PEREGIAN SPRINGS
STATE SCHOOL

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at https://ppr.qed.qld.gov.au/pp/student-discipline-procedure to ensure you have the most current version of this document.

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Endorsement

Principal Name: **Victoria Anstey**

Signature:

Date: 14 November 2024

P&C President (VP) Name: **Stuart Long**

Signature:

Date: 14 November 2024

School Council Chair Name: **Kristy Ratten**

Signature:

Date: 14 November 2024

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Purpose

Peregian Springs State School is committed to providing a safe, respectful learning environment for all students, staff, parents, visitors, and the broader community. Students have opportunities to engage in quality learning experiences and acquire values supportive of lifelong wellbeing.

The Peregian Springs 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 towards enabling students to be self-managed in their learning and behaviour.

The purpose of this document 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.

The principles of Choice Theory (Glasser, 1998) underpin the implementation and principles of this Code of Conduct. This philosophy is about creating the conditions for each student to progress towards responsible self-management, whilst learning about how and why people behave the way they do.

Whole School Approach to Self Management

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

Peregian Springs State School is a Glasser Quality School and the school uses Choice Theory as the psychological base for all decision making. This philosophy is about creating the conditions to enable each student to progress towards happy and responsible self-management, whilst learning about how and why people behave the way they do. I work to help all individuals move towards developing the key life skills of:

- Understanding myself and others
- Building the relationships I need, feeling good about myself
- Solving problems and taking effective control of my life
- Creating a happy and healthy, connected and purposeful life

Choice Theory underpins the school's belief that the only person's behaviour you can control is your own.

If you would like to learn more about Choice Theory, the school offers regular parenting programmes based on Choice Theory as well as a Parent Library on this topic. More information about Choice Theory can be found in the Self Management Framework.

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Peregian Springs State School uses the principles of Choice Theory and the multi-tiered system of support throughout the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

Our Self Management Framework's four pillars are:
- Choice Theory
- Clear and High expectations
- Data informed
- Social and Emotional Learning

At Peregian Springs State School we support students with their behaviour choices by assisting each student to reflect on their decision making and make a more appropriate plan for future success. Our staff take responsibility for making their expectations clear as students move towards self-management. Behavioural choices are opportunities to reflect through the *Reality Therapy* model and students are encouraged to enact the *Think 5* process.

The development of the Peregian Springs State School's Student Code of Conduct is an opportunity to explain the Self-Management framework with parents and students and gain their support to implement a consistent approach to teaching and understanding behaviour. The language and expectations of Choice Theory can be used in any environment, including the home setting.

Expectations

Our staff are committed to delivering a high quality of education for every student, and believe everyone across our school community, whether visiting or working, should meet our Code of Cooperation: Be Respectful, Be Responsible, Be Safe and Be Courteous.

Students

Below are examples of what expectations look like for students, across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Peregian Springs State School.

	Be Safe	Be Responsible	Be Respectful
Whole School	• I am responsible for my behaviour. • I wear my school uniform every day. • I follow adult directions. • I look after my own property. • I practise good hygiene.	• I am a listener. I am the best participant I can be. • I know the school expectations. • am on time. I ask for help. • I keep nature where nature is supposed to be. • I place all litter in the bin. • I place food scraps in the recycling bins. • I clean up any spills/accidents or ask an adult for help.	• I use people's names when I greet them. I use please and thank you when I ask for something. • I am honest. • I listen when others are speaking. • I keep my hands and feet to myself. I share the space around me. • I respect other's property.

