



Eatons Hill State School

Student Code of Conduct 2020-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

Eatons Hill State School is committed to providing a school environment that supports students to reach their potential and develop into active and productive members of society. We aim to nurture a community of learners committed to academic achievement, personal development, and citizenship. We are dedicated to providing a safe, respectful and responsible learning environment for all students, staff, parents and visitors.

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

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

Contact Information

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Endorsement

Principal Name:	Jodie Watts
Principal Signature:	
Date:	
P/C President Name:	Nicholas Whitlock
P/C President:	
Date:	

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Principal's Foreword

Introduction

Eatons Hill State School has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. Our Student Code of Conduct is underpinned by the three concepts of Responsibility, Respect and Safety.

Eatons Hill State School's vision is to develop a 'community of curious, lifelong learners committed to academic achievement, personal development and citizenship'. The school community has identified eight attributes of 'LEARNERS' that are emphasized in the pursuit of this vision. At Eatons Hill State School 'LEARNERS' are: Leaders, Enthusiastic, Articulate, Resilient, Nurturing, Empowered, Reflective, and Social.

The three concepts and eight attributes have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills and dispositions of all students to be confident, engaged, self-disciplined and kind young people. Our school staff believe the communication and positive connections with other people are the most valuable skills our communities need now and into the future.

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

Learning and Behaviour Statement

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

Australian Curriculum v8.4

Our school believes that all students can achieve and learn successfully when given appropriate learning opportunities and tailored supports that recognise and respond to individual needs, both learning and behaviour.

In developing all students as LEARNERS, we explicitly teach the expected behaviours and establish clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so identified students can receive additional support when needed, and a minority of students can access intensive support to enable them to engage successfully at school.



Underpinning our approach to supporting positive behaviour are the following core beliefs:

- Individuals make choices about how they act and treat each other
- Individuals are responsible for their behaviour and the choices they make
- Behaviours are learnt and individuals need to be taught appropriate behaviour
- Students need explicit limits and consequences for inappropriate behaviour
- Responses to inappropriate behaviour focus on the behaviour and not the individual
- Consequences need to be logical and natural
- Students need positive recognition for appropriate behaviour
- Behaviour management should reflect consistency and fairness.

Student Wellbeing and Support Network

Eatons Hill State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak, first, with their child's teacher. If the matter is unresolved or requires further investigation, parents are encouraged to make an appointment to meet with the relevant Deputy Principal.

Learning and wellbeing are inextricably linked — students learn best when their welfare is optimised and they experience success in their learning. The [student learning and wellbeing framework](#) supports State Schools with creating positive school culture and embedding student wellbeing in all aspects of school life. Wellbeing is achieved through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Eatons Hill State School is committed to our students, parents and members of the community to create teaching and learning environments that promote the development of healthy, happy, successful and productive individuals. Students are expected to demonstrate positive, reciprocal contributions to our school culture through ownership of their wellbeing and that of the community.

To support students and their families, we provide access to a comprehensive Student Support Network to assist the social, emotional and physical wellbeing of every student. Nurturing a positive and inclusive environment takes a collaborative approach involving all key stakeholders. We all have an important role to play.

Parents who would like more information about the student support roles and responsibilities are invited to contact their child's relevant Deputy Principal or Head of Special Education Services.

Role	What they do
Leadership team	Provide leadership in promoting an inclusive, positive culture where students feel safe to come to school. They monitor the teaching and learning, attendance and behaviour across the school as well as case managing any students or families. They provide support and create interventions to identified students when required.
Teachers	Teachers are at the forefront of promoting an inclusive, positive culture of learning and well-being, where students feel safe to come to school. Teachers implement a range of strategies and lessons to help support the various needs of students in their class and school as a whole.
Teacher Aides	Teacher aides work alongside teachers to support student needs.
Head of Special Education Services	Leads the Student Support Team to promote inclusion an inclusive environment for all students. Assists with the implementation of departmental policies and initiatives linked to inclusive education, including providing advice on differentiated supports and adjustments.
Student Support Team	Strengthen inclusive educational practices within our school community. Promote a collaborative approach to engage diverse learners, their families and key stakeholders, including specialists to support student's needs. Support class teachers to differentiate student learning.
Guidance Officer	Work as part of a multidisciplinary team and facilitate effective working relationships and partnerships with parents, school personnel and external support agencies in order to provide a comprehensive support, case management and referral service that optimises students' access and engagement in educational programs. Guidance Officers also assist schools in the implementation of student protection, gifted and talented education, behaviour support policies and risk management processes that may involve the development of individualised student plans.
Defence School Mentor	Monitors the social and emotional wellbeing of Defence students, and provides support to children during times of parental absence. Enhances awareness and appreciation of the unique Defence lifestyle in schools and communities, and provides a place for Defence Families to meet and make connections.
Administration Team	The Administration Team encourages positive and open communication between home and school to promote a safe and welcoming environment for all. They align the school's policies and procedures with that of Qld Education to ensure compliance and protection for all students. This includes parent engagement and collaboration, medical, safety, risk management and finance areas. Our team ensures the day to day administration of the school operational needs.
Parents/Carers	Effective partnerships help to raise parents' awareness of their ability to improve their children's learning and wellbeing. Understanding the school, home and community contribution to student learning helps cultivate a holistic learning environment.

Whole School Approach to Discipline

At Eatons Hill State School, we utilise a multi-tiered approach, based on the Positive Behaviour for Learning (PBL) framework, to inform decision making across the school community. Our staff implement a broad range of systemic and individualised strategies for achieving important social, emotional and learning outcomes, whilst preventing new problem behaviours occurring. Our approach consists of a system of school-wide processes for 'everyone, everywhere, all the time' and is a proactive discipline model that is based on the assumption that desirable behaviours should be taught.

