



FLAGSTONE
State Community
College

Flagstone State Community College

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

Purpose

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

To do this, the College actively promotes systems and behaviour to ensure we are:

Inspiring success every day

The Flagstone State Community College Student Code of Conduct is to establish clear expectations for student behavior and ensure a safe, respectful, and productive learning environment.

It outlines acceptable conduct, prohibited actions (misconduct), and consequences for violating those rules. Essentially, the code of conduct promotes a positive school culture and helps students understand the standards they are expected to uphold.

Contact Information

Postal address:	PO Box 517 Jimboomba Queensland 4285
Phone:	05 55479333
Email:	office@flagstonescc.eq.edu.au
School website address:	www.flagstonescc.eq.edu.au
Contact Person:	Julie Strong (Principal)

Endorsement

Principal Name:	Julie Strong
Principal Signature:	
Date:	10.06.2025
P/C President and-or School Council Chair Name:	Glenn McLaren
P/C President and-or School Council Chair Signature:	
Date:	10.06.2025

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Principal's Foreword

Introduction

At Flagstone State Community College, our vision is *Inspiring success every day*. This vision was developed in 2020, arising from the college Four Year Review and included wide consultation. The college values were designed by our Year 12, 2020 school leaders and adopted by the college community.

P – Proud – We show pride in ourselves, our achievements and the achievements of others, our environment and our community.

R – Respectful – We will treat all people in our community with respect and show compassion and understanding for all. We will strive to work collaboratively while respecting difference and valuing other people.

I – Inspiring – Education is inspiring. To confidently address our chosen life and community roles, we need the inspiration that comes through appropriate interactions, skills, training and challenges.

D – Determined – We strive to be determined learners. By developing determination, we will have the confidence to demonstrate initiative and be enterprising in our approaches to life's challenges.

E – Equitable – We acknowledge and celebrate our individuality, in ourselves, our school community while acknowledging, accepting, and celebrate the difference in others. By developing an understanding of equity, we will reach new heights as a society.

Our expectations are:

Learn

Do your best

Respect self and others

Respect our college

These vision, values and expectations are embedded throughout our processes and the ways we work as a college community. Everyone is welcome at our college and our focus is that every student is able to learn in a safe environment.

Flagstone State Community College uses Positive Culture for Learning (PCL) as the multi-tiered system of support for discipline. This is a whole-school approach, used in all classrooms and programs offered through the college, including sporting activities and excursions.

PCL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

To provide a safe, uninterrupted learning environment for both staff and students, students are advised to keep all electronic devices at home. However, students who do bring electronic devices to the college are required to keep them switched off and out of sight from the first bell to the last bell during the school day.

Through positive actions, we aim to create an inspired learning environment where the reduction of bullying makes our college a positive place for all students. If bullying does occur, we have strategies to address these matters outlined in our Policy.

Parent Involvement

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the expectations in place for students.

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You recognise that students may receive consequences if they impinge on the learning of others.	We will put in place processes to support students to make good behaviour choices.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

P&C Statement of Support

As President of the Flagstone State Community College P&C Committee, I am proud to support the new Student Code of Conduct.

The inclusive, transparent consultation process led by Flagstone State Community College has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product.

This has been an important aspect in the development of the Flagstone State Community College Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults can support the students at the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Flagstone State Community College Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. We want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Flagstone State Community College knows what to do if subjected to bullying, regardless of where it occurs.

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

Any parents who wish to discuss the Flagstone State Community College Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or join the Flagstone State Community College P&C Association.

It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported appropriately and supported to meet their individual social and learning needs.



Glenn McLaren
P&C President

School Captains/Leaders Statement

On behalf of the student body at Flagstone State Community College, we endorse the Student Code of Conduct for 2025-2028. We have offered input on draft materials, represented students during the consultation process for this document, and expressed the opinions of youth on a variety of topics that may have an impact on their school lives.

Throughout the year, we will keep working with the Flagstone State Community College P&C Association and the school administration team to assess the effectiveness of the Student Code of Conduct, pinpoint areas that need modification, and offer alternative options or ideas for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their Form teacher, however you are also welcome to approach any of us directly.



Kyon Croker
School Captain

Date: 20.05.2025



Jackson Hagarty
School Captain

Date: 20.05.2025



Emily Schiffman
School Vice Captain

Date: 20.05.2025



Eden Goydich
School Vice Captain

Date: 20.05.2025

Consultation and Review Statement

To construct the Student Code of Conduct Flagstone State Community College took the following steps in 2025.