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Classroom	• I am organised. I participate fully. • I have my equipment ready. • I am only in the classroom when a teacher is present	• I am responsible for my learning. I use water and electricity responsibly • I keep my classroom tidy. • I use equipment and furniture safely and appropriately. • I return borrowed equipment and resources promptly	• I ask permission to leave the class. I raise my hand to speak. • I use positive language. • I ask to borrow equipment and I return it promptly. • I listen to others when they speak.
Playground	• I wear a hat and shoes when outside. • I stay in bounds. I am sun smart	• I use equipment safely and appropriately. • I play in my own area.	• I ask to join in games. • I play by the agreed rules. • I invite others to join in. • I share equipment.
Eating Times	• I only eat my own food. • I don't share food I wash my hands before and after eating	• I only eat food in the eating areas	• I eat politely. • I handle food appropriately • I allow others to eat without interference.
Toilets Drink Taps	• At the first bell, I visit the toilet, wash my hands and drink water.	• I return to class promptly • I use water and electricity responsibly.	• I wait my turn. • I line up quietly. • I respect the privacy of others
Transitions	• I walk when moving around the school. • I wait in the undercover area or before school. I respond quickly to the end of play bells. • I only cross the road at the crossing.	• I walk quietly so as not to disturb others' learning.	• I wait at the door to be invited in. • I keep to the left of the paths. • I allow room for others to enter or leave a building when lining up.
Tuckshop		• I order my lunch before school. • I wait my turn in line. • I use manners (Common Courtesies). • I line up quietly. • I line up at the appropriate time I make my selection quickly	• I wait my turn in line. • I use manners (Common Courtesies). • I line up quietly. • I line up at the appropriate time I make my selection quickly.
Excursions/ Off Campus	• I follow my teacher's/leader's instructions • I stay with the group	• I take care of my own belongings • I return notes and permissions on time	• I use good manners when talking to others. I follow teacher instructions promptly
Special Events Assembly	• I move up quickly to receive an award or recognition	• I recognise the efforts of others when they share their work.	• I use good audience manners. • I show my appreciation at the appropriate time and in the appropriate manner. • I shake hands when receiving an award or when thanking a visitor. • I know the words of our National Anthem • I watch where I step when moving through the audience.
Resource Centre	• I walk as I move around the Resource Centre	• I use a library bag to carry books to and from home • I return books on time • I look after library books at school and home	• I line up and wait outside for an adult to invite me into the Resource Centre • I know and am mindful that the Resource Centre is a quiet place for learning • I return books to the returns trolley •

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Be Courteous
Common Courtesies • Say, *'Please'* whenever you ask for something. • Say, *'Thank you'* when someone gives you something or does something for you. • Say, *'I beg your pardon'* if you didn't hear what someone said. • Say, *'Excuse me'* when you walk or lean in front of people. • When people speak to you, look at their face and listen to what they say. • Greet people when you see them, e.g. *'Good Morning, Ms Smith'*. • Use the person's name when speaking with them, e.g. *'Yes, Ms Smith.'* • Say, *'Please may I…'* followed by your request, e.g. *'Please may I leave the room?'* • Knock before entering a room, walk in and stand where the teacher can see you. Wait quietly to be asked your business. • Be on time for the beginning of lessons and excuse yourself if you are late.

Parents, Student and Staff – Rights and Responsibilities

The table below explains the expectations for parents when visiting our school and the standards we commit to as staff. The school also has a stand alone Parent and Community Code of Conduct.

Rights and Responsibilities		
Students	*Staff*	*Parents/Caregivers*
• **Students have the right to:** • a quality education; learn in a safe and pleasant environment free from physical and/or verbal abuse; • be free from discrimination; • be treated with courtesy by other students, staff and adults; • feel proud of their school; • expect their property to be safe.	• **Staff have the right to:** • be recognised as professional educators; • be free from discrimination; • carry out their duties in a safe, pleasant and supportive environment – free from physical and/or verbal abuse; • be treated with courtesy by students and other members of the school community; • have reasonable requests carried out promptly; • manage student behaviour fairly and according to Education Queensland Regulations; • expect their property to be safe.	• **Parents have the right to:** • expect their child will be educated in a supportive environment; • be treated with courtesy by staff, students and other members of the school community; • express their opinions about school matters; • have access to school personnel at mutually arranged times; • educational support from the school; • be kept informed on all aspects of their child's education.
• **Students have a responsibility to:** • respect the rights of others to learn; • respect the rights of others to participate in and enjoy school activities;	• **Staff have a responsibility to:** • treat students and other members of the school community with respect and in a fair and just manner; • act in a professional and collegial manner; • prepare learning programs	• **Parents have a responsibility to:** • co-operate with teachers and other members of the school community; • support their child's education; • support personnel in • maintaining a safe school environment;

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• participate in educational programs to the best of their ability; • be prepared and on time for classes; • care for the school environment; • adhere to safety regulations and avoid dangerous practices; • use common courtesies when addressing others; • respect the property of others	• cater for the interests and abilities of their students in accordance with departmental guidelines; • teach to the best of their ability; • be prepared and on time for classes; • follow agreed school and departmental codes and procedures; • be involved in the diverse aspects of the school's operation	• approach the school for • appropriate support as needed; • access support programs • provided by the school; • encourage their child to accept • school regulations and make • appropriate behaviour choices; • recognise the professional role of teachers in educating their child.