We believe in supporting ALL students with an approach that centres around common behaviour language and school-wide lessons. Students are supported appropriately, by the school team, according to individual needs and abilities. We strive to provide a supportive and safe learning environment that enables all students to achieve the core expectations.

At Eatons Hill State School 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 takes responsibility for making their expectations clear, for providing supportive instruction about how to teach these expectations and strive to use behavioural incidents as opportunities to re-teach.

An outcome of this individual, differentiated approach to social skills training for students is an overall improvement of student behaviours, increased academic success, increased social-emotional well being, and reclaims instructional time. Teaching and supporting pro-social behaviour skills develops student's behavioural health and contributes to improving the effectiveness of academic support systems.

Through consultation and collaboration, our school community has identified 3 school-wide core expectations:

- Be Safe
- Be Responsible
- Be Respectful



Conduct Expectations

Students

Below are examples of what our three core 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 Eatons Hill State School.

Eatons Hill State School Behaviour Matrix				2019
	Be Safe	Be Respectful	Be Responsible	
Whole School (all areas)	I will: <ul style="list-style-type: none"> use helpful hands stay in supervised green zones (see map) walk calmly on concrete and around the buildings follow instructions first time, every time 	I will: <ul style="list-style-type: none"> be fair to each other wear the correct school uniform use manners and school language keep the school clean and tidy care for others 	I will: <ul style="list-style-type: none"> do the best that I can follow all school rules report inappropriate behaviour use equipment correctly, including iPads arrive on time 	
Classroom	I will: <ul style="list-style-type: none"> enter and exit the classroom calmly use furniture and equipment correctly 	I will: <ul style="list-style-type: none"> use whole body listening learn and let others learn keep my work space clean and tidy 	I will: <ul style="list-style-type: none"> look after my own and other people's property, including iPads be a learner 	
Play Areas	I will: <ul style="list-style-type: none"> use play equipment safely wear a sun-safe hat outside only enter a play area when a staff member is present 	I will: <ul style="list-style-type: none"> care for play equipment respect other people's personal space 	I will: <ul style="list-style-type: none"> play fairly and include others exit the play area on the first bell go to the toilet and get a drink before lining up 	
Eating Areas	I will: <ul style="list-style-type: none"> only eat my own food 	I will: <ul style="list-style-type: none"> speak calmly care for my own and other people's property clean up my litter 	I will: <ul style="list-style-type: none"> remain seated in the eating area until I am dismissed 	
Transitioning/ Lining Up	I will: <ul style="list-style-type: none"> walk calmly through the school and keep to the left walk, bikes and scooters in the school grounds 	I will: <ul style="list-style-type: none"> move quietly through the school respect other people who are working 	I will: <ul style="list-style-type: none"> line up quietly and calmly iPads and other electronic devices to be stowed safely and only out for learning 	
Toilets	I will: <ul style="list-style-type: none"> enter and exit the toilets calmly use toilet facilities correctly 	I will: <ul style="list-style-type: none"> clean up after myself respect other people's privacy 	I will: <ul style="list-style-type: none"> report property damage and mess 	

These are school rules that apply to all. Specific rules will also exist for certain areas e.g. senior eating area, bus lines and classrooms.

Staff

The Queensland Government is committed to high ethical standards for all public officials. As a State School, all staff members are expected to comply with the standards of conduct outlined in the [Code of Conduct for the Qld public service](#).

Parents and Visitors

Our school has adopted the Department of Education's Parent and Community Code of Conduct, which clearly communicates the conduct expected of parents, carers and visitors while they're on state school grounds, at school activities, and interacting with others in the school community.

Department of Education



Parent and Community Code of Conduct

We welcome parents, carers and visitors into our school and expect that you will:

- ✓ be polite to others
- ✓ act as positive role models
- ✓ recognise and respect personal differences
- ✓ use the school's communication process to address concerns
- ✓ ensure your child attends school ready to learn
- ✓ support the Student Code of Conduct
- ✓ recognise every student is important to us
- ✓ contribute to a positive school culture
- ✓ work together with staff to resolve issues or concerns
- ✓ respect people's privacy.

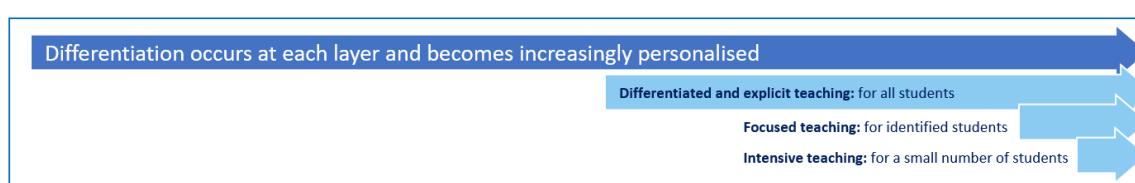


Differentiated and Explicit Teaching

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

Teachers at Eatons Hill State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to date and day-to-day monitoring that indicated 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 underpin our multi-tiered approach to supporting student learning and development. Tier 1 is differentiated and explicit teaching for all students. Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

