



NORMANTON STATE SCHOOL

Student Code of Conduct

Every student succeeding

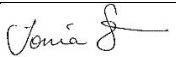
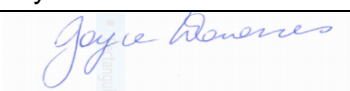
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

Postal address:	Normanton State School PO Box 28 NORMANTON Qld 4890
Phone:	07 4769 7222
Email:	principal@normantonss.eq.edu.au
School website address:	https://normantonss.eq.edu.au
Contact Person:	Principal

Endorsement

Principal Name:	Tonia Smerdon
Principal Signature:	
Date:	17 November 2020
P/C President:	Joyce Downes
President Signature:	
Date:	17 November 2020

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Purpose

The Department of Education is committed to provisions that ensures all young Queenslanders have a right to and receive a quality education.

At Normanton State School, we are committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

This plan outlines 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.

Introduction

Normanton State School works closely with the community to provide a high quality education to students from across the remote north west of Queensland. We believe that strong, positive relationships between all members of our school and community are the foundation to supporting the success of all students.

The vision of our school is student centred. We deliver meaningful curriculum, foster respect and positive behaviour, collaborate with family and community, and encourage a culture of lifelong learning in a safe and supportive environment and aim to develop empowered, responsible citizens.

Schoolwide Positive Behaviour drives our social skilling. We have intentionally inviting classrooms and through the teaching of behaviours and expectations, all students, staff and community members are aware of the *Normanton Way*.

Our four school rules are:



I am a Learner

I am Respectful

I am Responsible

I am Safe

These rules and values have been used in the development of this Student Code of Conduct. This policy provides an overview of the school's local policies on the use of mobile phones, social media, rewards and consequences and school expectations.

Student behaviour data is discussed regularly at Schoolwide Positive Behaviour Meetings, at staff meetings and during Tracks Social Skilling lessons. Parents are regularly invited to join the Schoolwide Positive Behaviour Committee and to have input into the social skilling program.

Parents receive letters discussing concerns about their child's behaviour when necessary and phone calls and face-to-face meetings also provide opportunities for discussions about data relating to individual students. Parents are welcome to make appointments with the Admin. Team to come in and ask about the behaviour of their children.

Consultation

All staff, parents and community members were invited to participate in the development of this Student Code of Conduct. Invitations were made through staff meetings, the school newsletter and the Normanton State School Facebook page. The plan was taken to a P&C Meeting and the Student Leader meeting and was available for parents to read and make comment on during the development process. Hard copies of the draft were made available for collection from the office for review.

In Term 1 of each year all parents will receive a copy of this document through the school Mail-Out, or as students are enrolled. It is published on the Normanton State School webpage, and is available in hard copy for those who request it.

Students have been exposed to the new document and reminded about the behaviour expectations, rewards and consequences that are in the plan. Student leaders worked through the document and had the opportunity to contribute to the development process.

Learning and Behaviour Statement

All areas of Normanton State School 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. We acknowledge that for a behaviour management plan to be effective, there must be support from community, parents, school staff and students. We are also aware that there are many 'outside' influences that have an effect on student behaviour.

Modelling appropriate behaviour and teaching behaviour expectations is a fundamental aspect of our *Schoolwide Positive Behaviour System*, including Tracks Social Skilling.

Students, parents and guardians are clearly and regularly advised of the school's expectations with regard to the rules and consequences which apply during school related activities (including extra-curricular activities) and while students are representing the school (e.g. wearing school uniform to and from school). Students who do not display appropriate behaviours, who choose not to follow school rules and do not represent the school in a positive way may not be invited to attend excursions or camps, or represent the school at academic, cultural or sporting events.

Student Wellbeing and Support Network

Normanton State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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**.

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. Normanton State School has a referral system in place, staff trained in a number of specific areas and programs and support from Regional Office and other specialists within the Queensland Department of Education. These issues may include drug education and intervention, specialised health needs, medications, mental health, respectful relationships, suicide prevention, and suicide postvention.

NSS BEHAVIOUR SUPPORT

	Instructional settings	All settings	Non-instructional settings	Team
intensive support	<ul style="list-style-type: none"> -Flexible learning arrangement -Individual support -Individual reward system -Withdrawal from class -Parent-class visits -Admin supported cool down 	<ul style="list-style-type: none"> -Individual behaviour plan -Croc Card -External agency support (counselling, family support) -Risk management plan -FBA 	<ul style="list-style-type: none"> -Individual lunchtime activities 	Admin team GO
targeted/focussed support	<ul style="list-style-type: none"> -Small group work -Small group withdrawal -Cool down away from class -Regular parent contacts 	<ul style="list-style-type: none"> -Individual visual timetable -Sensory support -Individual Behaviour Monitoring Card -Zones of regulation -Buddy student -Check in/Check out -Repeated PBS induction presentation -Personalised learning plan (SSC) 	<ul style="list-style-type: none"> -Structured lunchtime activities -Individual seating positions 	Admin team AND/OR SSC Executive Committee
universal support	<ul style="list-style-type: none"> NSS Universal expectations -Classroom setup and routines -Clear class expectations (ESCM 1-3) -Teaching required behaviour (within classes) -Appropriate feedback (learning & behaviour) -Cool down in class -Inclusive, differentiated education -Positive parent contacts -Whole class visual timetable -Specific seating arrangement -Teacher location -Mindfulness -Use of visuals -SAS 	<ul style="list-style-type: none"> NSS Universal expectations -Daily routine -School rules and expectations -Regular acknowledgement of positive behaviour (ESCM 4-6) -Consistent consequences (ESCM 7-10) -Teaching required behaviour (TRACKS) -Instruction giving (clear/concise, repeat/rephrase) -SWPBS rewards (inc. Happy Vouchers, student of the week) -Daily check-in 	<ul style="list-style-type: none"> -Active supervision -Optional lunchtime activities -Year level seating -Cool down in eating/play area 	SWPBS team

Student Learning and Wellbeing Framework

At Normanton State School we value a safe, supportive and connected school community in which wellbeing is everyone's responsibility. We recognise the importance of developing healthy, confident and resilient young people. By supporting the health and wellbeing of our diverse students, we are enabling them to respond positively and succeed in a changing world. **At Normanton State School, student wellbeing is supported across 3 domains:**



1. CREATING SAFE, SUPPORTIVE AND INCLUSIVE ENVIRONMENTS...

- We provide safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised through our *shared beliefs* and *responsibility and accountability*.
- We have an approach to wellbeing that supports the collective action of parents, support services and the wider community by meeting for regular consultation with the *P&C, LCC, Student Support Committee* and *collaborative planning for teachers*.
- We demonstrate and communicate positive respectful relationships between staff, students, parents and members of the community through the implementation of our *Student Code of Conduct, PBL framework, four school rules* and *high behaviour expectations*.
- We recognise and reward positive behaviours for learning using tangible rewards that include *Happy Vouchers, All Stars* and *end of term rewards*.
- We explicitly teach and model social and emotional skills, values and expectations for behaviour through our *weekly PBS lessons* and *visiting presenters* to support student wellbeing.
- We make sure the physical environment and school policies and practices are accessible and inclusive of students and families.
- We plan for opportunities to promote and celebrate the traditions, values and cultures of the school community including *NAIDOC week, ANZAC Day, National Day of Action against Bullying and Violence* and *Remembrance Day*.
- We provide learning opportunities and environments that promote healthy lifestyle choices particularly through our *HPE curriculum, respectful relationships education* and *Food Technology*.
- We recognise the varying abilities of our students and plan curriculum that is responsive to the needs of individual students using *trauma and poverty informed practice*.
- We plan and implement the cross curriculum priorities in the Australian Curriculum, promoting *Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia*, and *Sustainability*.
- We celebrate the academic, sporting and cultural achievements of our students at *school assemblies* and with the community through the *newsletter, Facebook* and *school website*.