Consideration of Individual Circumstances

All staff at Peregian Springs State School take into account students' individual circumstances, such as their developmental stage, level of cognition, age, behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching self-management expectations and responding to behaviour choices.

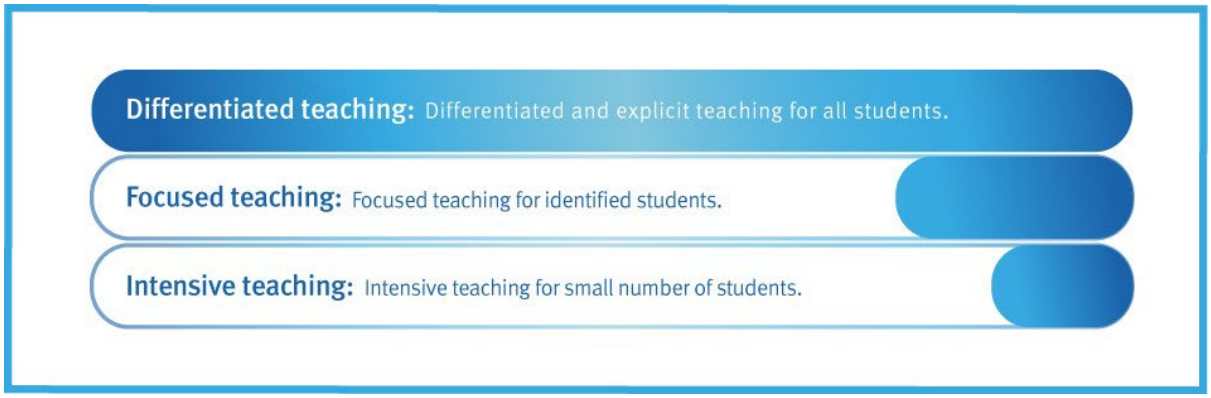
In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will be individualised. This reflects the principle of equality, where every student is given the support they need to be successful. Some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour with peers or staff. For a small number of students, the use of certain consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our staff consider with each individual student in both the instruction of self-management and the response to their chosen behaviour.

Our staff are also obliged by law to respect and protect the privacy of all students. We will not disclose or discuss the behaviour of another student with anyone other than the student's family. This applies even if the incident involves your child. You can be assured that school staff take student behaviours 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 self-management of your child or the way our staff have responded to their behaviour, please make an appointment with the Year Level Lead Administrator to discuss.

Differentiated and Explicit Teaching

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



	Description
Differentiated	**All students** in the school receive support for their academic, and social and emotional development. Focus is on the whole-school implementation of both the Australian Curriculum and Self-Management Framework. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and helping students develop the skills of self-management so improvements may be made. • Students learning about behaviour through Choice Theory. • Weekly Social and Emotional class lessons.
Focussed	Targeted instruction and supports for **identified students** providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Focussed instruction and supports build on the lessons provided at the Differentiated stage. Focussed supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of the student's behaviour choices. The types of interventions offered at this level will vary according to the needs of each student, but all have certain things in common: • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require support from a number of school staff • variations within each intervention are limited • interventions are evidence-based that are matched to the student's need

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Intensive	Focussed and specific support for students who require the most intensive assistance the school can provide. This support can be delivered in small groups or on an individual basis. Intensive supports continue to build on the skills and learning provided throughout the first 2 stages, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Intensive supports are based on the underlying reasons for a student's behaviour choices and the needs they are satisfying.

