

Ravenshoe State School P-12

Student Code of Conduct

2025

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 2021-2025*

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Endorsement

Principal Name:	Jessie Cairns (Acting Principal)
Principal Signature:	
Date:	17/06/2025
P/C President Name:	Michelle Gregory
P/C President and-or School Council Chair Signature:	
Date:	17/06/2025

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Purpose

Ravenshoe State School P-12 is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The *Ravenshoe State School P-12* Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

Principal's Foreword

Ravenshoe State School P-12 has a long and proud tradition of providing high quality education to students since 1912. We believe strong, positive relationships between all members of our school community are the foundation to supporting the success of all students.

Ravenshoe State School P-12 is committed to providing all students with opportunities to achieve to their capacity. We envisage students enjoying learning and teachers enjoying teaching in a safe, respectful environment.

Ravenshoe State School P-12 has three core values: Safety, Respect and Learning:

Safety of self and others.

Respect by being accountable for your actions, being able to resolve differences in constructive, non-violent and peaceful ways, and contributing to society and civic life including taking care of the environment.

Learning by acting in accordance with principles of moral and ethical conduct, ensuring consistency between words and deeds.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and respectful young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Ravenshoe State School P-12 staff take an educative approach to discipline, 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.

We look forward to working with all students to Learn and Grow.

P&C Statement of Support

The Parents and Citizens Association of *Ravenshoe State School P-12* are proud to support the revised Student Code of Conduct. Consultation has been an important aspect in the development of the *Ravenshoe State School P-12* Student Code of Conduct, as the awareness and involvement of parents and carers is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

All parents and carers are expected to familiarise themselves with the *Ravenshoe State School P-12* Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

Any parents who wish to discuss the *Ravenshoe State School P-12* Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact the school or to join the *Ravenshoe State School P-12* P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Regards,

Michelle Gregory
President

Endorsed on 14th May, 2025 at the P and C Meeting.

School Captains' Statement of Support

On behalf of the student body at *Ravenshoe State School P-12*, we endorse the Student Code of Conduct for 2025. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the *Ravenshoe State School P-12* P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

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

Consultation

Ravenshoe State School P-12 developed this document in collaboration with our school community. As part of Positive Behaviour for Learning (PBL), we have developed an ongoing collaborative process which includes parents, Guidance Officer, school administration, teaching staff and members of the student body.

The consultation process used to inform the development of the Ravenshoe State School P-12 Student Code of Conduct occurred in three phases.

In the first phase, we formed a working party of key staff, including administrators from each campus, and held a series of internal meetings. This working party then conducted feedback sessions with a range of stakeholders during 2024.

A communication strategy has been developed to support the implementation of the Ravenshoe State School P-12 Student Code of Conduct, including parent information evenings, promotion through the school website and weekly newsletter. Any families who require assistance to access a copy of the Ravenshoe State School P-12 Student Code of Conduct are encouraged to contact the Principal.

Review Statement

The *Ravenshoe State School P-12* Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A full review has been conducted in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

Multi-Tiered Systems of Support

Ravenshoe State School P-12 uses multi-tiered systems of support as the foundation for our integrated approach to learning and behaviour. A multi-tiered system of support is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, the multi-tiered system of support allows school staff to match increasingly intensive interventions to the identified needs of individual students.

All areas of *Ravenshoe State School P-12* are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours, as well as building self-regulation and resilience strategies. Through the *Student Code of Conduct*, shared expectations for student behaviour are transparent to everyone, assisting *Ravenshoe State School P-12* in the creation and maintenance of a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our guiding philosophy is based on the system of positive behaviour support with the underlying premise that all staff and students have the right to work productively in a safe, respectful learning environment. Our *Student Code of Conduct* recognises that behaviour is:

- Chosen
- Contextual
- Learned
- Purposeful

Our school community has identified the following school expectations to teach and promote our high standards of conduct:

- Be Safe
- Be Respectful
- Be a Learner

Our school expectations have been agreed upon and endorsed by all staff and our school Parents and Citizens Committee. They are aligned with the values, principles and expected standards outlined in [Education Queensland's Code of School Behaviour](#).

We understand that behaviour is motivated by a need, whether it be the need for survival, belonging, power, freedom or fun.

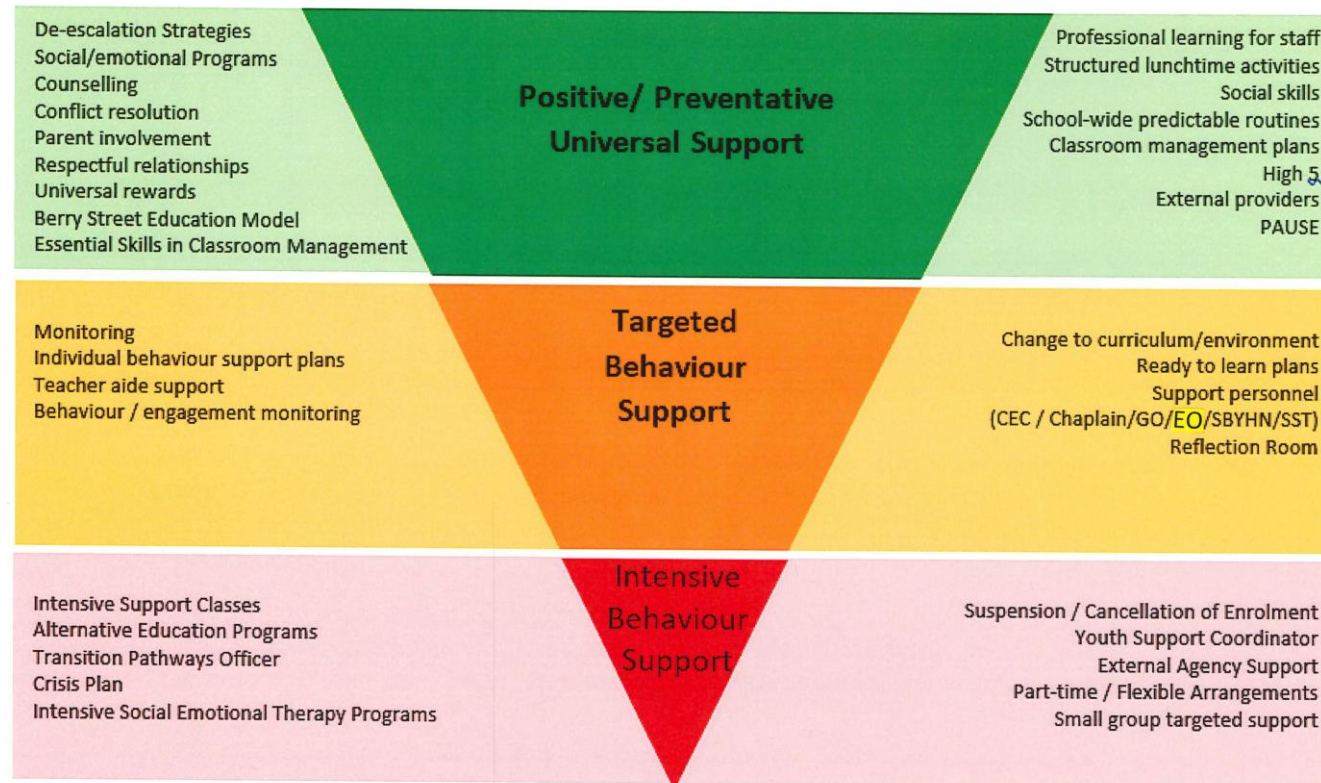
At *Ravenshoe State School P-12*, we use a three-tiered approach to facilitate standards of positive behaviour and respond to unacceptable behaviour.