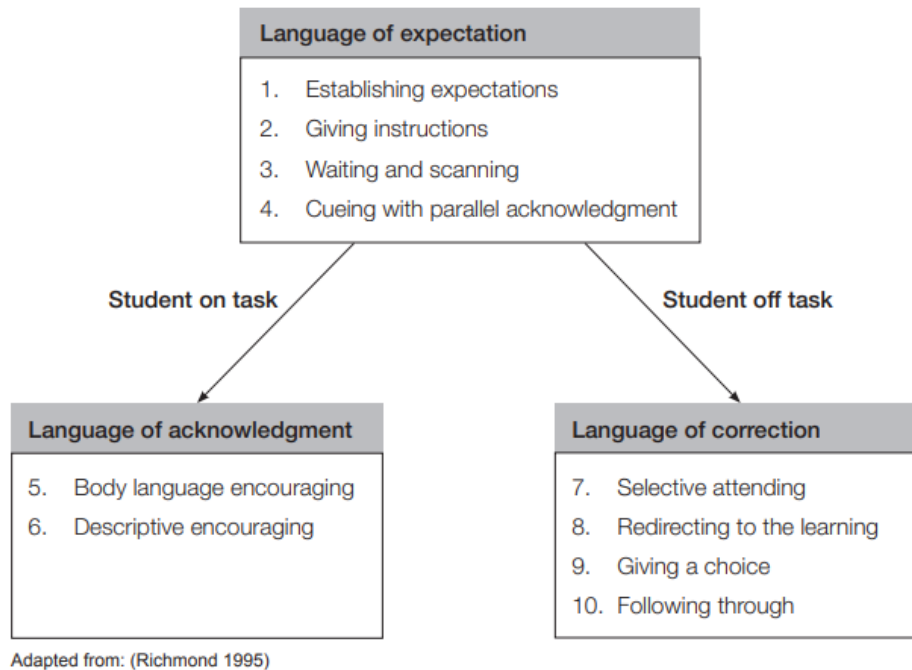
Every classroom in our school uses the Eatons Hill State School Expected Behaviours Matrix, illustrated earlier, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like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

To enhance the development of necessary skills and dispositions for our students to meet these expectations, a number of resources are utilised to ensure shared language and practices. These include, but are not limited to:

- *Australian Curriculum – Personal and Social General Capability*



- *Essential Skills for Classroom Management*



- *Zones of Regulation*



Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development work collaboratively with class teachers at Eatons Hill State School to provide focused teaching. Focused teaching is aligned to the Expected Behaviours Matrix, and students' progress is monitored by the classroom teacher/s to identify those who:

- No longer require the additional support
- Require ongoing focussed teaching
- Require intensive teaching

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

Intensive Teaching

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Eatons Hill State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

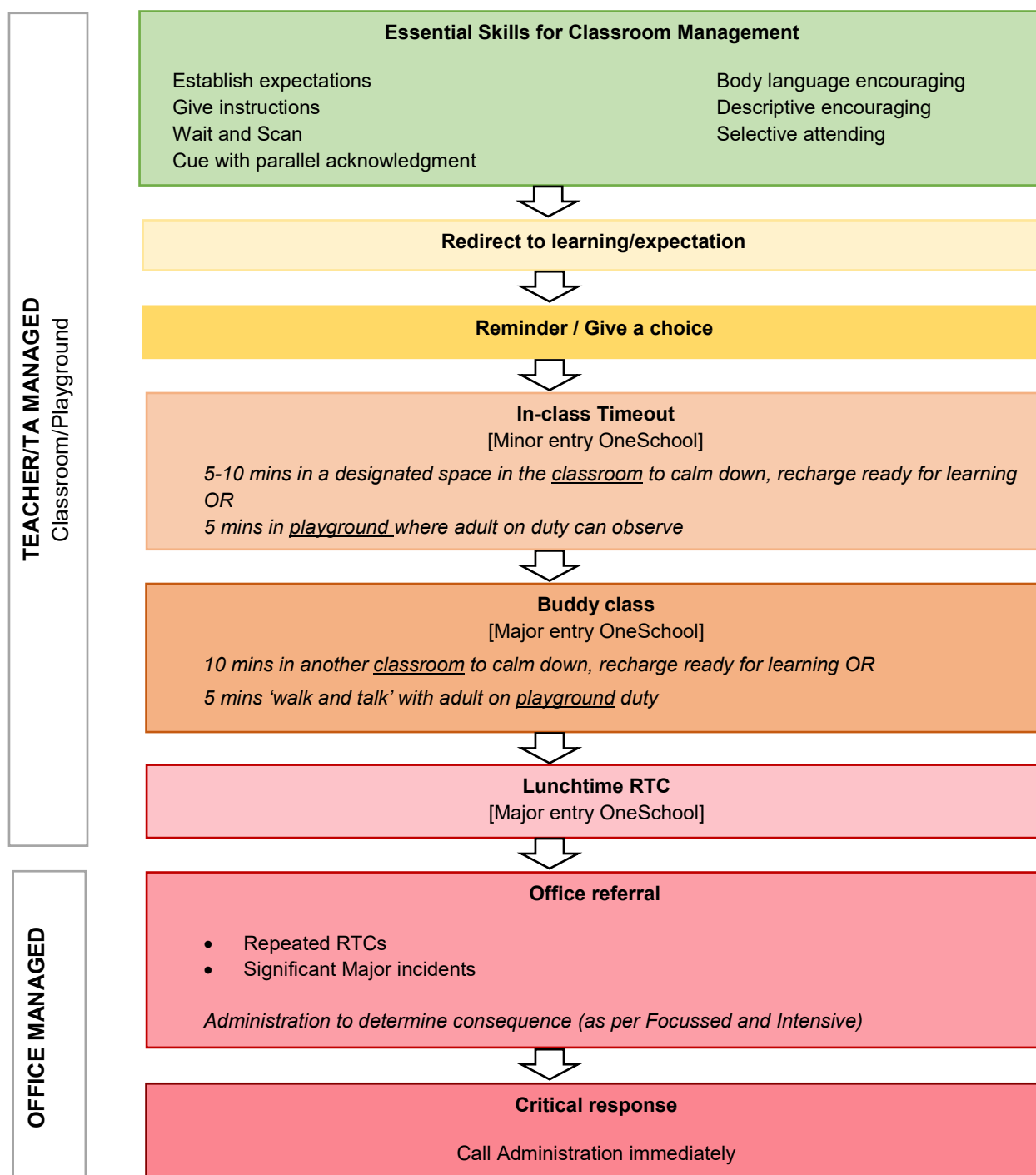
For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal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

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations. The following table highlights the multi-tiered framework for both preventative and support measures alongside possible disciplinary consequences as they relate to the continuum of behavioural needs.