Behaviour Consequences

The behaviour consequences model used at Peregian Springs State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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Managing Classroom Behaviour

1) First student reminder or redirection

2) Second student reminder or redirection

3) Third student reminder or redirection

4) Time out in classroom and consequence applied

5) One only student reminder or redirection after returning to class group

6) Time out in Re-set Room and consequence applied

7) One only student reminder or redirection after returning to class group

8) Student removed from class and redirected to office

**Please note: In cases of extreme behaviour or refusal to follow teacher direction in this behaviour process, consequences will be applied from a higher level before all steps have been taken at a lower level.*

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Procedures for Managing Playground Behaviour.

- The staff members on duty are responsible for the safety and acceptable behaviour of students in the areas they supervise.
- They should be punctual and carry any useful resources with them.
- Positive Notices can be issued for positive behaviour.
- For minor breaches of the school rules, some of the following strategies may be used:
  - Call the student aside and motivate him or her towards acceptable behaviour.
  - Sit the child out of the play area for a few minutes.
  - Have the student walk with the teacher.
  - Community service
- Yellow slips should be issued for more serious offences or repetitive misbehaviour. These are to be completed and given to the student's class teacher for record keeping purposes. Yellow slips are not a consequence of a misbehaviour, rather they are a communication tool between staff members.

1. **Playground staff redirects student** with a respectful, friendly request. Then turns away and continues moving about the area. The body language of turning away shows that the teacher expects the request to be carried out. Request made in positive terms, e.g. 'Please walk', rather than 'Stop running'.

2. **Playground staff may use a further redirection** such as 'What are you doing? What would you be doing if you were following our rules?'

3. **Playground staff counsels student** using self-evaluation questions such as: -
   - What do you want to happen when you are choosing that behaviour?
   - Is what you're doing getting you what you want?
   - What else could you do?
   - So, what's your plan?

4. **Student timed out on seat to cool down** (or alternatively, walk with teacher/teacher aide) for a five to ten-minute period.

5. **Student referred to Admin** for lunch period, where a staff member helps a student through a general counselling process and student has time to reflect on their behaviour choices and their consequences.

6. **Removal from playground to Maximum Supervision Area** for a period of time. Parents/caregivers informed.

7. **Voluntary parent / caregiver withdrawal**. Return to school when ready to make better choices. Students to report to the Principal on return to school

8. **Suspended from school for specified period** (e.g. one to five days / six to twenty days). Written records and reports need to be kept by the class teacher, Student Support Team and the Administration team to support these decisions

9. **Suspended from school with recommendation to exclude**.

In cases of extreme behaviour or refusal to follow teacher direction in this behaviour process, consequences will be applied from a higher level before all steps have been taken at a lower level.

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, Reality Therapy 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

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whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for support and 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 responses to low-level or minor problem behaviour. This may include:
• Establishing expectations
• Giving instruction
• Waiting and scanning
• Cueing with parallel acknowledgement
• Body language encouraging
• Descriptive encouraging
• Selective attending
• Redirecting to the learning
• Giving a choice
• Following through
• Pre-correction (e.g. "Remember, walk quietly to your seat")
• Non-verbal and visual cues (e.g. posters, hand gestures)
• Whole class practising of routines
• Corrective feedback (e.g. "Hand up when you want to ask a question")
• Low voice and tone for individual instructions
• Provide 'take-up' time for student/s to process instruction/s
• Reduce verbal language
• Providing choice
• Prompt student to take a break or time away in class
• Model appropriate language, problem solving and verbalise thinking process
o (e.g. 'I'm not sure what is the next step, who can help me?')
• Provide demonstration of expected behaviour
• Individual discussion with student about expected behaviour
• Reality Therapy – Think 5
• Revisiting the Take 5 steps

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Focused

Class teacher is supported by other school-based staff to address problem behaviour. This may include:
• School process for assisting students to be self-managed
• Individual student behaviour support strategies (e.g. student behaviour plan)
• Targeted skills teaching in small group
• Individual Management Plan
• Counselling and guidance support
• Self-monitoring plan
• Check in Check Out strategy
• Teacher coaching and debriefing
• Referral to Student Support Team
• Stakeholder meeting with parents and if required external agencies
• Reality Therapy – Think 5
• Individual Behaviour Support Plan (IBSP)
• Functional Behaviour Assessmen

Intensive

School Leadership team work in consultation with Student Support Team to address persistent
or ongoing serious problem behaviour. This may include:
• Functional Behaviour Assessment based individual support plan
• Complex case management and review
• Stakeholder meetings with parents and external agencies including regional specialists
• Individual Behaviour Support Plan (IBSP)
• Individual Student Safety Plan (ISSP)
• Behaviour Risk Assessment Tool- Safety or Wellbeing
• 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).