Universal support is proactive in nature and seeks to prevent the occurrence of challenging behaviour. It is provided to all students.

Targeted behaviour support is provided for the 10-15% of students who require assistance meeting behaviour expectations.

Intensive behaviour support is tailored for the individual needs of 2-5% of the student population.

Tiered Systems of Support Chart



1. Universal Behaviour Support

Universal Behaviour Support at *Ravenshoe State School P-12* is enacted in the following ways:

a) School Community Awareness

At *Ravenshoe State School P-12*, we engage the wider school community (including students, teaching staff, non-teaching staff, parents and volunteers) in the contents of this document by:

- Professional development/ teaching activities for all stakeholders
- Provision of the *Ravenshoe State School P-12 Student Code of Conduct* upon enrolment
- Familiarisation sessions for non-school age students transitioning into Prep and Year 6 students transitioning into Year 7
- Regular engagement with our PBLK expectations through parades, newsletters and universal rewards.

b) School-wide Expectations Teaching Matrices

The *School-wide Expectations Teaching Matrix* outlines our agreed rules regarding safe, respectful learning, and links specific behavioural expectations in all school settings to these universal expectations. These matrices are campus-specific.

1) Primary Expectations MATRIX

Positive Behaviour for Learning Expectations							
ALL SETTINGS		LEARNING ENVIRONMENT and CLASSROOM	OUTSIDE CLASSROOM	PLAYGROUND AREAS	EATING AREAS and TUCKSHOP	TOILETS	BEFORE and AFTER SCHOOL
Follow Staff Instructions at ALL TIMES		Classrooms, Library, Computer Labs	Walkways and Verandas, Transitions and Excursions	Playground, Oval, Hall Areas, Under A Block, Handball courts	Fruit break, First Lunch and Second Lunch	Junior and Senior Toilets	A Block, bus line, on bus, bike racks and breakfast club
Be SAFE	<ul style="list-style-type: none">Keep your hands, feet and objects to yourself. Report unsafe situations to an adult.Use your de-escalation strategies.	<ul style="list-style-type: none">Sit safely on your seat.Walk in learning environments.Ask for permission to leave the room (office / toilet pass).	<ul style="list-style-type: none">Line up quietly and wait for your entry greeting.Bags in the port racks.Walk on cement.	<ul style="list-style-type: none">Wear your hat and shoes.Use equipment safely.Running games on the oval only.	<ul style="list-style-type: none">Stay seated during eating time.Eat in the correct area.	<ul style="list-style-type: none">Flush the toilet and wash your hands with soap.Toilets are a play-free zone.Use a toilet pass.	<ul style="list-style-type: none">Stay in the supervised areas.Walk straight to bus line.Go straight home and be stranger danger aware.
Be RESPECTFUL	<ul style="list-style-type: none">Use the High-5 strategies.Use your manners and be kind.Look after all property.	<ul style="list-style-type: none">Use the 5Ls – lips, look, legs, listen, laps.Allow others to learn.Put your hand up to speak and wait your turn.	<ul style="list-style-type: none">Arrive at school and go to class on time.Walk quietly between classes.	<ul style="list-style-type: none">Take turns and share equipment.Be a good sport and play fairly.Encourage others and include them in your games.	<ul style="list-style-type: none">Ask staff before leaving the eating area.Queue sensibly at tuckshop.Put rubbish in the bin.	<ul style="list-style-type: none">Keep toilet areas clean and tidy.Respect privacy.Report any damage or misuse.	<ul style="list-style-type: none">Wash breakfast club items.Line up in the morning as soon as the whistle blows.Sit quietly in bus line.
Be a LEARNER	<ul style="list-style-type: none">Do your best and ask for help.Stay on task.Be in class and learning every school day.	<ul style="list-style-type: none">Have your resources organised to learn.Have a growth mindset.	<ul style="list-style-type: none">Be calm and ready to learn.	<ul style="list-style-type: none">Learn and follow game rules.	<ul style="list-style-type: none">Eat healthy food first.	<ul style="list-style-type: none">Go to the toilet during break times.	<ul style="list-style-type: none">Learn road safety rules.
Ravenshoe State School				Primary Campus			

2) Secondary Expectations MATRIX

Positive Behaviour for Learning Expectations

ALL SETTINGS Follow Staff Instructions at ALL TIMES.		FACILITIES Grounds, ovals, play courts tuckshop,	LEARNING ENVIRONMENTS Classrooms, Library, Computer Labs, Science Labs, Dining Hall, Sports Hall, gym, dairy.	TRANSITIONING Walkways & Verandas, Car Park, Primary Campus Journeys	BUS On bus and in waiting area	TOILETS
Be SAFE	<ul style="list-style-type: none"> ★ Learn and play safely in approved areas ★ Report unsafe situations ★ Follow school policies and procedures 	<ul style="list-style-type: none"> ★ Be sun smart ★ Participate in school approved activities 	<ul style="list-style-type: none"> ★ Follow entry and exit routines ★ Use out of class passes during class time ★ Place bags in designated areas ★ Be Cyber-safe ★ Practice subject specific safety procedures 	<ul style="list-style-type: none"> ★ Line up quietly as directed by teacher ★ Keep stairway, ramps, paths, driveway and gateways clear ★ Walk responsibly when transitioning ★ Adhere to road safety rules. 	<ul style="list-style-type: none"> ★ Arrive promptly to bus area ★ Wait quietly in designated bus line ★ Enter and Exit bus safely as directed adult 	<ul style="list-style-type: none"> ★ Practice personal hygiene ★ Use toilet pass
Be RESPECTFUL	<ul style="list-style-type: none"> ★ Show respect to self, others and environment ★ Represent yourself, your school, and community with pride ★ Make responsible choices and own your actions ★ Keep hands, feet, mouths & objects to yourself 	<ul style="list-style-type: none"> ★ Place rubbish in bins provided ★ Use appropriate language ★ Take care of equipment; yours, others and school ★ Say please & thank you 	<ul style="list-style-type: none"> ★ Follow electronic devices policy ★ Respect the rights of others to learn ★ Support each other's difference 	<ul style="list-style-type: none"> ★ Respect others when transitioning 	<ul style="list-style-type: none"> ★ Respect driver, passengers and staff on duty 	<ul style="list-style-type: none"> ★ Respect others rights and privacy ★ Keep toilet clean
Be a LEARNER	<ul style="list-style-type: none"> ★ Be in class and learning every school day ★ Be Ready to Learn with necessary equipment ★ Display a Growth Mindset 	<ul style="list-style-type: none"> ★ Participate in school organised activities ★ Practice good sportsmanship ★ Make healthy lifestyle choices 	<ul style="list-style-type: none"> ★ Be an active participant and maximise your learning ★ Complete set tasks ★ Seek help when required 	<ul style="list-style-type: none"> ★ Follow your timetable 	<ul style="list-style-type: none"> ★ Follow Queensland Transport Code of Conduct 	<ul style="list-style-type: none"> ★ Use toilets during lunch breaks