Tier	Description		
1	<p>Tier 1 systems, data, and practices impact everyone across ALL settings. They establish the foundation for delivering regular, proactive support and promoting desired behaviours. Tier 1 emphasizes prosocial skills and expectations by explicitly teaching core elements of the Eatons Hills State School Behaviour Matrix; and, actively identifying and acknowledging appropriate student behaviour. Focus is on the whole-school implementation of the Australian Curriculum, school-wide behaviour expectations and Zones of Regulation. A whole-school approach, data-based decision making, consistent policies, and professional development are essential components of Tier 1.</p> <table border="1" data-bbox="212 376 1437 965"> <tr> <td data-bbox="212 376 794 965"> <p>Instruction</p> <p>Underpinning principles:</p> <ul style="list-style-type: none"> • Teach expected behaviours, for specific environments, to all children • Provide early intervention • Consider developmental norms and behavioural function • Visual references displayed throughout school • Use evidence-based interventions whenever possible • Provide refresher lessons and targeted recognition throughout the school year • Monitor student progress using data <p>Tier 1 strategies include:</p> <ul style="list-style-type: none"> • Class expectations (rules) are clearly displayed • Non-verbal and visual cues (e.g. posters, hand gestures) • Whole class practising of routines • Ratio of 4 positive to 1 negative commentary or feedback to class • Quiet signals are embedded • Class wide incentives </td><td data-bbox="794 376 1437 965"> <p>Possible consequences</p> <ul style="list-style-type: none"> • Pre-correction (e.g. "Remember, walk quietly to your seat") • Corrective feedback (e.g. "Hand up when you want to ask a question") • Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you") • Explicit behavioural instructions (e.g. "Pick up your pencil") • Proximity control • Tactical ignoring of inappropriate behaviour (not student) • Individual positive reinforcement for appropriate behaviour • Redirection • Low voice and tone for individual instructions • Give 30 second 'take-up' time for student/s to process instruction/s • Reduce verbal language • Break down tasks into smaller chunks • Provide positive choice of task order (e.g. "Which one do you want to start with?") • Prompt student to take a break or time away in class • Provide demonstration of expected behaviour • Private discussion with student about expected behaviour • Warning of more serious consequences • Making up missed learning time </td></tr> </table>	<p>Instruction</p> <p>Underpinning principles:</p> <ul style="list-style-type: none"> • Teach expected behaviours, for specific environments, to all children • Provide early intervention • Consider developmental norms and behavioural function • Visual references displayed throughout school • Use evidence-based interventions whenever possible • Provide refresher lessons and targeted recognition throughout the school year • Monitor student progress using data <p>Tier 1 strategies include:</p> <ul style="list-style-type: none"> • Class expectations (rules) are clearly displayed • Non-verbal and visual cues (e.g. posters, hand gestures) • Whole class practising of routines • Ratio of 4 positive to 1 negative commentary or feedback to class • Quiet signals are embedded • Class wide incentives 	<p>Possible consequences</p> <ul style="list-style-type: none"> • Pre-correction (e.g. "Remember, walk quietly to your seat") • Corrective feedback (e.g. "Hand up when you want to ask a question") • Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you") • Explicit behavioural instructions (e.g. "Pick up your pencil") • Proximity control • Tactical ignoring of inappropriate behaviour (not student) • Individual positive reinforcement for appropriate behaviour • Redirection • Low voice and tone for individual instructions • Give 30 second 'take-up' time for student/s to process instruction/s • Reduce verbal language • Break down tasks into smaller chunks • Provide positive choice of task order (e.g. "Which one do you want to start with?") • Prompt student to take a break or time away in class • Provide demonstration of expected behaviour • Private discussion with student about expected behaviour • Warning of more serious consequences • Making up missed learning time
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2	<p>Targeted instruction and supports for some students (approximately 10-15%) are more intense than Tier 1 services, 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. Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or aspects of school-wide expectations.</p> <table border="1" data-bbox="212 1099 1437 1637"> <tr> <td data-bbox="212 1099 794 1637"> <p>Instruction and support</p> <p>The interventions offered at this level will vary to meet the needs of each student:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions should be easy to sustain • interventions are data driven, concise and time specific • interventions are evidence-based and are matched to the student's needs. <p>Eatons Hills State School Tier 2 strategies include, but are not limited to:</p> <ul style="list-style-type: none"> • Check in, check out • School-home communication book • Social skills intervention groups • Supported play • Differentiated instruction • Small group focussed instruction • Playground passports • Behaviour goal cards • Zones of regulation • Staff coaching and debriefing </td><td data-bbox="794 1099 1437 1637"> <p>Possible consequences</p> <ul style="list-style-type: none"> • Buddy class • RTC • In-school withdrawal • Stakeholder meeting with parents, class teacher and DP • Referral to Student Support Team </td></tr> </table>	<p>Instruction and support</p> <p>The interventions offered at this level will vary to meet the needs of each student:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions should be easy to sustain • interventions are data driven, concise and time specific • interventions are evidence-based and are matched to the student's needs. <p>Eatons Hills State School Tier 2 strategies include, but are not limited to:</p> <ul style="list-style-type: none"> • Check in, check out • School-home communication book • Social skills intervention groups • Supported play • Differentiated instruction • Small group focussed instruction • Playground passports • Behaviour goal cards • Zones of regulation • Staff coaching and debriefing 	<p>Possible consequences</p> <ul style="list-style-type: none"> • Buddy class • RTC • In-school withdrawal • Stakeholder meeting with parents, class teacher and DP • Referral to Student Support Team
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3	<p>Individualised interventions for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive for students to achieve success.</p> <table border="1" data-bbox="212 1720 1437 2024"> <tr> <td data-bbox="212 1720 794 2024"> <p>Instruction and support</p> <p>Tier 3 supports are based on the underlying reasons for a student's function of behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. </td><td data-bbox="794 1720 1437 2024"> <p>Possible consequences</p> <ul style="list-style-type: none"> • Playground plan/supervision • In-school withdrawal • Withdrawal from non-curricular activity eg: excursion, Gala Day, camp • Temporary removal of student property • School disciplinary absence • Recommendation for exclusion • Referral to Student Support Team • Referral to regional program eg: GRIT • Stakeholder meeting with parents, school personnel and specialists </td></tr> </table>	<p>Instruction and support</p> <p>Tier 3 supports are based on the underlying reasons for a student's function of behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. 	<p>Possible consequences</p> <ul style="list-style-type: none"> • Playground plan/supervision • In-school withdrawal • Withdrawal from non-curricular activity eg: excursion, Gala Day, camp • Temporary removal of student property • School disciplinary absence • Recommendation for exclusion • Referral to Student Support Team • Referral to regional program eg: GRIT • Stakeholder meeting with parents, school personnel and specialists
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As seen below teachers closely align the essential skills with the behaviour flowchart encouraging students to self-regulate and have ownership of their behaviour.