In May, Flagstone State Community College conducted community consultation which included students, parents and teachers to determine school processes which have a positive impact and which processes need further development from the current behavioural policies. The agenda included developing understandings of:

- The multi-tiered system of supporting student behaviour
- Current school policies and practices and
- How FSCC uses data to inform support strategies and agendas

The first draft of the Student Code of Conduct was then presented in a PCL meeting in May. After this review it was then presented to the 2025 P&C Association AGM.

As part of our ongoing commitment to continuous improvement, the Flagstone State Community College Student Code of Conduct will be reviewed annually allowing for minor updates to reflect changing circumstances, data and staff.

A full review is conducted every four years in line with the scheduled review process for the school planning reviewing and reporting cycle.

Whole School Approach to Discipline

Flagstone State Community College uses Positive Culture for Learning (PCL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PCL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Flagstone State Community College we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Flagstone State Community College Student Code of Conduct is an opportunity to explain the PCL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PCL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PCL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

As a PCL school, we are committed to the following in implementing systems and behaviours to ensure our purpose:

1. Administrator support, participation and leadership
2. Common purpose and approach to discipline
3. Clear set of positive expectations
4. Procedures for teaching expected behaviours
5. Using a continuum of positive reinforcement procedures to encourage expected behaviours
6. Using a continuum of procedures to discourage inappropriate behaviours and reteach appropriate behaviour
7. Collecting, analysing and applying data to inform all decisions about behaviour.

PCL Expectations

Students

Below are examples of what these PCL 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 Flagstone State Community College.

All students need to know what behaviours are expected and these need to be taught explicitly.

At Flagstone State Community College, our four College Expectations are directly taught through lessons at Assemblies, year parades, form meetings, and during classes:

- *learn*
- *do our best*
- *respect self and others*
- *respect our school.*

The following Expectations Matrix was developed by our PCL Leadership Team and provides a clear statement of behavioural expectations for each rule within designated areas of the school.

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

- Positive Culture for Learning lessons conducted during formal whole school and year level assemblies and during form meetings;
- Reinforcement of these lessons by the classroom teacher during lessons and on playground duty;
- Students provided with hard copies of the expectations for their student diary;
- Larger view posters of the expectations identified in relevant areas within the school eg posters outlining expected classroom behaviour are displayed in classrooms.

Flagstone State Community College – Expectations Matrix

	Classrooms and Practical Areas	Assemblies	Playground and Oval	Bus area	To/From School
Learn	<p>Arrive at class prepared for learning and on time.</p> <p>Follow all staff instructions and respect the learning of others.</p>	<p>Bring diaries and pen to each assembly.</p> <p>Listen carefully</p> <p>Think about key messages and their relevance to you.</p>	<p>Take part in school approved games only.</p> <p>Follow the directions of the Duty teacher.</p> <p>Stay clear of out-of-bounds areas.</p>	<p>Sit quietly in correct bus line.</p>	<p>Bring only learning materials to school.</p> <p>Arrive with a positive attitude for learning.</p>
Do Our Best	<p>Strive for excellence by completing all set tasks and homework.</p> <p>Ask for help with tasks.</p> <p>Be patient. If upset, ask politely for assistance.</p> <p>Be an active and safe participant.</p>	<p>Arrive on time and move to your designated place.</p> <p>Reflect upon key messages or diary lessons that can help you be a better learner.</p>	<p>Ensure safe practices are followed.</p> <p>Show good sportsmanship at all times.</p>	<p>Follow directions from the duty teacher to ensure the smooth transition from line-up to sitting on the bus.</p>	<p>Keep the community clean and tidy.</p> <p>Ensure safe behaviours are demonstrated.</p> <p>Arrive at school on time.</p>
Respect self and others	<p>Follow classroom expectations and the applicable Workplace Health and Safety rules</p> <p>Be polite and courteous to others and lead by example.</p>	<p>Acknowledge success in appropriate ways.</p> <p>Follow all staff instructions.</p> <p>Show respect for the National Anthem and the</p> <p>Acknowledgement by standing quietly.</p>	<p>Follow playground rules.</p> <p>Be polite and courteous to others and lead by example.</p> <p>Be patient, polite and wait for your turn at the canteen, book room and cashier's office.</p> <p>The appropriate use of electronic devices is permitted at lunch breaks.</p>	<p>Be patient, polite and courteous to others and lead by example.</p> <p>Observe safe practices on the bus to ensure everyone's safety.</p>	<p>Wear the correct school uniform with pride.</p> <p>Communicate in a positive manner with community members.</p> <p>Show courtesy and respect to community.</p>
Respect our school	<p>Take care with the use of school property.</p> <p>Leave classrooms neat and tidy after lessons.</p> <p>Always be a good school citizen.</p>	<p>If papers are handed out at assembly, take these away with you and put them in your bag.</p> <p>Ensure you are always a good ambassador for our College, but especially when visitors attend assemblies.</p>	<p>Dispose of rubbish in bins.</p> <p>Take care when using school equipment.</p> <p>Respect others' property.</p> 	<p>Keep bus-waiting zones and bus stop areas free from rubbish.</p> <p>Be a good role model for other students.</p>	<p>Represent the school in the community with pride.</p> <p>Model appropriate behaviour to others.</p> <p>Use respectful language when speaking to others.</p>