2. BUILDING THE CAPABILITY OF STAFF, STUDENTS AND THE SCHOOL COMMUNITY...

- We provide health and wellbeing learning opportunities for students through curriculum focused on mental health, relationships and sexuality, alcohol and other drugs, food and nutrition, benefits of physical activity, and safety.
- We identify opportunities to build the capabilities of teachers and school leaders to support a whole school approach to student wellbeing and its connection to learning including the support from the *CLaW* and the *PBS team*.
- We communicate information and advice on the benefits of supporting young people to be healthy, confident and resilient through the *curriculum, participation in days of recognition, newsletter, Facebook* and *school website*.
- We respond positively to the needs of different groups within the school community, including *transition* activities.
- We strengthen connections with parents through regular *parent-events* and *parent communication*, to support early intervention for students whose wellbeing is at risk.
- We increase the visibility of local support services to families whose children have higher levels of need, sharing services and providing referrals where required, including *RFDS, CentaCare and Gidgee Health Services*.
- We support staff health and wellbeing and recognise the resulting benefits for students.
- We are committed to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas.
- We collect and analyse a range of data, including data from the *School Opinion Survey*, to identify areas for capability building.
- We encourage student participation and develop their wellbeing through their involvement in the *Leadership Program*.
- We participate in *school camps* that develop the confidence, resilience and teamwork of students.
- We seek out opportunities for our students to engage in the community, including through our *work experience program*.

3. DEVELOPING STRONG SYSTEMS FOR EARLY INTERVENTION...

- We plan and document school processes to support staff to respond appropriately to students at risk, including *student protection training, suicide prevention and postvention plans*.
- We recognise the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring, planning
 - sharing responsibility for supporting students at risk by: seeking support from Guidance Officers and the leadership team as first responders
 - encouraging students and families to access support services
 - using a wrap-around approach for students involving parents, school support services, health professionals and other agencies.
- We use the *Social and Emotional Learning Continuum* to develop and monitor the effectiveness of social skills interventions.
- We integrate DoE support services to assist in planning and implementing practices that improve outcomes for students, including support from our *Speech and Language Pathologist, Physiotherapist, Occupational Therapist* and *Advisory Visiting Teachers*.
- We employ a *school Chaplain* through Scripture Union, to assist students' social and emotional wellbeing and development.
- We actively maintain partnerships with community medical services including *Gidgee Health Service, RFDS*, and the *community health nurse*.
- We engage specialist organisations, including *Autism Queensland*, for student support.
- We refer students and families to support organisations, including *RFDS, CentaCare and Gidgee Health Services*.
- Teachers develop support plans for students, including *Personalised Learning, Individual Curriculum Plans, Health Management* and *Support Provisions*.
- We provide school staff and students with a role appropriate *school induction process* to support them to care for the wellbeing of students.

At Normanton State School, we monitor our school culture and student wellbeing and engagement through:

- Attendance rates*
- Student retention data*
- Days lost due to student disciplinary absences*
- School Opinion Survey responses*
- Student Support Committee Data*

Whole School Approach to Discipline

Differentiated, Explicit, Focussed and Intensive teaching and support

The Normanton State School approach shapes, supports and recognises appropriate behaviours in all students.

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Normanton State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating expectations is a form of universal behaviour support – a strategy directed towards all students designed to prevent problem behaviour and providing a framework for responding to unacceptable behaviour.

Our approach is based on a number of guiding principles:

- clear **expectations** for student behaviour;
- clear and consistent strategies for **teaching** appropriate behaviour;
- clear and consistent strategies to **encourage appropriate** behaviour;
- clear and consistent consequences that **discourage inappropriate** behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The *Whole School Expectations Matrix* outlines our agreed rules and specific behavioural expectations across all school settings.

Normanton State School implements the following proactive and preventative processes and strategies to support student behaviour:

- implementation of *Schoolwide Positive Behaviour System*;
- regular review of behaviour data to develop behaviour strategies and plans for specific students and classes;
- school wide expectations: *I am Safe, I am a Learner, I am Respectful and I am Responsible* are promoted in every setting across the school;
- whole school commitment to consistent classroom behaviour plans, rules and expectations, consequences, rewards and celebrations;
- sharing and acknowledging successes;
- weekly celebrations on whole school parades and cohort meetings;
- Principal leads the explicit promotion of school culture;
- staff model and promote the school culture utilising the power of language;
- regular staff meeting opportunities to review current practise and to audit staff knowledge and understanding of behaviour strategies and procedures;
- induction programs in the Normanton State School's *Schoolwide Positive Behaviour System* delivered to new students at enrolment as well as all new and relief staff;
- review of school expectations for 'at risk' identified students;
- quality education, inclusive of all student needs and abilities;
- classroom management and professional development;
- *Schoolwide Positive Behaviour System* Social Skilling Program (Tracks);
- information sent to parents in Mail Outs;
- consultation with students, staff and parents to develop reward schedules and Tracks lesson topics (current issues);
- regular updates and information in the school newsletter and on social media.

Specific policies have been developed to address:

- *Preventing and Responding to Bullying* - including Cyberbully
- *The use of Mobile Phones and Other Devices at school*
- *Appropriate Use of Social Media*

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, it is possible to outline whole school provision of **universal**, **targeted** and **intensive** supports.

- **Universal (GREEN ZONE)**

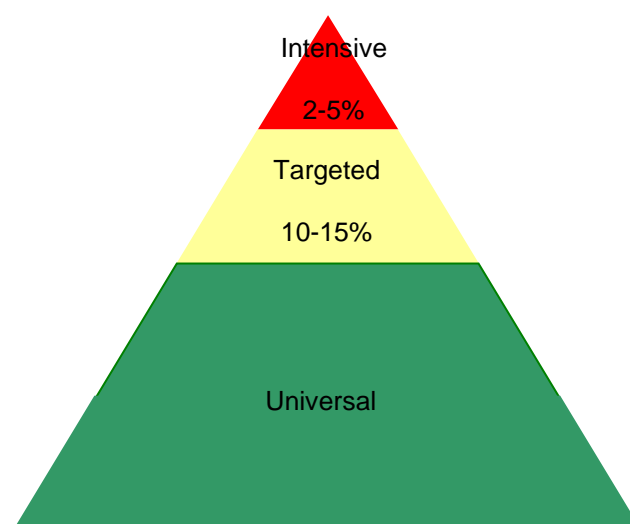
In a supportive and well-disciplined school approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

- **Targeted (YELLOW ZONE)**

In a supportive and well-disciplined school approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

- **Intensive (RED ZONE)**

In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.