Behaviour response flowchart



Recording incidents on OneSchool

T/TA managed	<ul style="list-style-type: none"> Teacher enters Minor on OneSchool TA completes Minor form and designated TA enters onto OneSchool Teacher enters Major on OneSchool and contacts parents (and enters RTC on SOBS) TA completes Office referral form and DP enters on OneSchool and contacts parents (and enters RTC on SOBS)
Office managed	<ul style="list-style-type: none"> Teacher enters Major on OneSchool, refers DP TA completes Office referral form and DP enters on OneSchool DP to determine consequence and contact parents

The following table provides a summary of how minor and major behaviours are defined at Eatons Hill State School. When responding to behaviour incidents, the staff members concerned determines if the problem behaviour is minor and major, and manages the incident in line with the above flowchart.

Category	Redirection behaviours teachable moment - rule reminder, warning	Minor behaviours record on OneSchool - staff member/teacher to manage	Major behaviours record on OneSchool - refer to admin, contact caregivers
Bullying Harassment	<ul style="list-style-type: none"> unkind comments name-calling trivial disagreements inappropriate physical contact e.g. pushing, shoving, elbowing, etc 	<ul style="list-style-type: none"> verbal misconduct e.g. teasing, threats physical misconduct e.g. kicking, punching, hitting psychological misconduct e.g. social exclusion ongoing redirection behaviours 	<ul style="list-style-type: none"> deliberate discriminatory harassment e.g. racial, homophobic slurs ongoing verbal misconduct ongoing physical misconduct ongoing psychological misconduct
Defiant Threat to adult/s	<ul style="list-style-type: none"> not following directions initially uncooperative challenging the directions given responding with a lack of manners disrespectful mannerisms e.g. eye-rolling, shrugging 	<ul style="list-style-type: none"> persistent non-compliance back-chatting walking away from staff leaving the classroom without permission but staying within sight ongoing redirection behaviours 	<ul style="list-style-type: none"> complete refusal to comply with directions arguing with or threatening staff hiding from staff leaving the school grounds ongoing minor behaviours
Disruptive	<ul style="list-style-type: none"> calling out chatting making inappropriate noises off-task out of seat/wandering around 	<ul style="list-style-type: none"> making ongoing noise or calling out to disrupt learning persistent chatting moving around classroom seeking to disrupt others ongoing redirection behaviours 	<ul style="list-style-type: none"> sustained deliberate disruptions e.g. yelling, talking over the top of the teacher/others, out of seat to interrupt learning ongoing minor behaviours
Dress Code	<ul style="list-style-type: none"> not wearing a hat outside not wearing shoes outside not wearing the correct uniform wearing non-approved items e.g. necklaces, rings, temporary tattoos 	<ul style="list-style-type: none"> repeated Dress Code misconduct e.g. repeatedly wearing non-black shoes (unless caregiver provides a note with a valid explanation) 	<ul style="list-style-type: none"> deliberate and sustained non-compliance with the Dress Code (no valid explanation from caregiver) ongoing minor behaviours
IT misconduct	<ul style="list-style-type: none"> forgetting to hand in personal device not having iPad prepared for learning e.g. not fully charged, missing required apps etc 	<ul style="list-style-type: none"> deliberately failing to hand in personal device using a personal device before and after school within the grounds off-task use e.g. "home" games handling others' personal devices repeated redirection behaviours 	<ul style="list-style-type: none"> refusing to hand in personal device recording others without permission inappropriate use of digital devices e.g. pornography, social media communicating with others without permission e.g. messages, airdrop ongoing minor behaviours
Late	<ul style="list-style-type: none"> not leaving the play area when the bell goes 	<ul style="list-style-type: none"> coming to class late after breaks without a valid reason ongoing redirection behaviours 	<ul style="list-style-type: none"> repeatedly coming to class late
Lying Cheating	<ul style="list-style-type: none"> omitting information exaggerating cheating in games or play 	<ul style="list-style-type: none"> providing untrue or misleading information copying answers during assessment ongoing redirection behaviours 	<ul style="list-style-type: none"> providing untrue or misleading information that negatively impacts others e.g. blaming someone else ongoing minor behaviours
Misconduct involving an object	<ul style="list-style-type: none"> playing with inappropriate objects e.g. sticks unsafe or incorrect use of equipment e.g. climbing trees 	<ul style="list-style-type: none"> using objects in a dangerous or damaging manner ongoing redirection behaviours 	<ul style="list-style-type: none"> using objects with the intent to cause injury or damage possession of weapons ongoing minor behaviours
Non-compliant with routine	<ul style="list-style-type: none"> briefly entering out of bounds areas e.g. to retrieve a ball, taking shortcuts sharing food running on the concrete not playing fairly 	<ul style="list-style-type: none"> riding bikes/scooters through grounds in out of bounds areas, including before and after school ongoing redirection behaviours 	<ul style="list-style-type: none"> deliberate and sustained refusal to follow directions or school routine impacting on the good order of the school ongoing minor behaviours
Physical misconduct	<ul style="list-style-type: none"> rough play unwanted physical contact e.g. poking 	<ul style="list-style-type: none"> minor physical misconduct e.g. light pushing, tripping ongoing redirection behaviours 	<ul style="list-style-type: none"> serious physical aggression with intent to cause injury e.g. punching, choking, biting spitting, urinating or defecating inappropriately non-consensual sexual misconduct e.g. dacking, sexual comments ongoing minor behaviours