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 Peregian Springs State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options

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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 Peregian Springs 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 is 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 or in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)

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- Set a date for follow-up (if required)
- 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

Peregian Springs 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 Peregian Springs State School and will be removed if found in a student's possession:

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

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- 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.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Peregian Springs 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 Peregian Springs 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 Peregian Springs 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.

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Students of Peregian Springs 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 Peregian Springs 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

The use of mobile phones and other electronic equipment (including those with Bluetooth functionality) by students at school, if unmonitored, can become disruptive.

With this in mind the following restrictions apply

- Mobile phones/smart watches are not needed by students at school. The use of these devices can be disruptive to the normal routine of the school;
- If it is necessary for a student to bring a mobile phone or other such device to school it is to be signed into the school office on arrival with the student's name clearly marked on the phone. The item can be collected at 2.40pm from the office by the student. Students will not be permitted to use their mobile phone during the course of the school day;
- Mobile phones and other electronic storage devices are brought to school and used at their owners' risk. No liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from Education Queensland's negligence;
- If a student is found to have a mobile phone during the school day they will be in breach of this policy. In response to this breach the student will be asked to take the phone to the office and sign it in and parent notified;
- Mobile phones and other devices are not to be used inappropriately (e.g. as a medium to harass, bully or threaten other students; or used to capture and distribute images of violence and malice). Serious consequences in accordance with the school's Code of Conduct for Students will apply.

In consultation with the broader school community, Peregian Springs State School has determined that explicit teaching of responsible use of iPads 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.

Responsibilities

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

- understand the responsibility and behaviour requirements as outlined by the schools ICT Agreement.
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:

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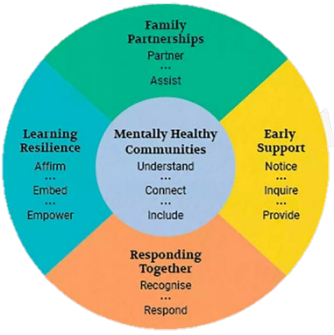
- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may 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 restricted network access or asked to leave device at home
- 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

Peregian Springs State School uses the Be You Framework to promote positive relationships as well as mental health and 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 positive behaviour choices at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Peregian Springs State School's **Be You team** consists of parents, students, community members and school-based staff. The team promotes strategies to improve student wellbeing, safety and learning outcomes. These strategies are underpinned by;

- Family Partnerships
- Learning Resilience
- Responding Together
- Early Support
- Mentally Healthy Communities

The core elements of the Australian Student Wellbeing Framework are also followed in association with the Be You domains.

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.

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.

Bullying

Bullying and harassment are often thought of separately; however both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of 'difference'. These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, age, marital status, parenting status or economic status.

Peregian Springs State School has adopted the following 'Kid Friendly' definition of bullying as provided by Dr Ken Rigby from the School of Education at the University of South Australia.

The definition of bullying is when the following sort of things happen again and again to someone who finds it hard to stop them happening:

1. *Being ignored, left out on purpose or not allowed to join in*
2. *Being hit, kicked or pushed around*
3. *Lies or nasty stories are told about them to make other kids not like them*
4. *Being made afraid of getting hurt*
5. *Being made fun of and teased in a mean and hurtful way*

Bullying and Harassment may be:	Indirect Bullying may include:
• physical (hitting, kicking, pinching) • verbal (name-calling, teasing) • psychological (standover tactics, gestures) • social (social exclusion, rumours, put-downs)	• lying and spreading rumours • playing nasty jokes to embarrass and humiliate • mimicking • encouraging others to socially exclude someone