Reinforcing Positive Behaviour

A continuum of positive reinforcement procedures is used to encourage expected behaviours.

Awards System

Bronze, Silver and Gold Awards are given at various times during the year aligned to our 4 pillars – Arts and Culture, Community, Sporting and Academic performance with students receiving these awards a result of service, leadership and participation in these arenas. The Awards Scheme is the Culture of Learning Points system through PCL.

Culture of Learning

The Culture of Learning is a positive reward system designed to increase student engagement inside the classroom by increasing work ethic and helping students develop self-management skills. Students will have the ability to earn points when demonstrating the four school values, and will contribute to their eligibility of special events such as end of year excursions.

Proactive and Preventative strategies to support student behavior

Our core business is teaching and learning. School staff have a responsibility to deliver a quality curriculum and implement supportive programs and procedures. Staff have high expectations for students, and are expected to be role models for students and adhere to the professional standards. Regular professional development of all staff reinforces the school's values and policies. The expectations of students are also clear and identified in their enrolment contracts. Expectations are continually reinforced at parades, year level parades, and in the classroom. Teachers may implement Berry Street Educational Model strategies within the classroom environment to support student learning. Various activities designed to chunk education, as well as to de-escalate and redirect student behaviours are implemented during a normal classroom lesson.

Re-directing low-level behavior in the classroom

If students are not participating effectively in learning in the classroom, teachers will re-direct their behavior using the Essential Skills for Classroom Management. Students will be asked the Responsible Thinking Questions (RTQ) in an attempt to re-direct student behaviour and provide opportunities for the student to think about their behaviours. The RTQs used are:

- What are you doing?
- What should you be doing?
- What are you going to do now?

If a student continues to demonstrate behaviours that are impacting the teacher ability to teach or other student's abilities to learn, they will be asked to move seats in the classroom. Should this fail to improve the student behaviour, then Buddy Room is used.

Buddy Room

Students who demonstrate repeated inappropriate behaviour which disrupts the learning of others, are sent to a buddy classroom for the remainder of the lesson. Students are required to complete a reflection sheet, finish set work under the supervision of a teacher, and are required to meet with their class teacher sharing their reflection sheet. Students who are regularly buddied out from their timetabled classroom will face increasingly serious consequences for their poor choices.

Consideration of Individual Circumstances

Staff at Flagstone State Community College 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 punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

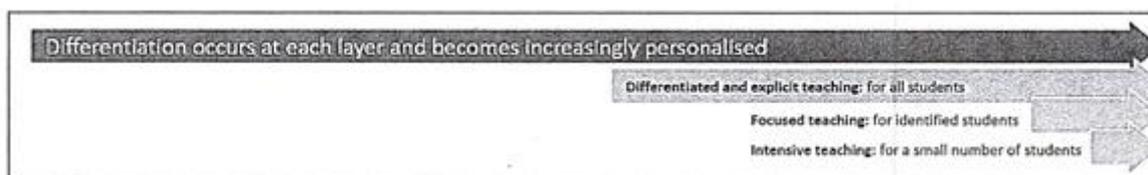
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with a member of the school administration team to discuss the matter.

Differentiated and Explicit Teaching

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PCL 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.