Possession of prohibited items	<ul style="list-style-type: none"> chewing gum personal items e.g. toys, collectables 	<ul style="list-style-type: none"> illicit items e.g. lighters, spray paint ongoing redirection behaviours 	<ul style="list-style-type: none"> weapons or items that could be considered a weapon drugs or banned substances ongoing minor behaviours
Property misconduct	<ul style="list-style-type: none"> touching others' belongings littering/not caring for environment doodling on books finding/keeping of items 	<ul style="list-style-type: none"> taking or using others' belongings without permission, including food playing in the toilets ongoing redirection behaviours 	<ul style="list-style-type: none"> stealing vandalism wilful damage e.g. clogging toilets ongoing minor behaviours
Refusal to participate in program of instruction	<ul style="list-style-type: none"> off-task lack of effort 	<ul style="list-style-type: none"> not completing work ongoing redirection behaviours 	<ul style="list-style-type: none"> refusing to attempt any work during a lesson repeatedly not completing work
Threats to others	<ul style="list-style-type: none"> comments made in the heat of the moment without the intention of following through 	<ul style="list-style-type: none"> gestures of a threatening or intimidating nature directed at others e.g. raising a fist ongoing redirection behaviours 	<ul style="list-style-type: none"> directly threatening to harm others or their property ongoing minor behaviours
Truant Skip class		<ul style="list-style-type: none"> leaving the classroom/area without permission e.g. taking a toilet break without telling an adult 	<ul style="list-style-type: none"> absent from lesson without permission but at school leaving school grounds ongoing minor behaviours
Verbal misconduct	<ul style="list-style-type: none"> back-chatting muttering under breath disrespectful tone inappropriate language e.g. swearing after falling over 	<ul style="list-style-type: none"> swearing at another person shouting at others speaking rudely to adults ongoing redirection behaviours 	<ul style="list-style-type: none"> aggressive language offensive language discriminatory language verbal abuse/directed profanity ongoing minor behaviours

Off-campus Activities

Students are at risk of being withdrawn from off-campus activities (e.g. camps, excursions and interschool sport) if they present a significant risk to the safety and well-being of themselves and/or others or are involved in significant inappropriate behaviour which may reflect on the school and bring its good name and standing into disrepute.

The same expectations, guidelines and consequences of the Student Code of Conduct apply to Interschool Sport, excursions and camps.

In a situation where administration has made a decision to withdraw a student from camp, the following process will be followed:

- Camp Supervisors will organise with school/parent, the method of transport and pick up
- Transport arrangements will be at the parent's cost
- On return to school, the student, parents, and administration meet to
- discuss the incident and follow up consequences
- Consequences are applied

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

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

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

Re-entry following suspension

Students who are suspended from Eatons Hill State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

Positive Reinforcement

Appropriate behaviour is positively reinforced in a number of ways, including at the class-, school-, and community-level. 'Giving our best is the Eatons Hill Way' is acknowledged through:

- Peer recognition
- LEARNERS award certificates
- Recognition in school communications eg: Class DoJo, newsletter
- Class rewards eg: token systems, Class DoJo points
- Positive behaviour feedback to parents
- Eatons Excellence Award
- Gathering prize draw
- Eatons Excellence Class Champion Trophy

* This list is not exhaustive, and will be update in 2023.

Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what 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 the relevant Deputy Principal to discuss the matter.

Legislative Delegations

Legislation

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

- [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 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulations 2011 \(Cwth\)](#)

Delegations

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

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

Principals are the only staff who have the authority to make decisions about:

- suspension for up to 20 school days
- charge-related suspension
- exclusion for fixed period or permanently
- cancellation of enrolment
- referring to the Director-General a decision regarding refusal to enrol
- requests to the Director-General for information about student charges or convictions
- periodic review of decision to exclude permanently.