Universal Behaviour Support

A student reward system is an intrinsic part of any behaviour management system and must endeavour to meet both the needs of students and teachers.

Class teachers implement their own classroom rewards program where class behaviour is monitored and rewarded. Teachers use sticker charts, prize draws or other age appropriate options.

Positive Behaviours and award recipients are recorded on OneSchool.

Normanton State School's strategies for whole-school behaviour support include:

- a clear and documented *Enrolment Agreement* signed by parents/carers, students and the enrolling officer;
- a set of positively stated expected behaviours through the *Schoolwide Positive Behaviour Expectations Matrix*;
- induction PowerPoint for new staff and students to provide them with a basic understanding of behavioural expectations of Normanton State School;
- weekly *Schoolwide Positive Behaviour* (Tracks) lessons to teach expected behaviours;
- active engagement in learning by students supported by additional teacher aide time;
- a clear process of support from the Administration team (including Principal, Deputy Principal, Head of Special Education Services and Head of Department), Senior Teachers, Chaplain, Classroom Teachers and Guidance Officer in a supporting role;

- *Reward Schedule*
- providing staff with training in:
 - *Essential Skills in Classroom Management*
 - *Proactive Supervision*
 - *Understanding the difference between Minor and Major Behaviours*
 - *CPI Safety Intervention*
 - *Poverty Cycle Framework*
 - *Zones of Regulation*
 - *Functional Behaviour Analysis*
 - *Universal Expectations Training*
 - *Other researched strategies i.e. Smiling Mind, Mindfulness, Tapping*

Targeted behaviour support

At times, groups of students or individuals are identified as needing targeted behaviour support through the analysis of OneSchool behaviour data. Behaviour of these students may not be immediately regarded as severe; however the frequency of their behaviours may put students' learning and social success at risk if not addressed in a timely manner.

Targeted behaviour support occurs where children consistently breach *Normanton State School's Student Code of Conduct*. Normanton State School implements the following processes and strategies to respond to students demonstrating higher than average rates of problem behaviour:

- use of OneSchool behavioural data to accurately identify students requiring targeted support;
- in-school referral process for teachers seeking assistance to support students with targeted-level needs;
- team approach to supporting students on targeted support programs;
- use of data-based criteria for evaluation and exit from targeted support program;
- making adjustments as required to address individual students' needs (e.g. curriculum modifications, possible social skills programs, adult monitoring);
- whole school commitment to consistent classroom behaviour plans, rules and expectations, consequences, rewards and celebrations;
- using *Essential Skills in Classroom Management* (e.g. non-verbals, selective attending) to avoid confrontational situations;
- using support staff to respond to student needs – curriculum support including HOSES (Head of Special Education Services), SEP (Special Education Program) and LS (Learning Support) staff, teacher aides, Chaplain – through modified programming;
- whole school commitment to dealing with inappropriate behaviours;
- referrals made for students requiring additional support e.g. Guidance Officer, DoE support staff and external agencies;
- consultation with parents – may include individual behaviour plans, monitoring cards, teacher interviews, Discipline Improvement Plans;
- structured lunchtime activities.

Intensive behaviour support

Normanton State School's intensive intervention and behaviour support processes and programs facilitate and promote standards of behaviour in students who have not responded to the universal and targeted behaviour processes and other strategies employed by the school.

OneSchool behaviour data is analysed to identify at risk students. Support may include:

- a whole school commitment to consistent classroom behaviour plans, rules and expectations, consequences, rewards and celebrations, individual curriculum/learning plans;
- counselling and consultation with student and parents;
- *Student Monitoring Cards* (Croc Cards) – students report to Administration team member daily;
- *Risk Assessment/Individual Student Behaviour Plans* developed for students with high behavioural needs, enabling staff to make necessary adjustments to support these students consistently across all classroom and non-classroom settings;
- an in-school referral process for teachers seeking assistance to support students with intensive-level needs;
- use of the *Functional Behaviour Analysis* (FBA) process to investigate patterns of behaviour;
- flexible and/or alternative learning options;
- use of regional behaviour support options;
- consultation with external agencies.

Legislation

- 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)

Disciplinary Consequences

Progression of Consequences

Normanton State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviour on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. All behaviour incidents (from minor to major) are recorded in OneSchool.

The following levels of interventions are not necessarily a progression from one level to the next and may depend upon a range of factors, not least being the seriousness of an incident and the impact of the incident upon the safety, welfare and learning/work environment of others.

There is no suggestion that any specific behaviour will automatically result in a particular disciplinary consequence. Decisions will be made against the principles of natural justice and each situation will be dealt with and given due consideration.

1. Positive Supportive Strategies

Use *Essential Skills of Classroom Management*

2. Relocation within Classroom

If student continues to be disruptive, direct them to continue work or complete a reflection task at a separate table or location within classroom. Student remains under supervision of class teacher and within their line of sight.

3. Withdrawal from Classroom

Buddy Timeout Sheet sent to Buddy Teacher to check availability of Buddy Teacher/Classroom. Withdrawal to timeout in Buddy Classroom takes place under the supervision of Buddy Teacher where student completes current class work. Withdrawal is for a maximum period of 15 - 20 minutes. Parents may be notified. Incident reports must be completed.

4. Request for Administration Support

For ongoing unacceptable or disruptive behaviour, a teacher aide or student can be sent to the office to request Administration support. *Incident Report* needs to be completed by teacher or staff member at the end of the session or school day, or as soon as is practical.

5. Withdrawal to Office

Administration follow-up may involve a 'cooling off' period in the Office area.

6. Parent Notification

Parent/s notified of situation. Consequences for individual students negotiated between parent/s and administration, or teachers. **Warning letter, home visit or phone call, home for cooling off under parent supervision.**

7. Student Behaviour Conference

Student behaviour conference negotiated between student, teacher, administration and parent/carer (if possible).

Student's Behaviour Record discussed and particular behaviours of concern are identified. Follow up may include the completion of *Student Monitoring Card* (Croc Card).

8. Suspension

A principal of a state school at which a student is enrolled may suspend the student from the school if they are reasonably satisfied a ground exists for the suspension.

Any decision by the principal to suspend a student from school, regardless of the length of time, is a very serious disciplinary action.

Grounds for suspension

As per the Education (General Provisions) Act 2006, each of the following is a ground for suspension:

- disobedience
- misbehaviour
- conduct that adversely affects, or is likely to adversely affect, other students;
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- the student is charged with a serious offence (as defined in the Working with Children (Risk Management and Screening) Act 2000)
- the student is charged with an offence, other than a serious offence, and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending

Key information:

- Conduct that adversely affects, or is likely to adversely affect, other students, or the good order and management of the school may be a ground/s for suspension even if the conduct does not happen on school premises or during school hours.