Focused Teaching

Less than 15% of our students require targeted behaviour support. At Flagstone State Community College, targeted behaviour support for such students may include:

- early identification of targeted students through Student Support Team (SST) meetings and weekly engagement team meetings
- intervention meetings with students and / or parents;
- mentoring by selected teachers;
- support by school personnel eg Year Coordinator, Deputy Principal, Guidance Officer, Engagement Heads of Department
- behaviour monitoring cards;
- individual support from Education Services staff- Youth Support Co-Ordinator, Chaplain, School Based Youth Health Nurse, School Based Police Officer.
- participation in support programs eg RAGE, Men for Respect, Rock and Water
- classroom profiling
- reflection room

Intensive Teaching

Less than 5% of our students require intensive intervention, behaviour support processes and/or programs that respond to unacceptable behaviour and support continued learning engagement. These students are generally identified through monitoring of Detention Room and Buddy Out referrals, Oneschool behaviour data (including SDA data), teacher anecdotal reports etc. At SST meetings, intensive intervention strategies are planned for these students. When a student is identified as requiring intensive behaviour support, the Deputy Principal and the associated HOD Engagement conducts an intervention meeting with the student in

the first instance and parent and student together if behaviour does not improve. The purpose of this meeting is to:

- outline the behaviours causing concern, and identifying causes of these behaviours, using strategies such as Functional Behaviour Analyses and observations.
- address causes where possible;
- plan intensive intervention strategies to assist the student to change behaviours (Individual Behaviour Support Plan);
- communicate the plan to staff, who will support in this plan's implementation.

Intensive intervention strategies for these students may include:

- time out strategies;
- attendance/behaviour monitoring cards;
 - check in/check out;
 - mentoring by identified teachers;
 - use of teacher aides to support students;
 - flexible curriculum options;
 - re-engagement in learning through involvement in school-based traineeships, work experience, work placement;
 - flexible learning options such as attendance at Eagleby Learning Centre
 - support from education services including support staff or programs

1. Consequences for unacceptable behaviour

Unacceptable student behaviour is classified as either minor or major.

Minor and major behaviours

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

- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour is defined as the removal of the student from the classroom or playground, and may result in the student being referred to the Engagement Heads of Department, Curriculum Heads of Department or to the school Administration team

Minor Behaviours are those that:

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

Minor behaviours are typically handled by teachers and may be dealt with by:

- teacher use of the 10 Essential Skills for Classroom Management (eg moving a student away from a distraction, giving choices) within class
- reprimand
- reminder of college expectations
- parent contact
- lunchtime detention, detention room

Major Behaviours are those that:

- removal to the buddy room
- significantly violate the rights of others
- put others/self at risk of harm
- require the removal of the student from the classroom or playground
- may require the intervention of the Head of Departments or Administration

Major behaviours may be dealt with by:

- lunchtime detention, detention room
- referral to Head of Department (Engagement)
- referral to the Curriculum Heads of Department
- referral to Administration
- in serious cases, School Disciplinary Absence or Proposal to Exclude

Associated Legislation

Links to relevant legislation that inform the overall Student discipline procedure in the Student Code of Conduct.

- [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 \(Cwth\)](#)