Notification authorisation

A principal is not able to delegate their authority to make decisions about suspension or exclusion, however they may authorise the deputy principal, to tell a student and their parent/s about the suspension or exclusion decision.

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

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

School Policies

Eatons Hill 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
- School uniform policy

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 Eatons Hill State School and will be removed if found in a student's possession:

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

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

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

Responsibilities

State school staff at Eatons Hill 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 Eatons Hill 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 Exemplar State 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 Eatons Hill 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 Eatons Hill 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 iPads, mobile phones and other devices by students

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

- Mobile phones must be handed in to the class teacher or office at the beginning of the day and then collected at the conclusion of the day;
- Smart watches must not be used for any other purpose than telling time whilst students are on school grounds;
- All electronic devices must not be used whilst waiting for parents or buses after school.

Responsibilities

The responsibilities for students using iPads, mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Eatons Hill State School to:

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

It is **unacceptable** for students at Eatons Hill State School to:

- use an iPad, 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 chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security

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

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

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

Preventing and responding to bullying

Eatons Hill State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Eatons Hill State School has a **Student Council**, with diverse representatives from each year level from Year 2 to Year 6, meeting regularly with the school mentors to promote strategies to improve student wellbeing, safety and learning outcomes.



- 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

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Eatons Hill State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

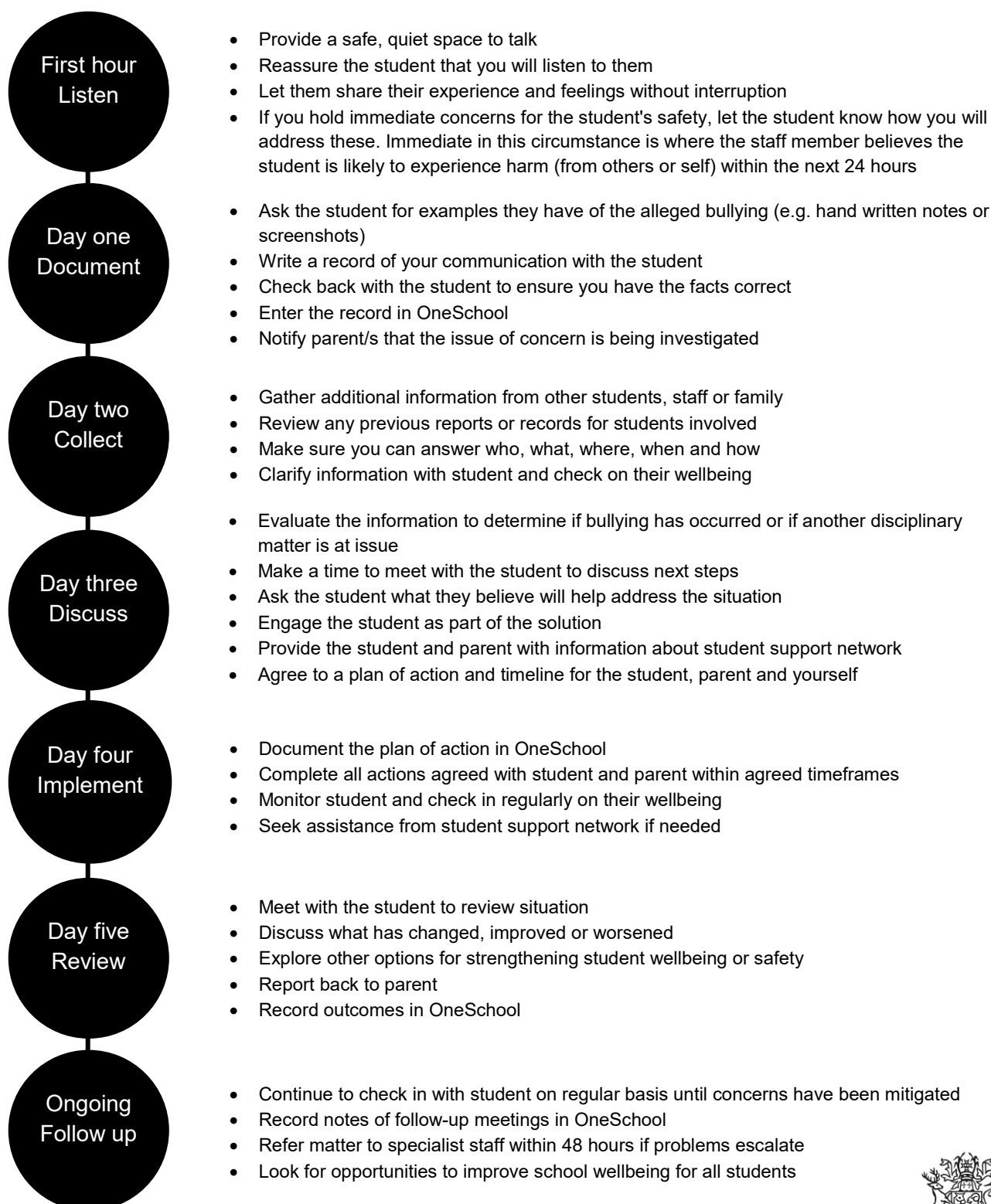
The following flowchart explains the actions Eatons Hill State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Eatons Hill State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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

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

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

Eatons Hill 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](#).