Suspensions (1–10 days)

- Principal considers whether the student's behaviour constitutes grounds for suspension as per section.282 of the Education (General Provisions) Act 2006.
- If the principal decides the behaviour meets one or more of the grounds for suspension under section.282 of the Education (General Provisions) Act 2006, they ensure documentation is completed to explain how they believe the student's behaviour meets the ground/s (e.g. explain how the behaviour constitutes misbehaviour).
- Principal arranges for the student and parent to have the opportunity to view the relevant evidence under consideration about the behaviour (e.g. reports, statements, other documents, video/audio recordings noting that a copy of the recordings should not be provided to the student or parent but they should be invited to view/hear the recordings at the school or elsewhere before the suspension decision is made).
- Principal ensures the student and the parent are offered the opportunity to discuss the allegations with a school staff member and respond if they choose prior to the principal making a disciplinary decision.
- Principal makes the disciplinary decision to progress or cease the suspension process, including the start and end date of the suspension if relevant.
- Principal or authorised officer tells the student and parent of the decision to suspend, the reasons for the suspension and the date on which it will commence, ensuring the suspension is completed in the current school year and does not extend over the summer holiday period into the new year.
- Principal takes reasonable steps to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or alternatively isolate and supervise the student until such arrangements are made.
- Principal ensures a school staff member is appointed as the contact for the student and parent while suspension is in effect and ensures student and parent are advised of the contact information for this person.
- Principal ensures a record for 1–10 day suspension is created and a decision notice is prepared in OneSchool, and gives it to the student parent as soon as practicable.
- Principal ensures signed copies of decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool.
- Principal takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.

Suspensions (11–20 days)

- Principal considers whether the student's behaviour constitutes grounds for suspension as per section.282 of the Education (General Provisions) Act 2006.
document
- If the principal decides the behaviour meets one or more of the grounds for suspension under section.282 of the Education (General Provisions) Act 2006, they ensure documentation is completed to explain how they believe the student's behaviour meets the ground/s (e.g. explain how the behaviour constitutes misbehaviour).
- Principal arranges for the student and parent to have the opportunity to view the relevant evidence under consideration about the behaviour (e.g. reports, statements, other documents, video/audio recordings noting that a copy of the recordings should not be provided to the student or parent but they should be invited to view/hear the recordings at the school or elsewhere before the suspension decision is made).
- Principal ensures the student and the parent are offered the opportunity to discuss the allegations with a school staff member and respond if they choose prior to the principal making a disciplinary decision.
- Principal makes the disciplinary decision to progress or cease the suspension process, including the start and end date of the suspension if relevant.
- Principal or authorised officer tells the student and parent of the decision to suspend, the reasons for the suspension and the date on which it will commence, ensuring the suspension is completed in the current school year and does not extend over the summer holiday period into the new year.
- Principal takes reasonable steps to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or alternatively isolate and supervise the student until such arrangements are made.
- Principal ensures a school staff member is appointed as the contact for the student and parent while suspension is in effect and ensures student and parent are advised of the contact information for this person.
- Principal ensures a record for 11–20 day suspension is created and a decision notice is prepared in OneSchool, including details about how to make a submission against the suspension to the Director-General or delegate, and gives it to the student and parent as soon as practicable.
- Principal ensures signed copies of decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool.
- Principal takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.

Re-entry from Suspension

Students who are suspended from Normanton State School should attend a re-entry meeting on the day of their scheduled return to school, accompanied by their parent/s or carer. The aim of the meeting is for the school staff to set student up for future success and strengthen home-school communication. Students may be issued with a Croc Card (monitoring card) that focusses on goals set during re-entry.

Exclusion

Principals can make a referral to the Director-General to exclude a student from certain or all Queensland state schools, however the Director-General is the only individual with the authority to exclude students from certain (state schools in a particular area or region) or all state schools in Queensland.

Grounds for exclusion

As per the Education (General Provisions) Act 2006, each of the following is a ground for exclusion:

- persistent disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students;
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- if suspension of the student is inadequate to deal with the disobedience, misbehaviour, conduct or risk.

It is also ground for exclusion if the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.

Process

- Principal considers whether the student's behaviour constitutes grounds for exclusion as per section.292 of the Education (General Provisions) Act 2006.
- Principal considers use of the Behaviour risk assessment tool — safety or wellbeing prior to identifying an appropriate disciplinary response or intervention and retains a copy of the completed risk assessment in OneSchool.
- Principal ensures documentation of how the behaviour meets one or more of the grounds under section.292 of the Education (General Provision) Act 2006 (e.g. explaining how the behaviour adversely affects the good order and management of the school, evidence of conviction of a serious offence).
- Principal arranges for the student and parent to have the opportunity to view the relevant evidence under consideration about the behaviour (e.g. reports, statements, other documents, video/audio recordings noting that a copy of the recordings should not be provided to the student or parent but they should be invited to view/hear the recordings at the school or elsewhere before the proposed exclusion decision is made).
- Principal ensures the student and parent are offered the opportunity to discuss the allegations and respond if they choose prior to the principal making a disciplinary decision.
- Principal makes the disciplinary decision to progress or cease the proposed exclusion process: If **not satisfied** there is a ground for exclusion, may consider a less serious disciplinary consequence such as suspension or an alternative consequence.

If **satisfied** there is a ground for exclusion, continues the exclusion process:

- Principal or authorised officer tells the student and parent of the decision to propose exclusion, the reasons for the proposed exclusion, the date on which the suspension will commence and that a final decision about the exclusion will be made within 20 school days.
- Principal takes reasonable steps to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or alternatively isolate and supervise the student until such arrangements are made.
- Principal ensures a record for proposed exclusion is created and a decision notice is prepared in OneSchool and ensures it is given to the student and parent as soon as practicable.
- Principal ensures a **regional case manager** is allocated through OneSchool.
- Principal ensures signed copies of decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool.
- Principal takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.
- Principal, within 20 school days of notifying the student and parent of the proposed exclusion, and after considering all of the available information, decides whether to exclude or not exclude.
- Principal ensures the exclusion decision is updated in OneSchool and, if the decision is to **not exclude**, makes arrangements for the return of the student to school and any

necessary support provisions. If the decision is to **exclude**, determines whether to exclude for a period of not more than one school year or to exclude permanently.

- Principal or authorised officer tells the student and parent of the exclusion decision, the reasons for the exclusion and if or when the student can reapply to enrol at the school.
- Principal ensures a decision notice is prepared in OneSchool and gives it to the student and parent as soon as practicable. If the decision is to exclude, the notice includes details about how to make a **submission to the Director-General** or delegate and, for permanent exclusions, a **periodic review submission to the Director-General**.
- Principal ensures signed copies of decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool at the school

Failure to make the exclusion decision within the legislated 20 school days will result in the final decision being that the student is not excluded and can return to school.

Key Information:

1. Teachers are required to keep behaviour records for students who demonstrate ongoing inappropriate behaviour. Teachers should contact parents/carers and arrange interviews at school or home if disruptive/unacceptable class behaviour continues.
2. Ongoing misbehaviour in the classroom or playground will require an incident report from the staff member. Staff must refer to the Infractions/Low/Minor/Major Behaviour Chart to assist with accurate reporting.
3. Students need to be informed of the possible consequences for their actions.
4. Students involved in an act of violence or swearing directly at a school staff member will be placed on an immediate Administration Referral. An Incident Report must be completed as soon as possible.
5. Administration will determine the extent of the consequences for student misbehaviour by taking into account any mitigating circumstances, student age, student behaviour record, number/length of previous suspensions etc.
6. Information about students will be kept confidential. Names and consequences will not be used when discussing an incident with the parents or family of another student.