Disciplinary Consequences

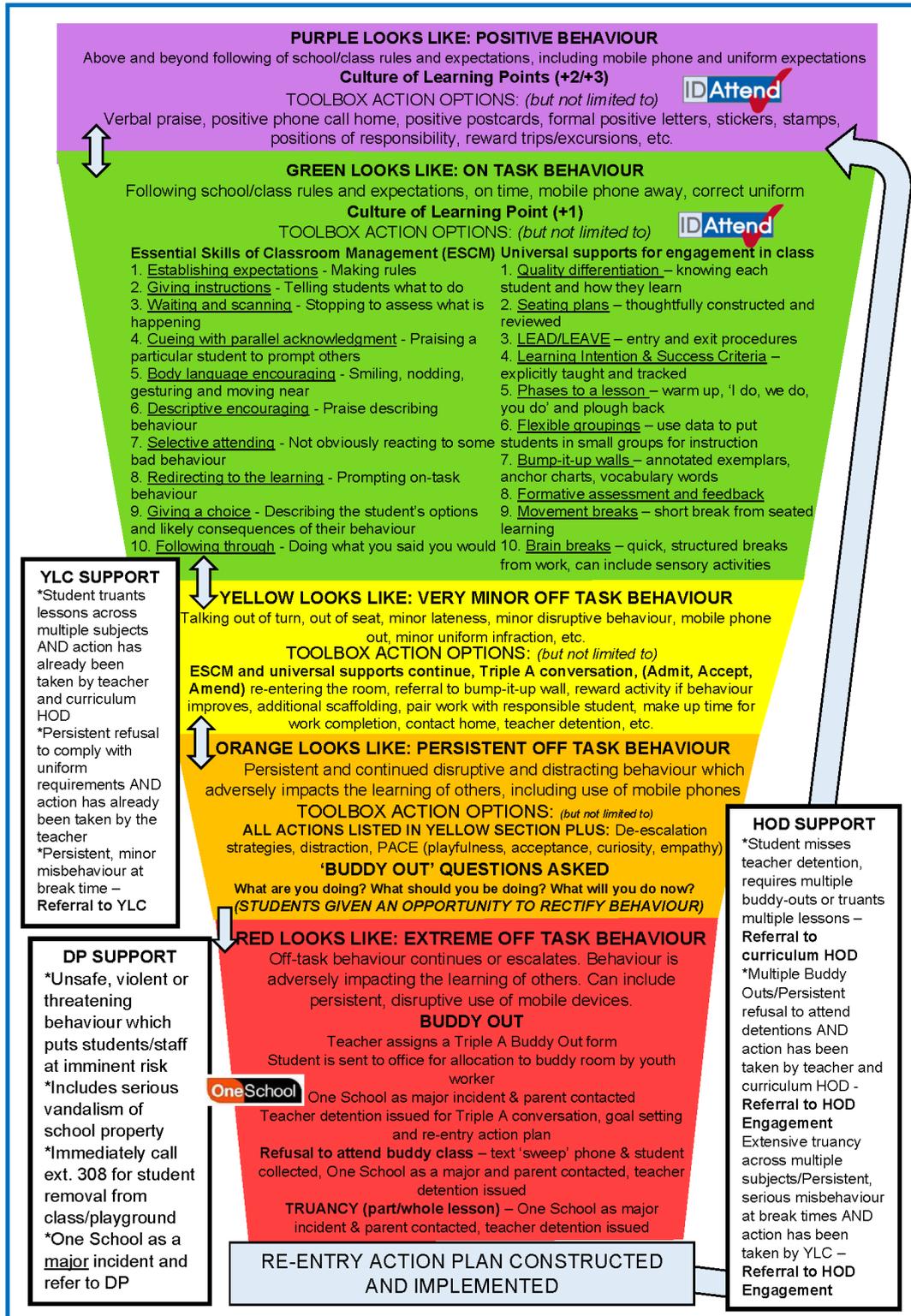
The disciplinary consequences model used at Flagstone State Community College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

Flagstone State Community College Behaviour Matrix



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-corrections of expected behaviours (e.g. “You will walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines and modelling of expected behaviours
- Ratio of 4 positive to 1 negative commentary or feedback to class
- Positive supportive language including curriculum questioning, parallel acknowledgement and descriptions of reality.
- Redirections and Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Proximity to refocus students
- Tactical ignoring of minor non-disruptive behaviour
- Seating plan
- Acknowledge adherence to classroom expectations - individual and whole class
- Issue rewards based on school processes
- Vary tone between curriculum and classroom management talk
- Allow ‘take-up’ time for student/s to process instruction/s
- Break down tasks into smaller chunks
- Provide choices of task order (e.g. “Which one do you want to start with?”)
- Mindfulness activities
- Brain breaks
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Teach and follow classroom consequences guidelines for inappropriate behaviour
- Teach enforce classroom behaviour processes

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Temporary removal of student property (e.g. mobile phone)
- Behavioural contract
- Counselling and guidance support
- Support from Success Coach
- Self-monitoring plan

- Check in Check Out strategy
- Time Out Card
- Teacher coaching and debriefing
- Referral to Student Support Network 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:

- Classroom Management Teams
- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- 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.

Explanation of Common Practices to support Intensive problem behaviour include:

Classroom Management Teams

Identifying key challenges in the classroom and discussing focussed solutions to produce seating plans and documents containing shared pedagogical practices.

Individual Behaviour Plans

Individual Behaviour Management Plans are developed for students who require specific goal setting and monitoring. These plans will necessarily form a part of student re-entry following a School Disciplinary Absence.

Detentions

Detentions can be used as a consequence for a breach of school expectations and provide students with an opportunity to reflect on their behaviour. Detentions can take the form of the following:

- lunchtime detentions (both with teacher and in detention room)
- after school detentions (one hour)
- community service (utilizing a staff member or local community member)

Discipline Improvement Plan (DIP)

A Discipline Improvement Plan is developed in collaboration with students and their parents to outline a set of expected behaviours to be demonstrated by the student. The Plan will also set out behaviours and measures to address any inappropriate behaviour. The Plan will relate specifically to the needs and identified behaviours of the student, who may have developed a pattern of similar behaviours previously. Students and parents will be expected to participate and contribute to the Plan.