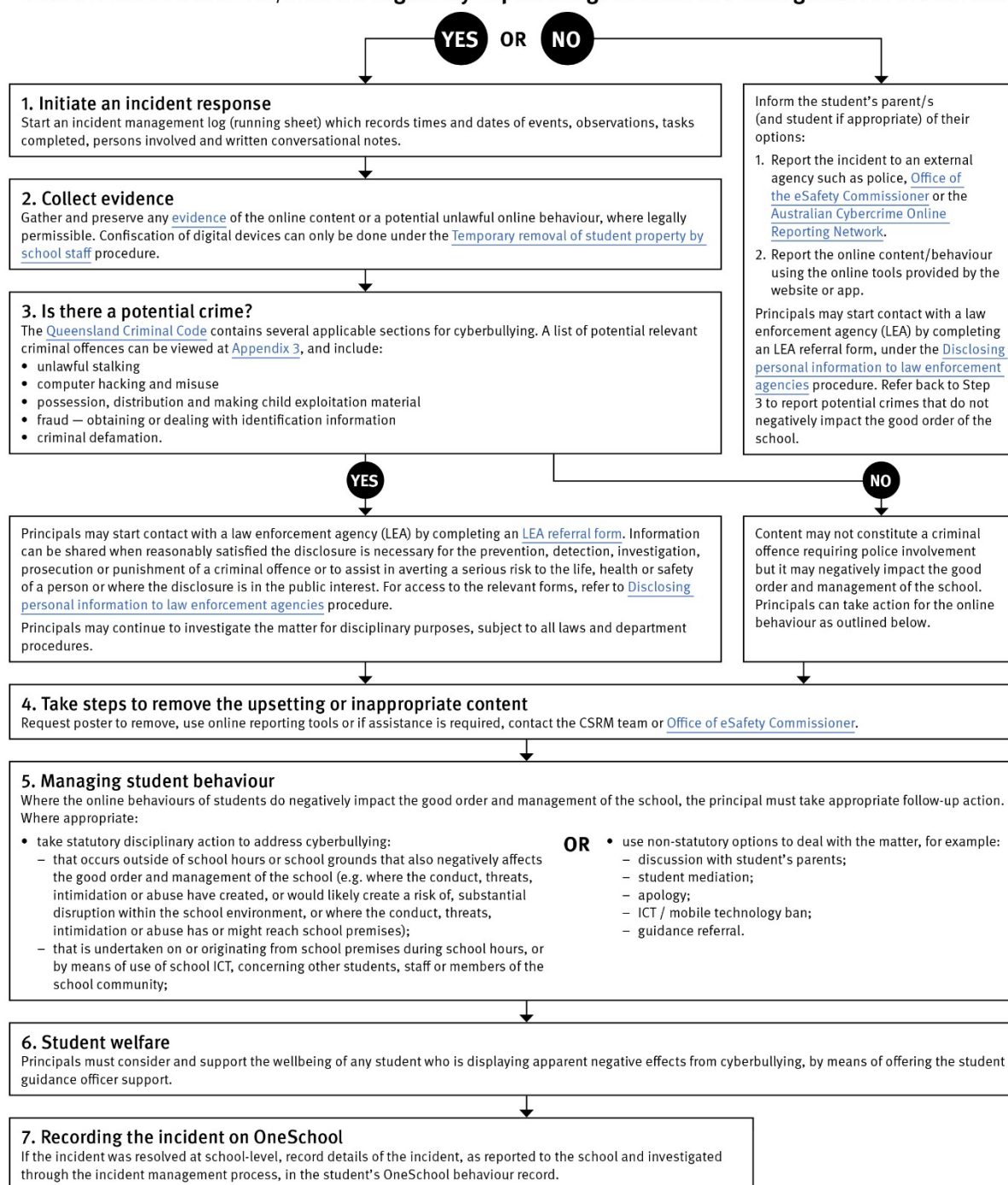
Explicit images

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?



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

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

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

Eatons Hill State School – Anti-Bullying Compact

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

Eatons Hill State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

School uniform policy

The school uniform policy and dress code has been endorsed by the P&C under the Education General Provisions Act 2006. Every student enrolled at Eatons Hill State School is expected to wear the school formal uniform every Monday and on other special days as designated.

The formal uniform consists of-

- for girls a Formal Dress (or optional Formal Shirt and Skort or Navy Shorts)
- for boys a Formal Shirt and Navy Shorts.
- your child can wear the formal uniform on other days of the week.

For all other days of the week:

- girls can wear a Stripe Polo and a Skort or Navy Shorts
- boys can wear a Stripe Polo and Navy Shorts

A Sports House T-shirt will be required on designated sports days such as cross country and athletics carnivals. This shirt is only to be worn on those days.

School Bucket Hats which have the sports house colour on the inside (Phoenix, Draco, Leo, Pegasus) are available as are school slouch hats.

All students are expected to wear black shoes every day with plain white socks or school socks. No variation to the colour of shoes is allowed (for example black Nike's with a white tick, or coloured laces).

In the event that a student cannot comply with the dress code, parents are required to communicate with the class teacher / relevant DP to provide a clear reason for non-compliance and an anticipated date as to when the situation will be rectified.

The wearing of decorative jewellery such as necklaces, chains, bangles and bracelets, wristbands, anklets and rings are not part of the school dress code. In reality, these items can be hazardous when children are moving about or playing. Acceptable items under the school's dress code are small wristwatches, small plain ear studs or small gold or silver sleepers, medical tags and school badges. Jewellery items of religious or cultural significance may only be worn if they are small and unobtrusive and a written and signed note has been received from the child's parent or carer. All jewellery items should be removed where possible (or covered) during sports or physical education activities.

All uniforms can be purchased from the P&C Uniform Shop which is conveniently located in the old Gathering Area - towards the centre of the school. The shop is also well-stocked with second hand items from shorts and shirts to jumpers.

Restrictive Practices

School staff at Eatons Hill 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.

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.

Conclusion

Eatons Hills 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 you feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher, deputy principal 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 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](#).