbane 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.

East Brisbane State School has a current Instrument of Authorisation in force (refer Appendix 11, page 53). The Instrument of Authorisation provides for the Principal to authorise the Deputy Principal to inform parents/ carers and students of a decision to suspend a student of the school on the Principal's behalf, under Section 281 (Chapter 12, Part 3, Division 2) of the Education (General Provisions) Act 2006.

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 East Brisbane 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 verbally 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.

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Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.
The following items are explicitly prohibited at East Brisbane State School and will be removed if found in a student's possession:

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

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

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

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Responsibilities

Staff at East Brisbane State School:

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

Parents of students at East Brisbane 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 East Brisbane State School Student Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

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

Use of mobile phones and other devices by students

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.

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, however the actions of East Brisbane State School in restricting the use of smartwatches and mobile phones is in accordance with Department of Education policy from the commencement of the 2026 school year.

This local school policy, in accordance with the Department of Education's Student use of mobile devices procedure, explicitly states:

- the requirement for all students (except for those with recorded exemptions) to keep their mobile phones switched off and **'away for the day**' and/or disable notifications on wearable devices during school hours;
- the process for seeking formal exemption from this policy for students who require access to their mobile phone or wearable device during school hours for medical, disability and/or wellbeing reasons is done so by contacting the Principal via the school office;
- conditions applying to formal exemptions (e.g. digital licence on device, usage agreement, loss or damage responsibility) are negotiated between the Principal and parents/ carers once any exemption is approved by the Principal; and
- the school's approach to storage of student devices is to hand in any mobile phones on site to the school office immediately upon arrival at school. At the end of the school day, students are to attend the office to collect their mobile phones. If wearable device notifications cannot be silenced, they too must be submitted to the office as per the mobile phone processes.
- For extra-curricular activities, these devices are not permitted to be take or used, unless exempted by the Principal.

At East Brisbane State School, this policy will be implemented as follows:

- Students **must** hand in their mobile phones immediately upon arrival at school each day and phones will be securely stored until the conclusion of the school day, when they will be available for collection;
- All applicable devices will be:
    - Handed in to the school office, at the front counter;
    - Once handed in, the mobile phone or wearable device will be put "away for the day";
    - At the end of the school day (or in the event of an early departure), the devices will be handed back in the same location.
- There will be no other school-specific exemptions, except for:
    - Students who require these devices for an approved reason (e.g. part of an approved Medical Action Plan) and/ or once a formal exemption is approved by the Principal.

Failure to abide by these conditions demonstrates a breach of the expectations outlined in the Student Code of Conduct, and serious disciplinary measures can be applied as a result of misconduct or failure to abide by this policy. Stating that you are "unaware" of the process will not be accepted as a valid reason for any breach of the 'away for the day' provisions of the Student Code of Conduct.

Responsibilities

The responsibilities for students using electronic devices, including iPads, to school for educational purposes, are outlined below.

It is **ACCEPTABLE** for students of East Brisbane State School to:

- use iPads or laptop devices (NOT mobile phones or smartwatches) for:
    - assigned class work and assignments set by teachers
    - developing appropriate literacy, communication and information skills
    - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
    - conducting general research for school activities and projects
    - communicating or collaborating with other students, teachers, parents or experts in relation to school work
    - accessing online references such as dictionaries, encyclopaedias, etc.
    - researching and learning through the department's QLearn environment
- be courteous, considerate and respectful of others when using device for learning

It is **UNACCEPTABLE** for students of East Brisbane State School to:

- have their mobile phone in their possession during the school day. All mobile phones are to be handed in to the Office (unless exempted by the Principal).

- Be wearing a connected smartwatch with notifications active at any time whilst on the school grounds. If needed for safe travel to/ from school, these are to be handed in following the same processes in place for mobile phones.
- use an electronic device, in an unlawful manner at any time – including whilst at home
- use any technology in a space or time of day that is deemed technology-free
- download, distribute or publish offensive messages or pictures at any time – including whilst at home
- use obscene, inflammatory, racist, discriminatory or derogatory language at any time – including whilst at home
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking at any time – including whilst at home
- insult, harass or attack others or use obscene or abusive language at any time – including whilst at home
- deliberately waste printing and internet resources
- change any setting, password or operating systems on a school-owned device, including but not limited to iPads and laptops.
- damage any school-owned iPad, computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions whilst accessing the device to support learning
- access any social media, online email and internet chat at any time whilst connected to the school's network
- send chain letters or spam email (junk mail) via your Departmental email account at any time
- knowingly download viruses or any other programs capable of breaching the department's network security
- use built-in device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms, toilets or classrooms. This is a breach of privacy, which brings hefty legal consequences in addition to school-bases consequences
- 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. This is unlawful conduct that will not be tolerated and you may be referred to the Queensland Police Service in addition to school consequences being applied
- use any device (including those with Bluetooth functionality) to cheat during exams/ assessments

At all times while using ICT facilities and devices supplied by the school students will be required to act in line with the requirements of the East Brisbane State School Student Code of Conduct.

In addition, students and their parents/ carers 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
    - school network usage is tracked and traced, including word scans, image scans and website visitation tracking. Schools may remotely access departmentally-owned student computers or mobile devices for management purposes if misconduct is suspected. This includes any personal device that is connected to the school's ICT network at the time.
    - 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, de-activating the student's digital profile, or the Principal (or delegate) imposing a more serious disciplinary consequence or SDA.

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- 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 and monitoring where possible by parents/ carers.

Preventing and responding to bullying

East Brisbane State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

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



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

2. **Inclusion**
   All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

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4. **Partnerships**
   Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. **Support**
   School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the **Student Council** is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at East Brisbane State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At East Brisbane 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 East Brisbane 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.

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East Brisbane State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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Cyberbullying

Cyberbullying is treated at East Brisbane 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 regular class teacher.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at East Brisbane 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.

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East Brisbane 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 Cybersafety and Reputation Management (CSRM)team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

East Brisbane State School – Anti-Bullying Statement

The Anti-Bullying Compact provides a clear outline of the way our community at East Brisbane 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.

East Brisbane State School – Anti Bullying Statement

We agree to work together to improve the quality of relationships in our community at East Brisbane 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

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Appropriate use of social media

At East Brisbane State School, all enrolled students are under the age of 13. We remind parents and carers that, in accordance with the terms of service of social media platforms such as Facebook, Instagram, Snapchat, and TikTok, as well as the Australian Privacy Principles under the Privacy Act 1988 (Cth), children under the age of 13 are not legally permitted to create or use accounts on these platforms. We strongly encourage families to actively monitor their children's online activities to ensure adherence to these legal requirements and to promote their safety and well-being.

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

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

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Restrictive Practices

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

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

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

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

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

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

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

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

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

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Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student's 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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