NB: Repeated behaviours of the following infractions should lead to a higher level being recorded.

INFRACTION	DEFINITION	EXAMPLES – LOW LEVEL BEHAVIOURS	EXAMPLES – MINOR BEHAVIOURS	EXAMPLES – MAJOR BEHAVIOURS
Abusive Language	Student delivers verbal messages that include swearing or use of words in an inappropriate way.	<ul style="list-style-type: none"> Swearing as a reaction Inappropriate language or gestures used within conversations Conversation that may include swearing 	<ul style="list-style-type: none"> Swearing at another student (anger based) 	<ul style="list-style-type: none"> Swearing at adult (anger based) Repeated swearing at another student (anger based) Racist comments Sexual comments Name calling student/staff
Disrespect <i>(Disrespectful language/ actions directed at students/staff)</i>	Student intentionally delivers socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> Calling out in class Talking at inappropriate times Lying – does not involve others Uniform infringements that violate school dress code e.g., no hat, singlet top, visible undergarments, make-up 	<ul style="list-style-type: none"> Back chatting staff member Walking off when being spoken to by an adult Clothing or items that do not maintain and foster mutual respect (e.g., printed materials with offensive language or extremist propaganda) 	<ul style="list-style-type: none"> Persistently yelling at an adult Starting false rumours/spreading gossip/lying involving others (yarn carting) Constant disrespectful language targeted at a student/staff member
Harassment	Students engages in the repeated delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	<ul style="list-style-type: none"> N.B if a single incident staff MUST address issue and put under disrespect. If repeated becomes a major incident in harassment. 		<ul style="list-style-type: none"> Repeated teasing towards another student Repeated harmful verbal, physical or social behaviours directed at an individual
Defiance <i>(Refusal to follow teacher directions/complete work)</i>	Students refuse to follow directions given by school staff. Low level will become minor/major if student refuses to stop behaviour after staff member has directed.	<ul style="list-style-type: none"> Student verbally refusing directions Failure to complete work Not lining up as directed Getting off seat during eating time Sporting equipment brought to school Not staying with teacher/teacher aide during transitions Running on hard surface 	<ul style="list-style-type: none"> Jumping on seats Continued refusal to follow teacher instructions Student does not respond to behaviour strategies (ESCMs) Getting a drink without permission Saying 'no' and refusing to follow instructions Not following class procedures/routines Continual work refusal 	<ul style="list-style-type: none"> Not going to buddy classroom when directed (<i>Please refer to individual student plans, as some students are not to attend BTO</i>)
Disruption	Student engages in behaviours causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour. If behaviour is repeated it should be moved to a minor/major depending on severity.	<ul style="list-style-type: none"> Walking/ running around in the classroom Loud noises Making noise with materials (tapping, banging) Yelling out the answers Minor class disruption- Not sitting/displaying whole body listening 	<ul style="list-style-type: none"> Disruptive behaviour during transitions between learning areas (line up area) Persistent calling out Sustained loud talking Constant wandering in the classroom Deliberately distracting others, interrupting their learning 	<ul style="list-style-type: none"> Disrupting other classes Extreme continual class disruption Turning over furniture (without intent to harm)
Bullying	Student engages in repeated and deliberate verbal, physical and/or social behaviour intended to cause ongoing physical, social and/or psychological harm. Bullying can occur in person or online (cyberbullying). Bullying may be obvious or hidden. Bullying behaviour is repeated or has the potential to be repeated overtime. <i>Please note admin need to be notified prior to an incident report for 'Bullying' being submitted. For it to be bullying prior evidence of incident reports for similar behaviour need to have been submitted.</i>	<ul style="list-style-type: none"> N.B Single incidents and conflict or arguments between equals, whether in person or online, are not defined as bullying. (<i>See definition in Induction Handbook</i>) 		<ul style="list-style-type: none"> Threatening – verbal or physical Exclusion Constant derogatory comments about another person Multiple incidents of similar behaviour Ganging-up Inappropriate touching of others Sexual comments/pictures which are used to intimidate Racist comments
Truancy (out of class)	Student is present at school , but is absent from one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	<ul style="list-style-type: none"> Late to class without reason less than 10 minutes (in school grounds, toilet etc) Attending non-timetabled class without permission 	<ul style="list-style-type: none"> Being more than 10 mins late for class without a note from admin Leaving classroom without permission Hanging around outside classrooms/on veranda after being directed by staff to move into classroom Being outside of classroom during class time (walking around school grounds, climbing trees, buildings, stairs with limited safety risk) Repeatedly being less than 10 mins late to class multiple times in 1 week 	<ul style="list-style-type: none"> Repeatedly more than 10 mins late for class without a note from admin (in toilet etc. Multiple times in 1 week) Student out of classroom, requiring assistance from admin Climbing on trees/buildings/outside stairs with major safety risk
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	<ul style="list-style-type: none"> Less than 10 mins late to class after being downtown 	<ul style="list-style-type: none"> More than 10 mins late to class after being downtown 	<ul style="list-style-type: none"> Leaving school grounds without signed permission or privilege Repeatedly arriving more than 10 mins late from downtown (multiple times in 1 week) Absence from school without parent knowledge Leaving school environment where it requires Admin to follow up Not coming back to school after lunch