Ravenshoe State School

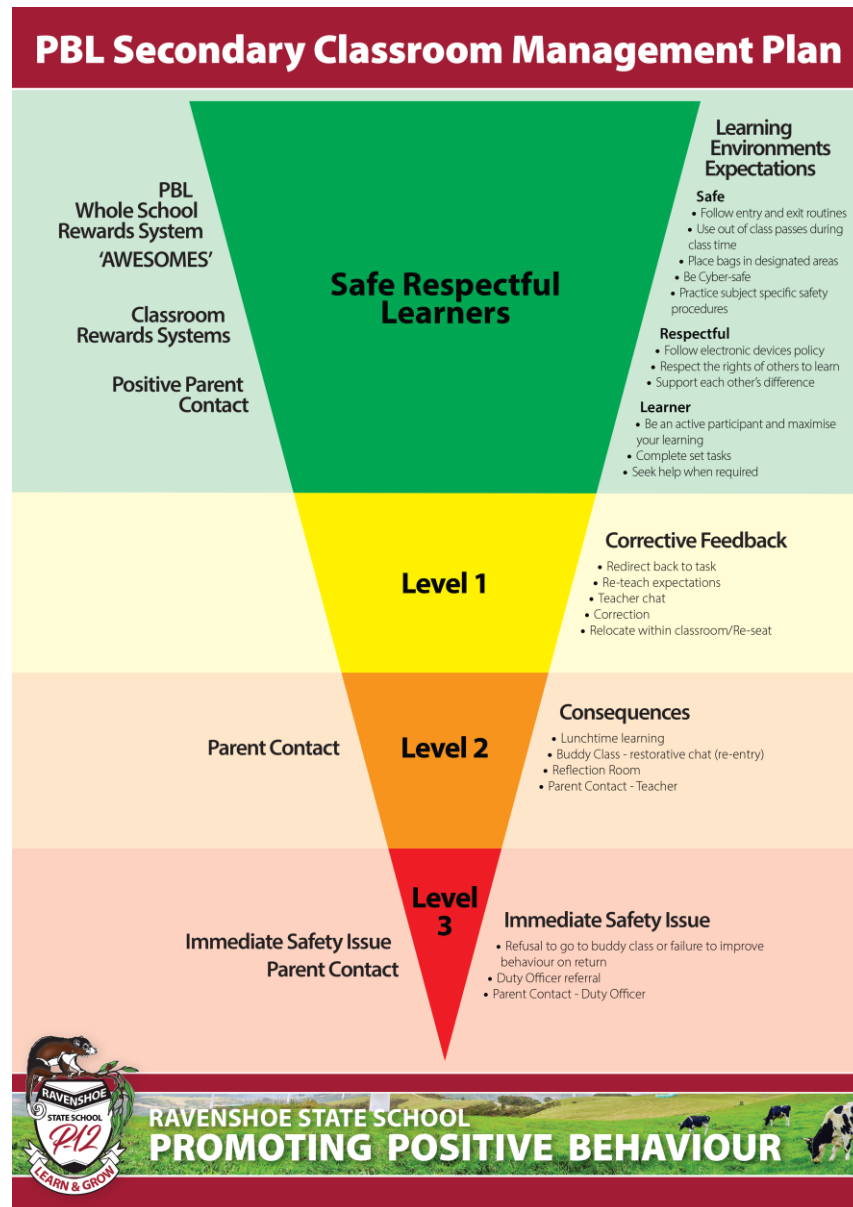
Secondary Campus

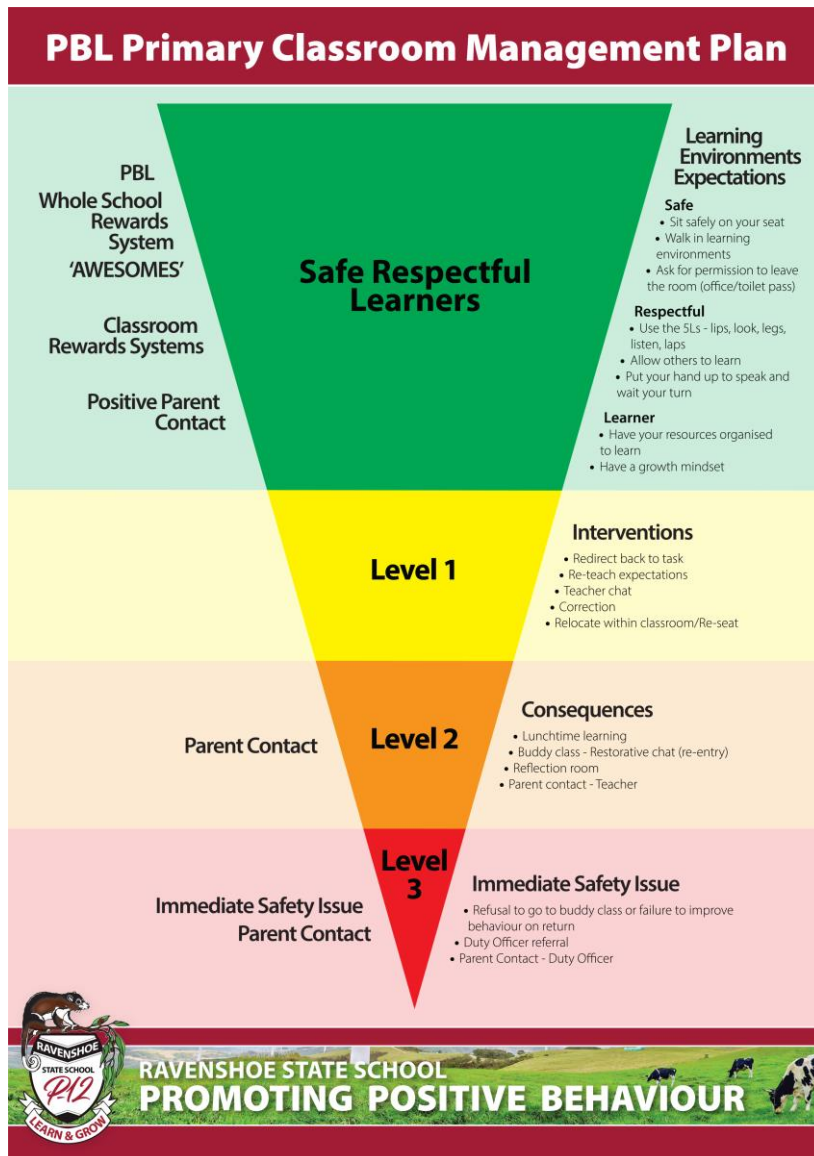


- c) School-wide routines and processes
- d) Weekly Focus Topics
- e) Classroom Management Plan/s

Whole School Classroom Management Plan

A Whole School Classroom Management Plan is used by all teaching staff to manage behaviour in the classroom in a consistent manner- see below.





f)Universal Rewards

1. *Awesomes- weekly, per Term and end-of-year*
2. *Silver Awesomes*
3. *Golden Awesome Draw*
4. *Primary Awesome Prizes*
5. *Gold Awesome Parties*
6. *Secondary Super Awesome and On Track Awards*
7. *Primary Possi's Pupil and Shining Star*

f) Social and Emotional Learning Programs

g) Conflict Resolution

h) Respectful Relationships- Moderation and Assessment Hub

i) Essential Skills in Classroom Management

j) Structured Lunchtime Activities

k) Social Skills

l) High 5

- m) External Providers
- n) Counselling
- o) PAUSE Program

2. Targeted Behaviour Support:

Ravenshoe State School P-12 uses a range of strategies to facilitate acceptable standards of behaviour and provide educational support in responding to students who demonstrate higher than average rates of problem behaviour. Typically, these students are those for whom the teacher's *Classroom Management Plan* is not effective.

Targeted Behaviour Support strategies are used with approximately 10-15% of the student population, and may involve a range of stakeholders beyond the classroom teacher. Development and implementation of targeted support is team-based and develops strategies that prevent or minimise the occurrence of inappropriate behaviour.

The following strategies are commonly used with students who have not responded positively to the school-wide approach:

- a) Teacher Aide Support
- b) Behaviour/ Engagement Monitoring
- c) Change to curriculum/ environment
- d) Support Personnel
- e) Reflection Room
- f) Buddy Class
- g) Parent/ Carer Involvement
- h) Alternative or Flexible timetable

3. Intensive Behaviour Support

Ravenshoe State School P-12 is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still displaying inappropriate behaviours. Typically, these students represent 2-5% of the student population, and because of their behaviour, are at risk of significant educational underachievement. Students receiving Intensive Behaviour Support are case-managed by members of the School Administration, sometimes in conjunction with external agencies. Strategies used by Ravenshoe State School P-12 for intensive support include:

- a) **Intensive support classes**
- b) **One-on-one supervision**
- c) **Small group targeted support**
- d) **Alternative Education Programs**
- e) **Transition Pathways Officer**
- f) **Safety Plan**
- g) **Intensive Social/ Emotional Therapy Programs**
- h) **Case or Complex Case Management**
- i) **Development of an *Individual Behaviour Support Plan* or *Discipline Improvement Plan***
- j) **External Agency Support (District Advisory Teacher for Behaviour)**
- k) **Youth Support personnel**
- l) **Part-time/ Flexible Arrangements as per previous definition**
- m) **Family Support**
- n) **Functional Behaviour Assessment**
- o) **Alternative Educational Programs**
- p) **Suspension, exclusion or cancellation of enrolment**

Consideration of Individual Circumstances

Staff at *Ravenshoe State School P-12* 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 equality, 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 disciplinary action 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/carers 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 Principal or their delegate to discuss the matter.