Cancellation of enrolment

Cancellation of enrolment may be a consequence for students who have attained post-compulsory schooling age and who:

- persistently disrupt the learning of others at the College;
- fail to participate fully in the course of instruction at the College, whether by incomplete work, poor attendance or truancy

In most cases, a warning of cancellation of enrolment meeting will occur, with a meeting between the Deputy Principal, parent and student.

Student Disciplinary Absence (SDA)

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

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

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

Re-entry following suspension

Students who are suspended from Flagstone State Community College 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 parentis, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking 10-15minutes, and kept small with only the Principal or their delegate attending with the student and their parentis.

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 a re-entry 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 parentis at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Completion of re-entry action plan and identification of supports
- Set a date for follow-up
- Thank student and parentis 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.

Exclusion

An exclusion is considered only if suspension is considered inadequate to deal with the student's disobedience, misbehaviour, conduct or risk. An exclusion may be proposed for:

- persistent disobedience
- misbehaviour
- conduct that adversely affects or is likely to affect other students enrolled at the school
- conduct that adversely affects, or is likely to affect the good order and management of the school
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
- the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to be enrolled at the school

Certain types of behaviours are serious enough to warrant the consequence of proposal for exclusion. For example, possession, selling or supplying of drugs, serious/violent assault, setting fires or possession or use of a weapon on others can expect to result in a proposal for exclusion.

Students who are excluded from the school will no longer be enrolled in the school.

School Policies

Flagstone State Community College 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 Flagstone State Community College 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)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at Flagstone State Community College:

- 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 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 Flagstone State Community College

- 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 Flagstone State Community College 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 Flagstone State Community College

- 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 Flagstone State Community College 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.
 - 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 Queensland Government is committed to reducing the distraction of mobile phones and other devices to provide optimal learning environments for all state school students.

From the first day of Term 1 2024, student mobile phones and certain wearable devices, such as smartwatches, will need to be 'away for the day', including during break times.

Exemptions will be available in exceptional circumstances, including reasons related to disability, health and wellbeing.

Students will be permitted to bring phones and wearable devices to school so that they can contact their parents or carers immediately before or after school hours.

Parents and carers are able to contact their child during school hours by using the school's existing communication channels.

Source: Queensland Government, August 2023.

To provide a safe, uninterrupted learning environment for both staff and students, students who bring electronic devices to school are required to keep them **switched off and out of sight during school hours (8:50am to 3pm)**.

This policy applies to all electronic devices with the exception of laptop computers including, but not limited to: mobile phones, personal iPads, gaming devices, Air Pods, earphones and speakers.

Parents who wish to contact their student during the school day, may contact the school office on (Ph: 55479 333) and every effort will be made to ensure a message is delivered to your child.

Mobile phones and other electronic devices are brought to school at the owner's risk. **No liability will be accepted by the College in the event of loss, theft or damage of any device.**

It is also unacceptable for students at Flagstone State Community College to:

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

- ◆ use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- ◆ take into or use mobile devices at exams or during class assessment.

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

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

Procedures

Mobile phones and other electronic devices should be stored safely in bags, pencil cases or pockets during class time. They may be stored at the office upon request.

Invasion of privacy through the capture of images, recording of video footage, recording of personal conversations or daily activities and/or the further distribution (e.g. via Multi Media Messaging Service, Bluetooth or airdropping) of such material contravenes the *Invasion of Privacy Act 1971 (Qld)* and will result in disciplinary action.

The sending of text messages or posting of statements to websites that contain obscene language and/or threats of violence may amount to bullying and harassment, or even stalking and will be subject to disciplinary action and potentially police investigation. If incidents occur outside of school hours, parents are encouraged to contact the E-Safety Commissioner.

Unauthorised or unacceptable use of electronic devices, including mobile phones, will be managed in keeping with the school's behaviour management policy. Consequences may include, but are not limited to: Handing in phone for the day, detention, Reflection Room and suspension.

Preventing and responding to bullying

Flagstone State Community College 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.

Flagstone State Community College has a **Student Representative Council (SRC)**, with diverse representatives within the college meet regularly with members from the senior leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each SRC 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.

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 SRC is contributing to the implementation of strategies that enhance wellbeing and engagement. 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 Flagstone State Community College 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 will need to be addressed and resolved by staff.