INFRACTION	DEFINITION	EXAMPLES – LOW LEVEL BEHAVIOURS	EXAMPLES – MINOR BEHAVIOURS	EXAMPLES – MAJOR BEHAVIOURS
Fighting	Student is involved in mutual participation in an incident involving physical violence.	<ul style="list-style-type: none"> Gammon fighting that does not escalate 	<ul style="list-style-type: none"> Gammon fighting requiring intervention Repeated gammon fighting 	Major- mutual engagement in fighting or instigating a fight (more than 1 person) <ul style="list-style-type: none"> Harming/assaulting another person Hitting Punching Using objects to hurt others Slapping Biting Kicking Hair pulling Scratching Instigating /antagonising fights
Physical Aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (eg. hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching etc.). This includes premeditated acts or incitement of others to undertake aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	<ul style="list-style-type: none"> Not keeping hands and feet to self (if repeated becomes a minor) 	<ul style="list-style-type: none"> Hitting/kicking other students with hands/feet or objects Threatening to harm others (physical, verbal, emotional) 	Major- singular involvement in physical aggression aimed at others (student or staff) <ul style="list-style-type: none"> Harming/assaulting another person with intent (spitting, kicking, punching, hair pulling, biting) Promiscuous/sexualised behaviours including dacking, sac wacking, nipple cripple, touching private areas Gesturing inappropriate/sexualised behaviours to staff members/students with intent Using objects to hurt others Using gestures to threaten Intent to injure/intimidate including throwing objects and furniture without causing physical harm Using weapons or threatening with items that may be used as weapons Putting hands or arms around neck Stabbing with sharp objects eg. pencil, compass, scissors
Property Damage	Student participates in an activity that results in destruction, damage or disfigurement of property.		<ul style="list-style-type: none"> Damaging own property Graffiti – not difficult to remove 	<ul style="list-style-type: none"> Punching holes in walls Graffiti – difficult to remove Ripping & writing in library books Defacing property Vandalism Deliberately breaking school equipment
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.		<ul style="list-style-type: none"> Using another student's login details without permission 	<ul style="list-style-type: none"> Taking someone else's property e.g. wallet, money Removing property from another's bag or desk
Technology Violation	Student engages in inappropriate (as defined by the school) use of mobile phone, drone, smartwatch, camera, computer or other communication device (unless preapproved) . This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	<ul style="list-style-type: none"> Disruption caused by technology notifications (smart watches, phones, computers, ipads) must have notifications turned off Using mobile phone at school or in class for personal use (including listening to music, playing games) Disruption with electronic devices Deliberately wasting printing and internet resources 	<ul style="list-style-type: none"> Use of obscene, inflammatory, racist, discriminatory or derogatory language online using school equipment Invading someone's privacy by recording personal conversations or daily activities and/or the further distribution of such material Misuse of digital device, cameras or online platforms Using mobile phone, after staff has directed for phone/device to be put away 	<ul style="list-style-type: none"> Refusal to comply with mobile phone policy (if teacher has directed student to put phone away and/or hand into office) after multiple teacher instruction Illegal activity on technology or electronic devices Attempted hacking Implementing DoS attacks Use of key logger software Impersonating staff or other students Using a mobile phone or other devices in an unlawful manner Downloading, distributing or publishing offensive messages or pictures Use of language and/or threats of violence that may amount to bullying and/or harassment (online), or even stalking Insulting, harassing or attacking others or use obscene or abusive language Damage computers, devices or network equipment Knowingly downloading viruses or any other programs capable of breaching the department's network security Using in-phone cameras anywhere a normal camera would be considered inappropriate, such as change rooms and toilets Inappropriate use of AI/plagiarism

INFRACTION	DEFINITION	EXAMPLES – LOW LEVEL BEHAVIOURS	EXAMPLES – MINOR BEHAVIOURS	EXAMPLES – MAJOR BEHAVIOURS
Property misuse causing risk to others	Student engages in misuse of property which may cause risk or injury or ill-health to others. Behaviours involving throwing objects or using objects in an unsafe manner causing injury.	<ul style="list-style-type: none"> Littering Picking up sticks/rocks or any other item that may be used as a missile Inappropriate use of equipment – computers, power points, power tools, electronic whiteboards 	<ul style="list-style-type: none"> Interfering with school bell Projectiles, spit balls etc. Deliberate unsafe use of equipment 	<ul style="list-style-type: none"> Bins kicked over Desks pushed over Throwing objects Unauthorised/inappropriate use of school property <p>Weapons – knife/Shanghai's/replica firearms/handcuffs or other items that could be used as weapons</p>
Substance misconduct involving tobacco and other legal substance	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.		<ul style="list-style-type: none"> Having prohibited items including Soft Drinks/Energy Drinks (including Red Bull, KoolAid, Kool C, Mother, V) Having prohibited items such as lollies/gum/salty plums 	<ul style="list-style-type: none"> Aerosol cans Consuming prohibited items in the school grounds Bringing alcohol, illegal drugs and volatile substances into the school grounds (drugs such as cannabis, ecstasy, or amphetamines) Smoking, using, selling or supplying illegal drugs and volatile substances e.g. glue, paint, aerosol cans, petrol Attending school seemingly under the influence of alcohol or a drug Smoking/cigarettes (including cigarette lighters, matches, electronic cigarettes, whether they contain nicotine or not (pod vapes, vape pens, box mods and vaporizers) Consuming over the counter and prescription medication (unless office paperwork has been completed)

Consideration of Individual Circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of students and the needs and rights of school community members are considered at all times.

Normanton State School considers the individual circumstances of students and their parents and caregivers when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students and parents/caregivers
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation, previous behaviour record/ history, severity of the incident, amount of reliable evidence, degree of provocation, intent of the action and emotional state.

School Policies

Temporary Removal of Student Property

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

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

Responsibilities

Principal:

Ensures 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 to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, 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, principals and state 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.
- under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, principals or school staff may need to search a student's property without the student's consent or the consent of the student's parents.
- principals or school staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination.

Ensures parents and students are:

- informed of the procedure which enables 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.

Ensures information about this procedure is clearly detailed in the Student Code of Conduct, including:

- that school staff may in certain circumstances remove student property without the consent of parents or students
- the limits on school staff accessing information from temporarily removed student property, such as mobile phones
- examples of property that may be temporarily removed, such as bags, mobile phones, jewellery 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 (e.g. messages or photos on student mobile phone)
- 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 illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines)
- puts the safety or wellbeing of others at risk (e.g. knife, firearm, shanghai, handcuffs, replica firearms, or other items that could be used as weapons, cigarettes, cigarette lighters, matches, **electronic cigarettes, whether they contain nicotine or not (pod vapes, vape pens, box mods and vaporizers)**, aerosol cans, spray paint, fuel and glue that could be used as a volatile substance)
- does not preserve a caring, safe, supportive or productive learning environment (e.g. water bombs, soft drink, salty plums, chewing gum, lollies and bubble gum)
- does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda).

Must collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Parents

Ensure their children do not bring property onto school grounds or other settings used by the school that:

- is illegal (e.g. drugs such as cannabis, ecstasy, amphetamines)
- puts the safety or wellbeing of others at risk (e.g. knife, firearm, shanghai, handcuffs, replica firearms, or other items that could be used as weapons, cigarettes, cigarette lighters, matches, **e-cigarettes, pod vapes, vape pens, box mods and vaporizers**, aerosol cans, spray paint, fuel and glue that could be used as a volatile substance)
- does not preserve a caring, safe, supportive or productive learning environment (e.g. water bombs, soft drink, salty plums, chewing gum, lollies and bubble gum)
- does not maintain and foster mutual respect (e.g. printed materials with offensive language).

It is the responsibility of the parents or carers to collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

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 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 within a reasonable time period.

If the student is a child, the principal or staff member may choose to make the temporarily removed property available for collection to the parent 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.

Where the student is independent or mature age, it may be appropriate to return the temporarily removed property directly to them. Ensure temporarily removed student property made available for collection is in the same condition as when the property was removed.

Retention of temporarily removed student property

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 state 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 decide not to seize the property, return the temporarily removed student property to the student or parent as soon as practicable.
- student or parent 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 it is available for collection
- where staff reasonably suspect that the student is not the lawful owner of the property.

Use of Mobile Phones and other Devices at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

These devices include mobile phones, tablets, slate or laptop computers, as well as wearable technology or sensing devices.

Etiquette

Students are asked not to bring mobile phones, tablets and other devices to school.

If phones or other personal technology devices are brought to school, they must be handed in to the office before the school day commences and will be returned after 2.30pm.

If students bring devices to school and they are used, cause disruption or result in disruption or illegal activity the device may be removed as per the *Temporary Removal of Student Property* policy.