Student Wellbeing

Ravenshoe State School P-12 offers a range of programs and services to support the wellbeing of students in our school.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum, embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P-12 curriculum, assessment and reporting framework](#).

Ravenshoe State School P-12 acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Ravenshoe State School P-12, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexually transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 to 12 students.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention

Ravenshoe State School P-12 implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Ravenshoe State School P-12 works closely with parents/ carers to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Ravenshoe State School P-12 requires parent/ carer consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school office at each campus can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Ravenshoe State School P-12 maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in each campus' first aid kit to provide emergency first aid medication if required.

Mental health

Ravenshoe State School P-12 implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Ravenshoe State School P-12 school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of a student in the first instance, and where necessary provide first aid. In all other situations, *Ravenshoe State School P-12* staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents/ carers are advised
- all actions are documented and reported

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, *Ravenshoe State School P-12* enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, *Ravenshoe State School P-12* staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Ravenshoe State School P-12 has a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at *Ravenshoe State School P-12* to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Team (SST).

Parents/ carers who would like more information about the student support roles and responsibilities are invited to contact the Principal via the school phone number.

Role	What they do
Deputy Principals	<ul style="list-style-type: none"> • Organises Student Support Team meeting agendas • Oversees behaviour management processes • Oversees Action Plans • Refers students to other support personnel • Devises and monitors Flexible Education Plans
Community Education Counsellor	<ul style="list-style-type: none"> • Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Guidance Officer	<ul style="list-style-type: none"> • Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • Assists students with specific difficulties, acting as a mediator or providing information on other life skills • Liaises with parents/ carers, teachers, or other external health providers as needed as part of the counselling process. • Offers career counselling and advice
Secondary Head of Department	<ul style="list-style-type: none"> • Monitors student academic data and arranges interventions for students in Years 7-12 • Case Manages students in the senior phase of learning • Coordinates transition to senior phase of learning from Year 10, including Senior Education and Training (SET) Planning and subject selection
Primary Head of Department	<ul style="list-style-type: none"> • Coordinates P-10 reading programs and intervention for identified students
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs

Youth Support Officer	<ul style="list-style-type: none"> • Provides individual and, at times, group support to students to assist their engagement with education and training • Supports students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ QCE/learning support ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/ physical wellbeing
Youth Worker	<ul style="list-style-type: none"> • Provision of early intervention support of at-risk or disengaged students • Provision of engagement and social/emotional activities and programs • Facilitating check-ins • Case Management of identified students • Liaison with external stakeholders and agencies
Transition Pathways Officer	<ul style="list-style-type: none"> • Supports exiting students in transitioning to an alternative pathway- further education, training or work • Liaises with other service providers, organisations and employers to seek opportunities for exiting students
Chaplain	<ul style="list-style-type: none"> • Provides pastoral care for identified or self-referring students • Facilitates social/ emotional and wellbeing programs for individuals or groups
HOSES	<ul style="list-style-type: none"> • Provides expert advice and support for students with a disability • Accesses external support for students with disabilities • HICPs and ICPs
Engagement Officers	<ul style="list-style-type: none"> • Case management of students referred for engagement (attendance, behaviour, classroom environment support, individual students support and supporting individual interventions)
Student Wellbeing Officer	<ul style="list-style-type: none"> • Provision of early intervention support of at-risk or disengaged students • Provision of engagement and social/emotional activities and programs • Facilitating check-ins • Supporting Case Managers with student interventions and supports

It is also important for students and parents/ carers to understand there are regional and state-wide support services also available to supplement the school network. These include personnel who can assist with issues pertaining to Student Protection, Mental Health, Autism Inclusion, Pathways, as well as Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Deputy Principal on either site.

Whole School Approach to Discipline

Ravenshoe State School P-12 uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

At *Ravenshoe State School P-12* we believe behaviour management is about more than consequences. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students; being Safe, be Respectful and be a Learner.

Students

Below are examples of what these PBL expectations look like for students in all settings at our primary campus:

Safe

- Keep your hands, feet and objects to yourself
- Report unsafe situations to an adult
- Use your de-escalation strategies

Respect

- Use the high-5 strategies
- Use your manners and be kind to others
- Look after all property

Learner

- Do your best and ask for help
- Complete set tasks
- Be in class and learning every school day

Parents/ Carers and Staff

The table below explains the PBL expectations for parents/ carers when visiting our school and the standards we commit to as staff.

Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or Principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Respect

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Learner

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

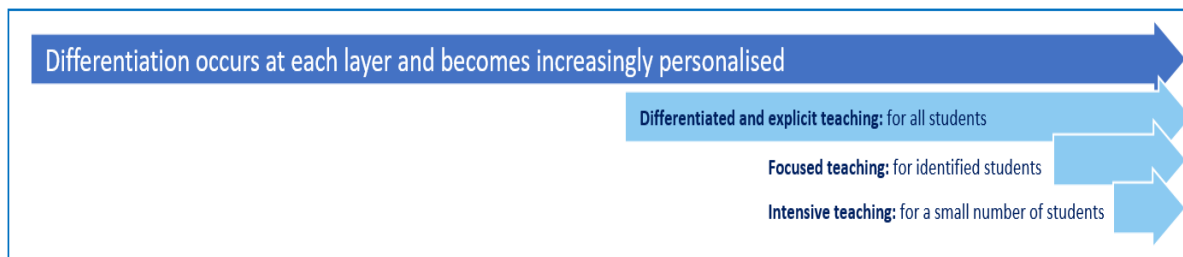
Differentiated and Explicit Teaching

Ravenshoe State School P-12 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 *Ravenshoe State School P-12* vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to

behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



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

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at *Ravenshoe SS P-12* to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Ravenshoe SS P-12 has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

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

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

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

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

Legislation

In this section of the *Ravenshoe SS P-12 Student Code of Conduct* are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [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 Regulation 2011 \(Cwth\)](#)

Delegations

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

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

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

- [Education \(General Provisions\) Act 2006 Director-General’s delegations](#)
- [Education \(General Provisions\) Act 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General’s authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General’s delegations](#)

Disciplinary Consequences

The disciplinary consequences model used at *Ravenshoe State School P-12* 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.

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 *Ravenshoe SS P-12*, 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/carers and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from *Ravenshoe SS P-12* are invited to attend a re-entry meeting on the day of their scheduled return to school, or prior to this scheduled return. The main purpose of this meeting is to welcome the student, with their parent/s or carer/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 consequence 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.

See the *Restorative Process for Student Disciplinary Absences* in the *Related Procedures and Guidelines* Section below.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone or in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s or carer/s. Often, however, the student's Case Manager (if they have one) will also be in attendance.

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. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s or carer/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 or referral to Student Support Team)
- Set a date for follow-up (If required)
- Thank student and parent/s or carer/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, provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as Guidance Officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Ravenshoe SS P-12 has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

Temporary Removal of Student Property

Audience

Ravenshoe SS P-12 school community.

Purpose

This procedure outlines the processes, conditions and responsibilities for principals and state school staff when temporarily removing student property.

Overview

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors.

This procedure is based on the legislative framework outlined in [Division 2, Education \(General Provisions\) Regulation 2017 \(Qld\)](#).

Prohibited Items

The following is a list of items that are prohibited on school premises that may be subject to temporary or complete removal from a student's possession:

- White-out
- Permanent markers
- Personal electronic devices being used on site – see *Personal Electronic Devices Policy*
- Aerosols
- Flammable materials
- Lollies
- Jewellery (other than that listed in the *School Prospectus* as permissible) and jewellery items in breach of Workplace Health and Safety protocols
- Sharp implements
- Unmarked medication
- Legal substances (including implements) such as tobacco, energy drinks, soft drinks and alcohol
- Inappropriate clothing (including apparel that features advertising/ symbols for substances)
- Illegal substances
- Pornography
- Weapons
- Sport equipment, food or drinks in learning environments

Responsibilities

Principal

- 1) The Principal ensures that school staff are aware of the responsibilities outlined in this procedure that must be followed when temporarily removing student property, including that:
 - **Consent is not required** to search school property such as lockers, desks or laptops that are supplied to the student through the school.
 - **Consent is required** from the student or parent/ carer to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent/ carers, principals or state school 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.**

- Where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's access **prior to seeking search consent** or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.
- Under normal circumstances, the principal and school staff members **are not permitted to search student property** (e.g. a student's school bag) unless they have the consent of the student or their parent/ carer.
- **Under emergency circumstances only**, such as a need to access an EpiPen for an anaphylactic emergency, the Principal or school staff may need to search a student's property without the student's consent or the consent of the student's parents/ carers.
- Principals/ school staff do not have the authority to search the person of a student, however, if a search is considered necessary, the police should be called to make such a determination.