When Bullying occurs, what should be done? By the students

- initially use appropriate responses to solve the problem (eg. the Flagstone 5, walk away etc)
- seek intervention by reporting bullying to a teacher, support staff or parent
- demonstrate positive bystander behaviour and tell a teacher, support staff or parent if they see another student being bullied
- report the incident anonymously via STYMIE

By the parent

- model appropriate behaviour at all times
- watch for signs of your child being bullied
- encourage your child to adopt the anti-bullying strategies taught at school
- instruct your child to immediately tell a teacher or support staff if they are bullied

By staff

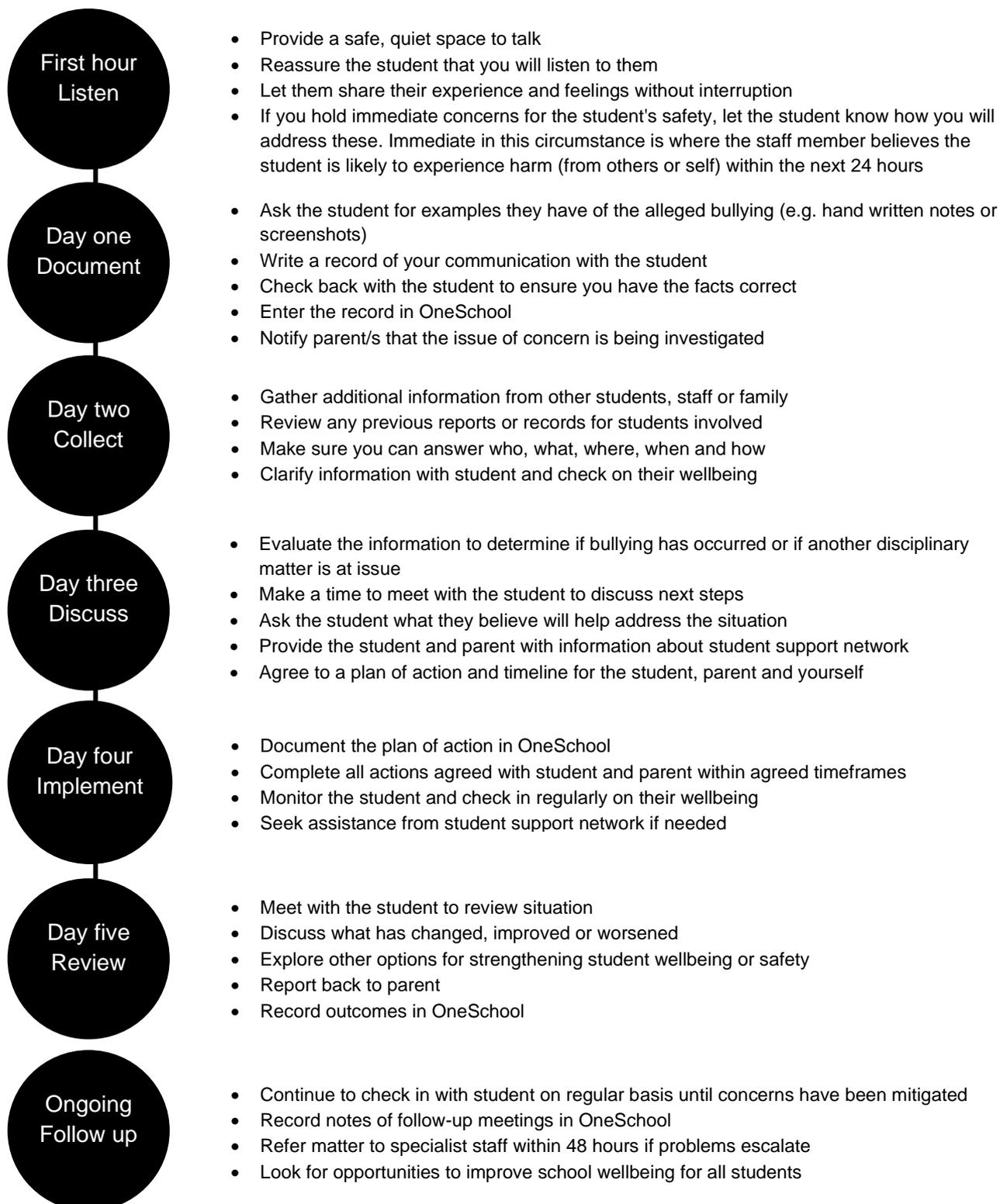
- model appropriate behaviour at all times
- listen & ask what you can do to help- ensure incident report is completed and passed to appropriate school based officer
- respond to STYMIE reports as quickly as possible.