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• sexual (physical, verbal or nonverbal sexual conduct) • done directly or indirectly • motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge have an element of threat • continue over time • hidden from adults	• damaging someone's social reputation and social acceptance • cyberbullying, which involves the use of email, text messages, chat rooms or other • electronic means, to humiliate and distress someone • bystander

What Bullying/Harassment is Not

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are four socially unpleasant situations that are often confused with bullying:

Mutual Conflict	In mutual conflict situations, there is an argument or disagreement between but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.
Social rejection or dislike	Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
Single-episode acts **(Mean Moments)**	Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Staff may refer to individual cases as a *mean moment*.
Isolated incidents	Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

These conflicts are still considered serious and need to be addressed and resolved. At Peregian Springs 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 Peregian Springs State School teachers and leaders 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.

Peregian Springs 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.

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Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher or Lead Administrator

- 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. Avoid terms 'bully' or 'victim' and instead talk about the behaviour of everyone involved, including bystanders
- Clarify if there are immediate safety risks and let the student know how you will address these. Immediate it this circumstance is where a staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

- 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- Record: Who, what, when, how, why
- Check back with the student to ensure you have the facts correct
- 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

- Evaluate the information to determine if bullying has occurred
- 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

- Document the plan of action and parent communication
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in 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

- Continue to check in with student on regular basis until providing support as required
- Record notes of and follow-up meetings
- Refer matter to specialist staff if required
- Look for opportunities to improve school wellbeing for all students

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Key contacts for students and parents to report bullying:
Prep to Year 6 – Class Teacher/Lead Administrator

Cyberbullying

Cyberbullying is treated at Peregian Springs 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.

Students or parents who wish to make a report about cyberbullying should approach the regular class teacher or Year Level Lead Adminsistrator. for assistance in preventing and responding to cyberbullying. The school also has and online reporting system for students in Years 4-6: http://bit.ly/PSSSConcern

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 Peregian Springs 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. It also applies to inappropriate online behaviour of enrolled students that is directed towards opther community members, students from other school sites or staff.

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.

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Peregian Springs 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.

NO

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.

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

Peregian Springs 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 Peregian Springs 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 and referral to mental health services. 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.

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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* (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.

Restrictive Practices

School staff at Peregian Springs 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

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Complaints

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher, Lead Administrator or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory

2. **Internal review:** contact the local Regional Office

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local

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regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

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

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

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

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student Protection Procedure
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.

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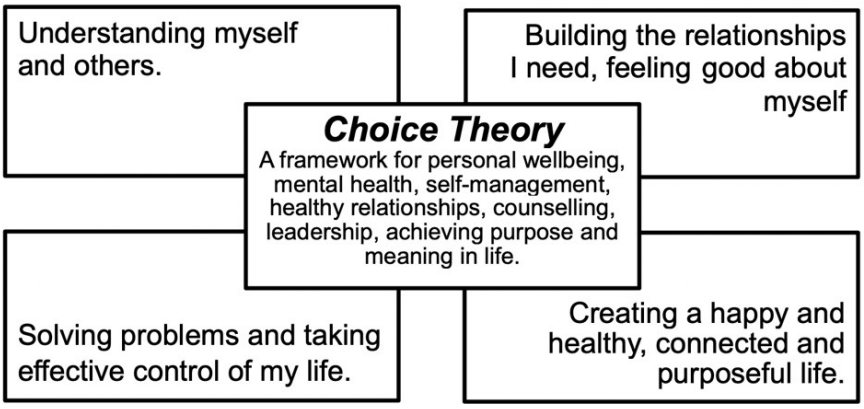
Conclusion

Peregian Springs State School is committed to providing a safe, responsible, respectful and courteous learning environment for students, staff, and the community. Students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Student Code of Conduct is designed to facilitate high standards of self-management so learning and teaching in our school can be effective and students can participate positively within our school community.

The principles of Choice Theory underpin the implementation of our Student Code of Conduct and Self-Management Framework. This philosophy is about creating the conditions for each student to progress towards responsible self-management, whilst learning about how and why people behave the way they do.

Choice Theory Psychology – understanding human behaviour.



ABOVE ALL...

We value a safe, supportive environment, free from disruptive, dangerous or off– task behaviour for all staff and students.

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