2) The Principal is also responsible for ensuring that parents/ carers and students are:

- Informed of the procedure which enables state school staff to temporarily remove student property and the expectations in relation to property students may bring to school.
- Aware of the right to refuse permission for state school staff to search student property, and that police may be called if consent is not provided.
- Provided with clear communication to inform what student property can be temporarily removed and the expectations in relation to property students may bring to school.
- Provided with examples of property that may be temporarily removed, such as bags, mobile phones, or prohibited items such as knives.
- Examples of the amount of time certain property may be temporarily removed (e.g. end of day or school week).
- That student property may be seized by the police.

School staff

- Follow appropriate processes outlined in the [Student Code of Conduct](#) regarding temporary removal of student property:
- Access to information on temporarily removed student property (eg. messages or photos on student mobile phones).
- Return of temporarily removed student property.
- Circumstances where temporarily removed student property need not be made available for collection.
- Deciding a reasonable time to make temporarily removed student property available for collection.

Students

- Must not bring property onto school grounds or other settings used by the school (e.g. camp, or sporting venues) that:
- Is prohibited according to the school's [Student Code of Conduct](#)
- Is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines)
- Puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
- Does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)

- Does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda).
- Collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Parents/ Carers

- Ensure their children do not bring property onto school grounds or other settings used by the school that:
 - Is prohibited according to the [Student Code of Conduct](#)
 - Is illegal (e.g. drugs such as cannabis, ecstasy, amphetamines)
 - Puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
 - Does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
 - Does not maintain and foster mutual respect (e.g. printed materials with offensive language).
 - Collect temporarily removed student property as soon as possible after they have been notified by the Principal or school staff that the property is available for collection.

Process

School staff

Only persons who are authorised under the [Education \(General Provisions\) Regulation 2017 \(Qld\)](#) to remove from a student at the school any property in the student's possession if the principal or staff member is satisfied the removal is necessary.

Temporary removal of student property

- Property may be temporarily removed from a student if the principal or state school staff are reasonably satisfied the removal is necessary to ensure compliance with the [Student Code of Conduct](#)
- Preserve the caring, safe, supportive and productive learning environment of the school
- Maintain and foster mutual respect among staff and students at the school
- Encourage all students to take responsibility for their own behaviour and the consequences of their actions
- Provide for the effective administration of matters about the students of the school.

Return of temporarily removed student property

- Principal or school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service
- Ensure temporarily removed student property held by the school is made available for collection by the student or parent/ carer within a reasonable time period
- If the student is a child, the principal or school staff member may choose to make the temporarily removed property available for collection to the parent or carer only if it is more appropriate to do so, given:
 - its condition, nature or value, and/or
 - to ensure the safety of students or staff, and/or
 - for the good order and management, administration and control of the school
 - Ensure temporarily removed student property made available for collection is in the same condition as when the property was removed.

Where the student is independent or mature age, it may be appropriate to return the temporarily removed property directly to them

Retention of temporarily removed student property

The principal and school staff may retain temporarily removed student property if:

- The property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime and school staff are in the process of notifying police
- Police state that they will come to the school to investigate matters relating to the temporarily removed student property, then it is kept until police attend
- If police seize the property under the [Police Powers and Responsibilities Act 2000 \(Qld\)](#), advise the student and their parent/ carer of this action and that the temporarily removed student property is no longer in the possession of school staff. If police decide not to seize the property, return the temporarily removed student property to the student or parent/ carer as soon as practicable.
- Student or parent/carer has not collected the temporarily removed student property despite reasonable efforts (multiple phone calls, emails or meetings) by the principal or state school staff to advise the student or parent/carer it is available for collection
- Where staff reasonably suspect that the student is not the lawful owner of the property.

Deciding a reasonable time to retain or make property available for collection

In deciding a reasonable time to retain or make property available for collection, principals and school staff will consider the:

- Condition, nature or value of the property
- Circumstances in which the property was removed
- Safety of the student from whom the property was removed
- Other students or staff members
- Good management, administration and control of the school.

Personal Electronic Devices Policy

This policy relates to the carriage and use of personal electronic devices at *Ravenshoe SS P-12 secondary campus*.

The policy for the **primary campus** is that all personal electronic devices must be handed in to the office on arrival to school and collected by students at 3pm.

This policy does not apply to BYOX school-approved devices.

Audience

The school community of *Ravenshoe State School P-12 secondary campus*.

Purpose

The purpose of the *Personal Electronic Devices Policy* is to provide a safe, supportive environment which maximises quality learning and promotes healthy social development for students at *Ravenshoe SS P-12*.

Overview

This policy supports the expectations at *Ravenshoe State School P-12* in regards to:

- Learning- minimise disruptions
- Behaviour- maintain focus on safety, respect and learning
- Social/ emotional development- teach appropriate use of technology
- Cybersafety- eliminate the incidence of bullying
- Security- protect property

The school will take no responsibility for lost, stolen or damaged personal devices.

Personal Electronic Devices refers to, but is not limited to; mobile phones, tablets, smart watches, iPods, MP3 players, speakers, Airpods and headphones.

The school will provide electronic devices when required for curriculum purposes. Personal devices cannot be used as calculators.

For students requiring special consideration for specific or extenuating circumstances, consultation with the Deputy Principal is required, and staff will be provided with written confirmation of the agreed contract for use.

This policy applies to whole school events.

Use of personal electronic devices during excursions will be outlined for each individual excursion, and communicated to students and parents/ carers.

Responsibilities

Student

- Comply with the *Personal Electronic Devices Policy*
- Switch their device/s off on arrival to school

- Ensure that the personal device is not seen or heard at school at any time on school grounds (students are permitted to use phones after 3pm eg. While exiting the school grounds or waiting at the bus stop)
- Follow the school process for the temporary removal of personal electronic devices

Staff

- Enforce the *Personal Electronic Devices Policy* consistently
- Follow the school process for the temporary removal of personal electronic devices
- Record in *OneSchool* when a personal device is temporarily removed
- When students need to use their personal device in emergency circumstances, direct to the office
- Maintain contact with students only through *EQ* approved channels

Parents/ Carers

- Support the *Personal Electronic Devices* policy
- Encourage responsible use of personal electronic devices at home
- Contact the school office in the case of emergency requiring that a student be notified
- Notify the school in cases of cyberbullying which may impact on student safety and wellbeing at school

Procedures

- Student switches device off on arrival to school
- Student ensures device is not seen or heard
- If a staff member witnesses a student using a personal electronic device, they must instruct the student to turn the device off and hand it in to the teacher as per the policy (teacher aides can report the incident to teachers or administration for follow-up)
- The student must comply with the directive to hand in their personal device (refusal to follow this instruction could result in further consequence)
- The teacher or administrator must place the device in a sealable bag labelled with student name in the presence of the student. The teacher or administrator must record the removal of the device on *OneSchool* at the time of the removal. Staff who do not have access to *OneSchool* at the time can ask office staff to record the removal of the device on the student's *OneSchool* profile
- The teacher or administrator must take the device to the office at the end of the lesson for storage until collection. The device must not be given to a student to take to the office
- On the first occasion, the device can be collected from the office at 3pm by the student
- On the second and subsequent occasion/s within one school term, the device must be collected by a parent/ carer

Preventing and Responding to Bullying

Ravenshoe SS P-12 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.