The following flowchart explains the actions Flagstone State Community College teachers will take when they receive a report about student bullying inside of school grounds. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Year 7 to Year 12 –Year Level Coordinator



Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage

service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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

report the content to the social media provider.

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the form teacher or year coordinator. For more serious or ongoing situations, please contact the Engagement HODs or Deputy Principals.

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 Flagstone State Community College 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 Deputy Principal.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

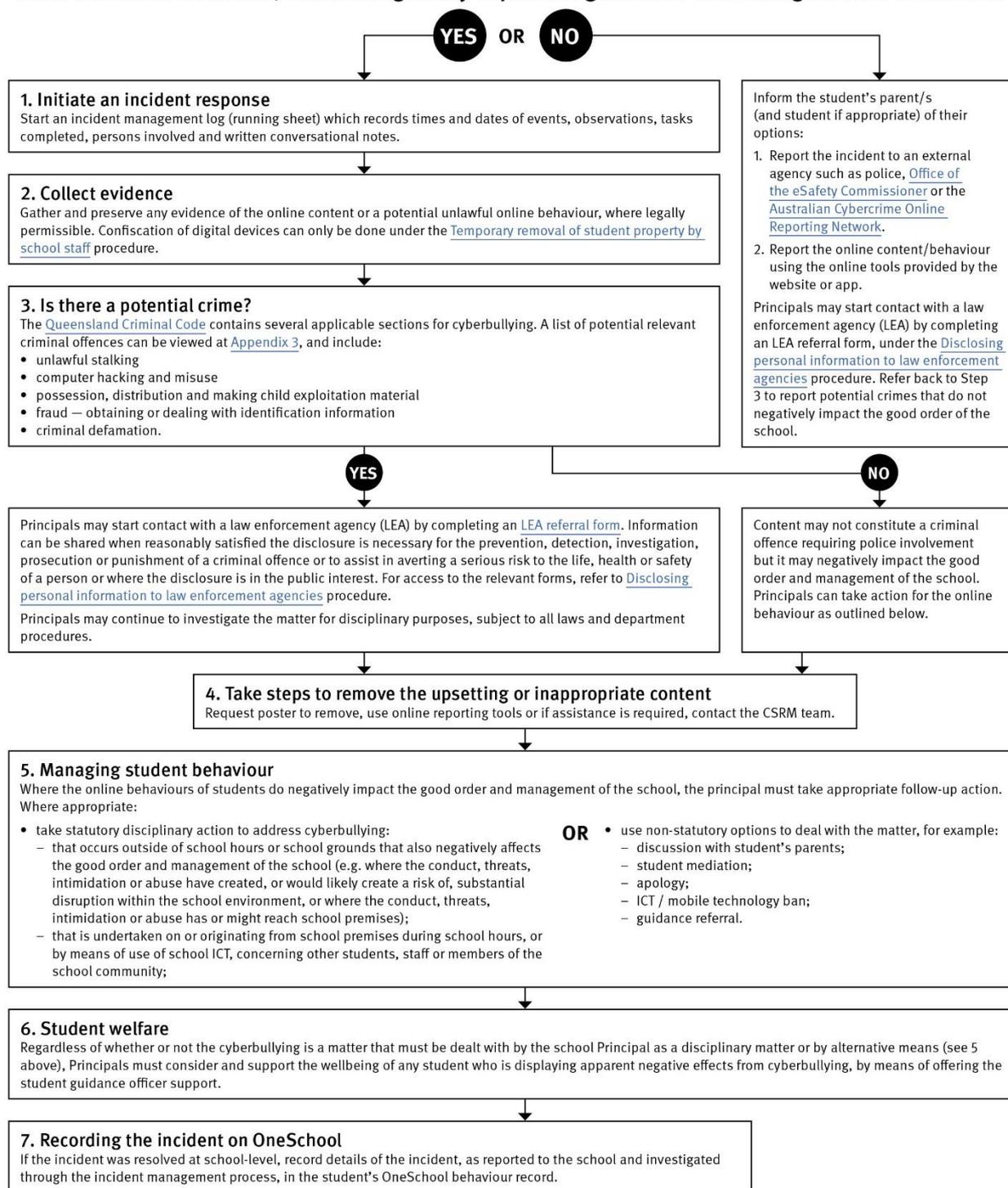
Explicit images

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

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity 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?**



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

Flagstone State Community College 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 Flagstone State Community College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

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

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

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

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

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](#).