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 *Ravenshoe SS P-12* 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 *Ravenshoe SS P-12* 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.

Ravenshoe State School P-12 - Bullying Response Flowchart for Teachers

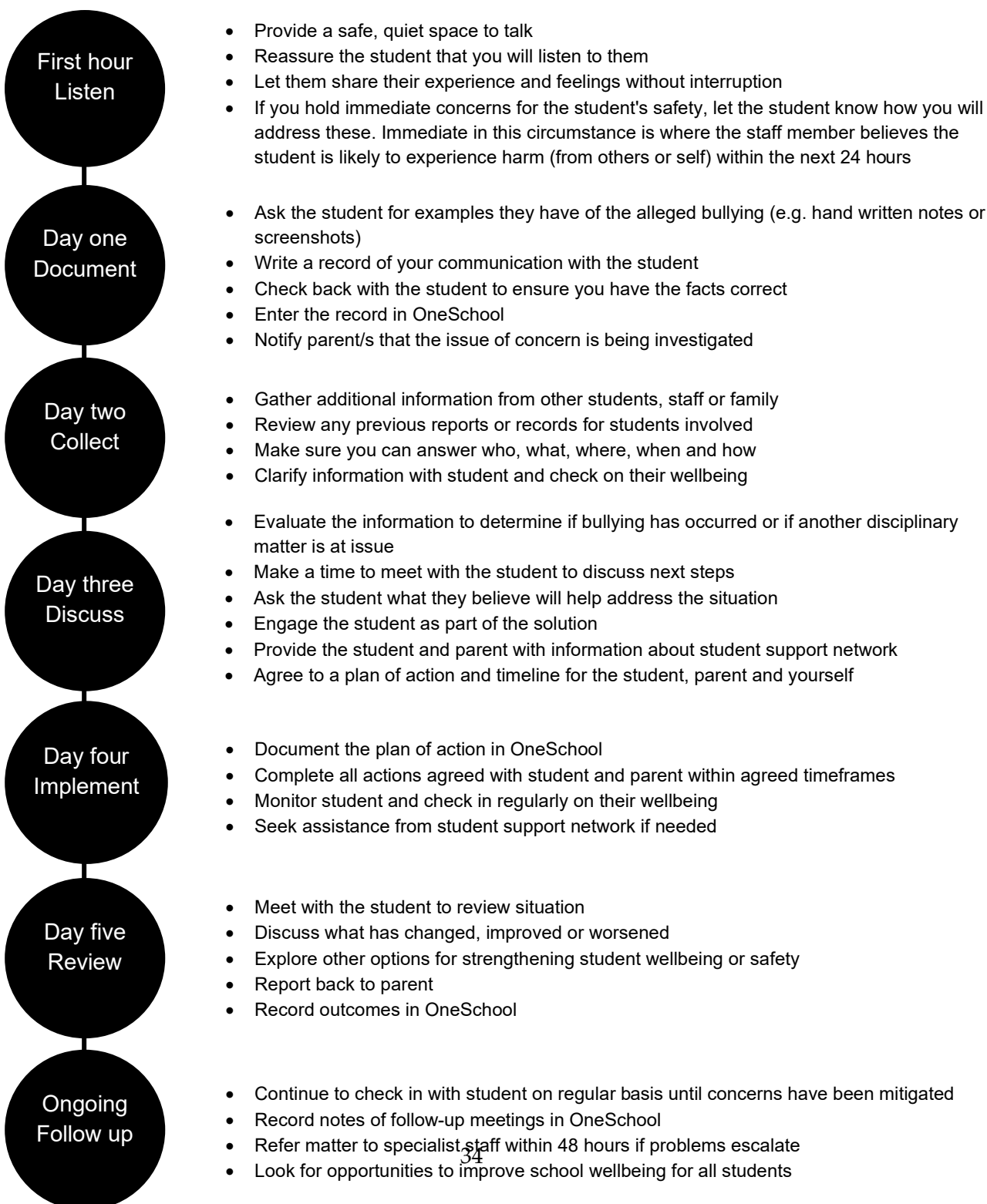
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Primary deputy principal

Year 7 to Year 9 – Secondary Deputy principal

Year 10-12- Secondary Deputy Principal



Cyberbullying

Cyberbullying is treated at *Ravenshoe SS P-12* 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 (for students in primary year levels) or the relevant Head of Department (for students in secondary year levels).

It is important for students, parents/carers 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 *Ravenshoe SS P-12* may face in-school disciplinary action, such as reflection or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Ravenshoe State School P-12 - 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](#).

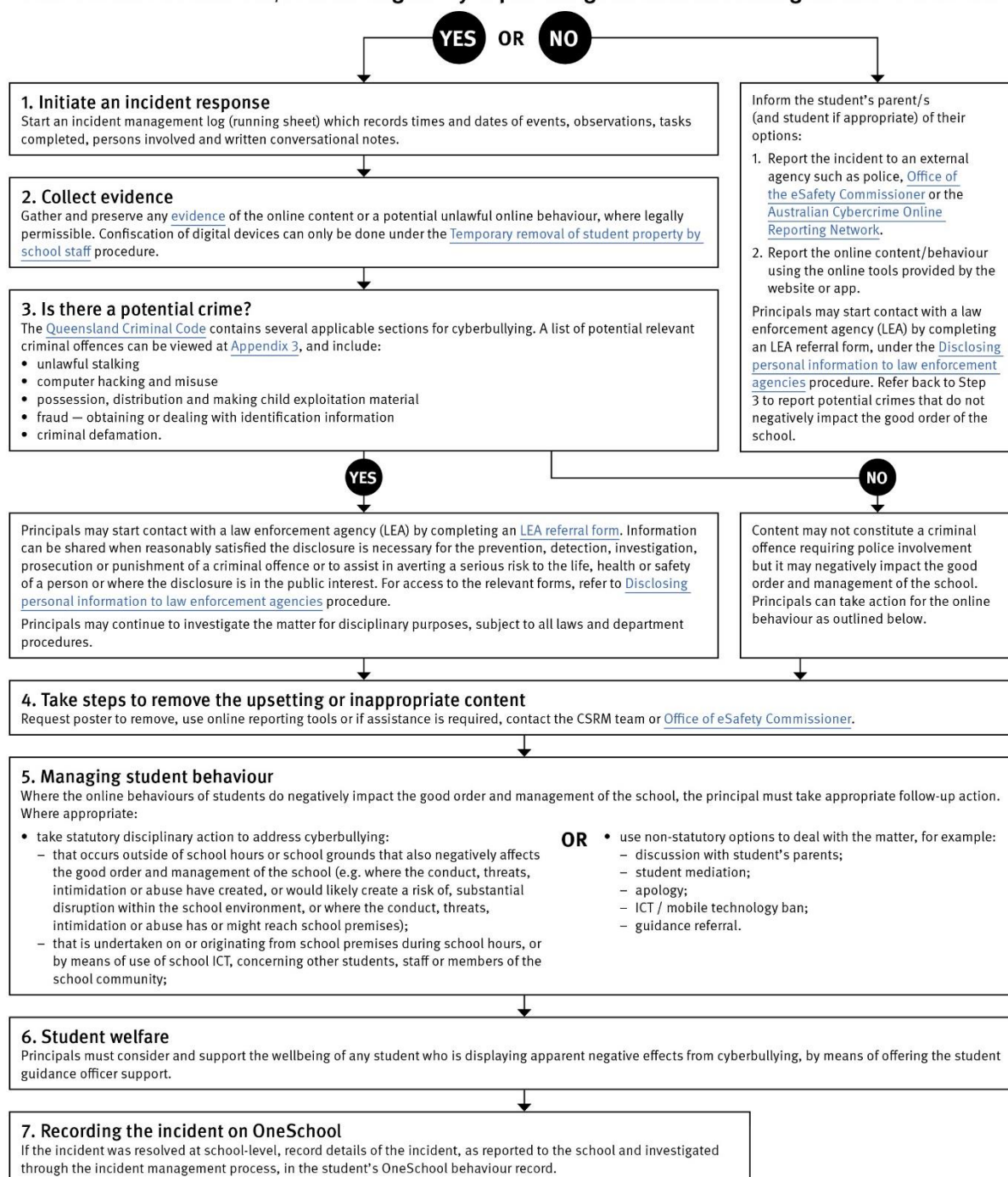
Explicit images

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

Ravenshoe SS P-12 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 *Ravenshoe SS P-12* are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Ravenshoe State School P-12 – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at *Ravenshoe SS P-12* works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents/ carers upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Ravenshoe State School P-12 – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at *Ravenshoe State School P-12*. 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, racial, gender, sexual, 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 is 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/ carers 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/ carers 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/carer 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/ carers 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/ carers of school notices, the department prefers that parents/ carers contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at *Ravenshoe State School P-12* 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.

Related Procedures and Guidelines

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

- Principal Guidelines for Student Discipline
- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing

Restorative Process for Student Disciplinary Absences

This policy relates to the process for student re-entry after a disciplinary absence and the facilitation of a restorative process as a requirement of re-entry.

Audience

The school community of *Ravenshoe State School P-12*.

Purpose

The purpose of the *Suspension Re-entry and Restorative Process* is to provide a safe, supportive environment which maximises quality learning and promotes healthy social development for students at *Ravenshoe SS P-12*.

Overview

This policy supports the expectations at *Ravenshoe State School P-12* in regards to:

- Learning- minimise disruptions
- Behaviour- maintain focus on safety, respect and learning
- Social/ emotional development- teach restorative practice to reduce harm
- Reduce the number and frequency of student disciplinary absences
- Engage parents/ carers with the school and school expectations

Responsibilities

Student

- Adhere to the requirements of the disciplinary absence as determined by the school (duration and re-entry times/ dates)
- Engage with the facilitator of the re-entry meeting and restorative process prior to the date of re-entry (as outlined in the Student Disciplinary Absence letter of notification) in regards to their participation in the required restorative meeting
- Attend re-entry meeting as scheduled in the official Student Disciplinary Absence letter of notification
- Participate in the scheduled restorative meeting with the relevant stakeholders

Designated Staff

- Record the incident of behaviour on *OneSchool* and refer to the Deputy Principal for action
- Follow the *One School* process to action a Student Disciplinary Absence, and include details of the pre-meeting for the restorative process and for the date of re-entry
- Send the official letter of notification for the Student Disciplinary Absence to the student and their parent/ carer
- Complete the tasks on the *Facilitator Checklist- Before the Meeting*- see below
- Contact the student prior to the re-entry meeting to discuss the restorative process and the student's obligations regarding this process
- Ensure the re-entry meeting is scheduled on the facilitator's calendar and that time is allocated for the subsequent restorative meeting for all relevant participants
- Meet with other stakeholders- students or staff- to prepare them in advance for the restorative meeting

- Set up the designated area according to the recommended set up for a restorative meeting as outlined in the *Restorative Practices in Schools: Rethinking Behaviour Management Handbook* and have script available from the same resource
- Facilitate the re-entry meeting and the restorative process
- Lead the collaborative development of a *Restorative Meeting Agreement* (refer to the *Restorative Practices in Schools: Rethinking Behaviour Management Handbook*)
- Complete the tasks on the *Facilitator Checklist- After the Meeting*- see below

Parents/ Carers

- Adhere to the parameters of the student disciplinary absence (timeframe and re-entry process)
- Engage with administrative staff prior to re-entry meeting and restorative process regarding their role in both the re-entry meeting and in the restorative session (if necessary)
- Attend (or arrange for a suitable family member or support person to attend) the scheduled re-entry and restorative meeting
- Sign the *Restorative Meeting Agreement* at the end of the restorative meeting

Facilitator Checklist- Before the Meeting

- ✓ Facts have been clarified with investigator and key people
- ✓ All participants have been contacted and prepared for the conference
- ✓ Time has been spent considering what the possible dynamics of the conference may be like
- ✓ Participants have adequate transport to get to and from the meeting
- ✓ Child minding is arranged if necessary
- ✓ The venue is booked and staff are aware
- ✓ The room is organised according to seating plan
- ✓ Paperwork for the meeting is prepared (script, seating plan, agreement, case notes)
- ✓ Food and drink and tissues are ready in the room
- ✓ Final phone calls are made to check if people can still attend and final questions answered
- ✓ Meeting and greeting place is arranged and appropriate 'separation' areas planned

Facilitator Checklist- After the Meeting

- ✓ Copy of the agreement handed out or sent to each participant
- ✓ Contact with participants made to check on their wellbeing and meeting outcomes
- ✓ Meeting evaluation completed for school records and student files- on *OneSchool*
- ✓ Debrief with a colleague

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)