It is unacceptable for students at Normanton State School to:

- Use a mobile phone or other devices in an unlawful manner
- Download, distribute or publish offensive messages or pictures
- Use obscene, inflammatory, racist, discriminatory or derogatory language
- Use language and /or threats of violence that may amount to bullying and/or harassment, or even stalking
- Insult, harass or attack others or use obscene or abusive language
- Deliberately waste printing and internet resources
- Damage computers, devices or network equipment
- Commit plagiarism or violate copyright laws
- Ignore teacher directions for the use of social media, online email and internet chat
- Send chain letters or spam email
- Knowingly download viruses or any other programs capable of breaching the department's network security
- Use in-phone cameras anywhere a normal camera would be considered inappropriate, such as change rooms and toilets
- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution of such material
- Use a mobile phone or device to cheat during exams or assessments

Be aware that:

- Schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- Students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network or device access
- Despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- Teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

Preventing and Responding to Bullying – including Cyberbullying

Normanton State School strives to create positive, predictable environments for all students at all times. A disciplined teaching environment is essential to:

- Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- Raising achievement and attendance
- Promoting equality and diversity
- Ensuring the safety and well-being of all members of the school community

Bullying can happen anywhere: at school, home, work, in online spaces, via text messaging or via email.

Bullying can have serious short-term and long-term emotional and social consequences both for students who are bullied and those who bully others.

Bullying is when one person (or a group of people) with more power than someone else *repeatedly* tries to upset or hurt them. This power can come from being more popular, stronger or part of the group. They might repeatedly try to hurt them physically, socially isolate them, or say and do hurtful or humiliating things to them.

Bullying is not the same as conflict or disliking someone even though these things can sometimes lead to bullying. If someone behaves in a hurtful or aggressive way on one occasion, it isn't bullying, even though it is not respectful or acceptable. A fight or disagreement between two people of equal power or status is not bullying. It's not the same as harassment, but when harassment happens repeatedly to the same person or group, and is intended to harm, it can be bullying. It is also not the same as discrimination.

There is no place for bullying at Normanton State School. Those who are bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Normanton State School include:

- Physically hurting someone
- Keeping someone out of a group (online or in person)
- Saying hurtful or humiliating things, or spreading rumours or lies
- Sending nasty messages or inappropriate images online
- Tagging inappropriate or unflattering images online

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Normanton State School are an integral part of our Schoolwide Positive Behaviour System processes. This means that all students are being explicitly taught the expected school behaviours.

Prevention

- Anti-bullying strategies are taught as a part of our Tracks social skilling program
- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students are taught the specific routines and expectations in the non-classroom areas
- All students receive high levels of positive reinforcement for demonstrating expected behaviours in the non-classroom areas of the school
- A high level of quality active supervision occurs in the non-classroom areas. Duty staff members are easily identifiable and are constantly moving, scanning and positively interacting. Staff are trained in managing inappropriate behaviours and follow the behaviour management process

Reporting

Students and staff are made aware of the importance of reporting suspected bullying. Not only is the victim encouraged to report, but also any bystanders or those who may be aware of anything taking place. Staff will following the Incident Reporting process in the school and Admin will follow-up as soon as possible.

Students who bully others are counselled and parents are made aware of their child's behaviour. A letter explaining that 'zero tolerance' will be accepted and that consequences will be given if this continues or occurs again.

Support for all students

All students are exposed to a range of strategies and available support if bullying occurs. If they are responsible for bullying or anti-social behaviour. Normanton State School has a Guidance Officer and Chaplain who will work with individuals, small groups and families, as well as a referral system to bring support from external agencies (mental health clinicians, family support and counsellors) into our school.

Cyberbullying

Normanton State School treats Cyberbullying with the same level of seriousness as in-person bullying.

Parents and students who have concerns about cyberbullying incidents occurring during school holidays or out of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students at Normanton State School may face in-school disciplinary action, such as removing 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, the students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or setting. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Any questions or concerns about the school process for managing or responding to cyberbullying or bullying should be directed to the school principal.

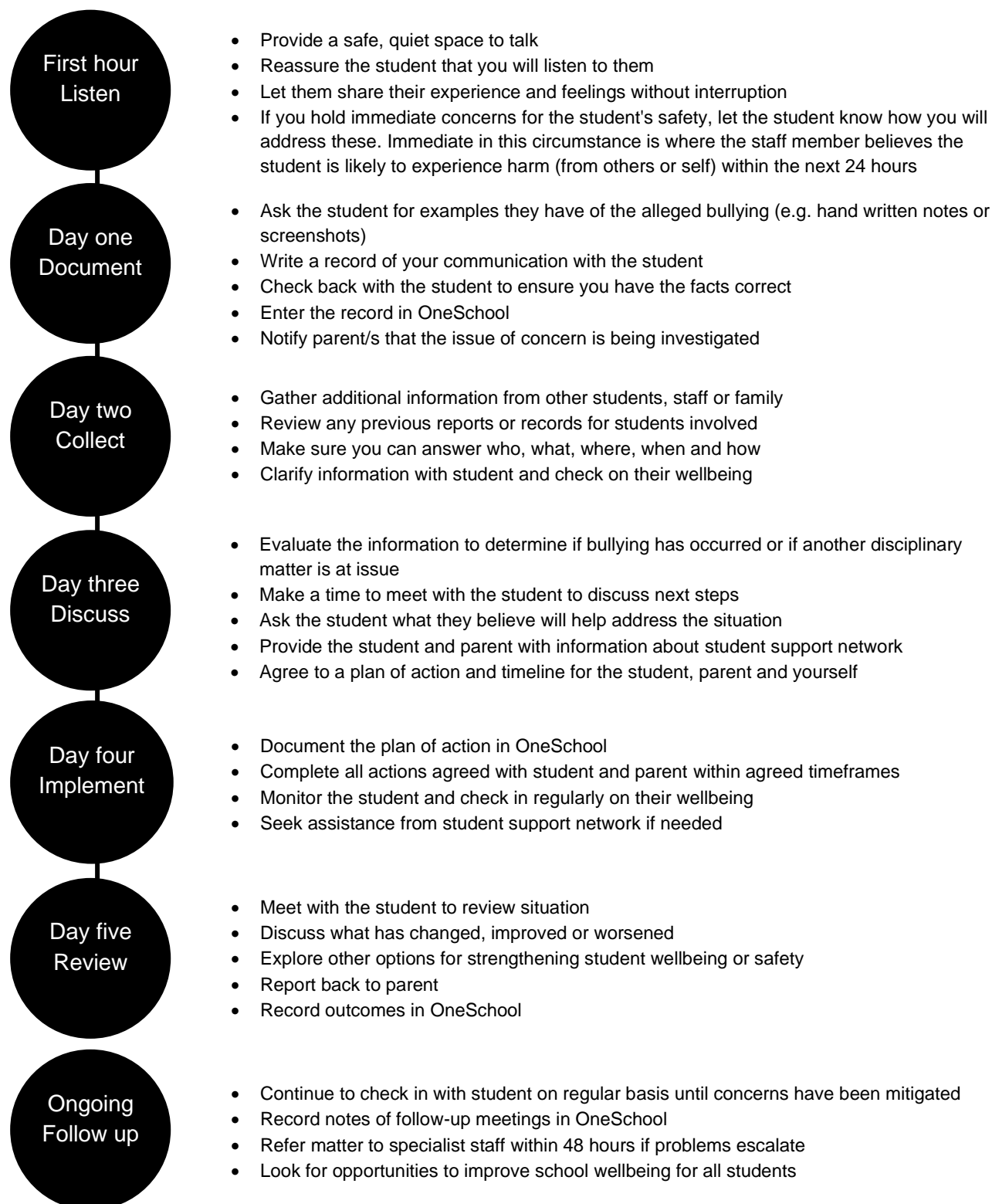
Bullying response flowchart for staff

Key contacts for students and parents to report bullying:

Prep to Year 10 – Class teacher

Head of Special Education Services, Head of Department, Deputy Principal,

Principal – Please phone or make an appointment. Phone 4769 7222



Appropriate Use of Social Media

Normanton State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter, Snapchat and Instagram can provide positive opportunities for social learning and development. However, inappropriate or misguided use can lead to negative outcomes for the user and others.

Normanton State School is committed to promoting the responsible and positive use of social media sites and apps.

As is reinforced in the school policy for preventing and responding to incidents of bullying (including cyberbullying), it is unacceptable for students to bully, harass or victimise another person whether within Normanton State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Normanton State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Normanton State School engaging in appropriate online behaviour.

Appropriate use of social media

Students of Normanton State School are expected to engage in the appropriate use of social media at all times. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents or shouting in a crowded room.
- Remember that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Normanton State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the Queensland Police Service for further investigation.

Normanton State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question **does not impact** upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* and the *Criminal Code Act 1899 (Qld)* contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal Defamation

There are significant penalties for these offences.

Normanton State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Normanton State School expects its students to engage in positive online behaviours.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

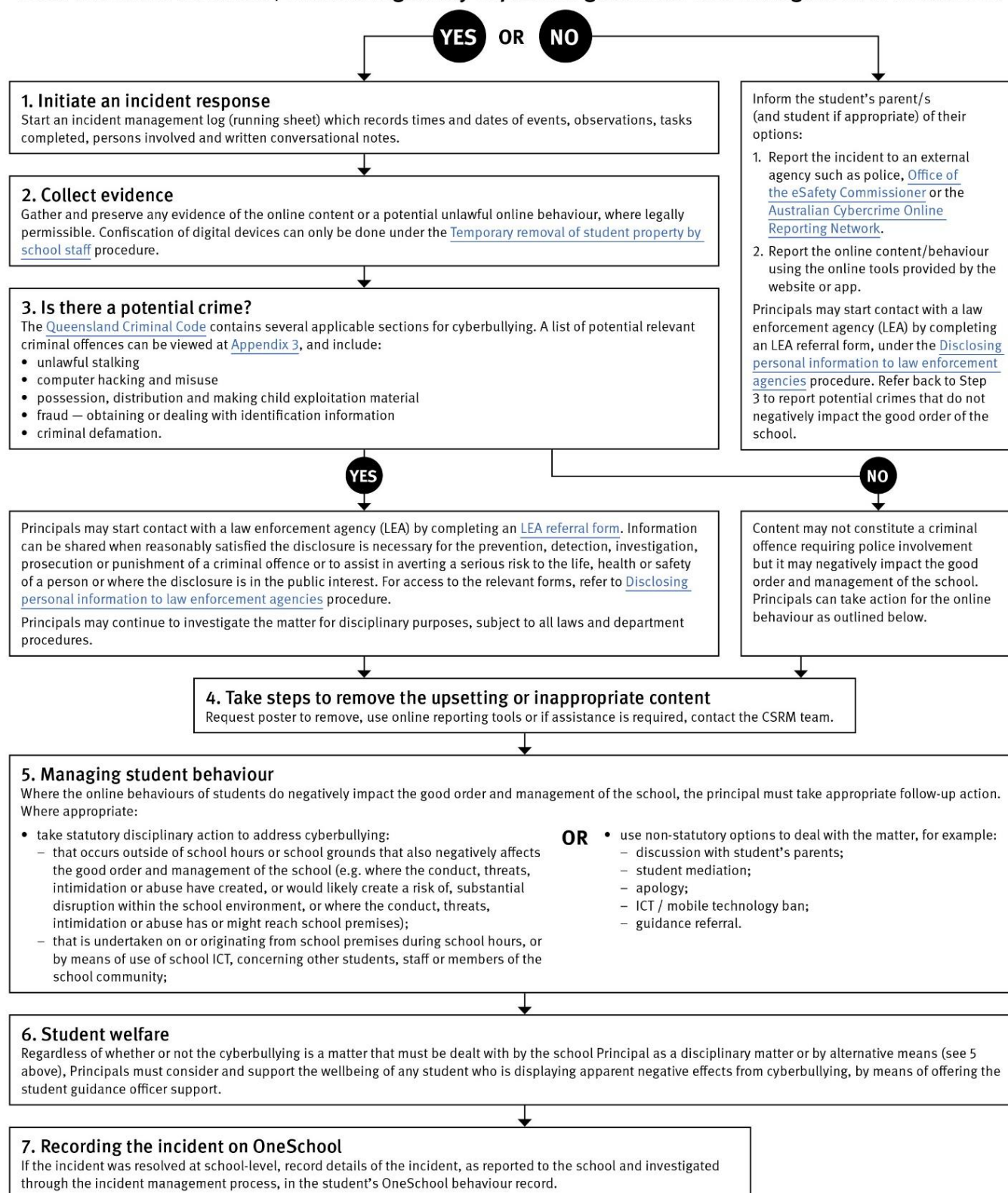
Explicit images

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

Help

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



Restrictive Practices

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

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

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

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

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

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

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

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

All staff receive training in the principles and techniques of the CPI Safety Intervention model. This training gives staff the confidence necessary to handle crisis situations with minimal anxiety and maximum security; allowing staff to intervene safely when behaviour becomes dangerous.

Critical Incidents

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

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

All staff receive training in the principles and techniques of Prevention and De-escalation of Risk Behaviour (Department of Education). All state school staff receive training in the use of evidence based positive behaviour support, proactive strategies for supporting students, and preventative de-escalation practices in order to minimise and, as far as possible, eliminate the use of restrictive practices. In Queensland, the preferred model of positive behaviour support employed is Positive Behaviour for Learning (PBL). De-escalation is a collective term for a range of staff interventions, comprising verbal and non-verbal communication, self-regulation, assessment, and actions, whilst maintaining the safety of staff and students (adapted from Hallet & Dickens 2017).

This training gives staff the confidence necessary to handle crisis situations with minimal anxiety and maximum security; allowing staff to intervene safely when behaviour becomes dangerous.

Basic defusing strategies involve avoid escalating the problem behaviour, maintaining calmness, respect and detachment, approaching the student in a non-threatening manner, following through and debriefing.

Documentation and follow-up support for all involved is also an important part of the management of critical incidents.

Resources

Essential Skills for Classroom Management (ESCM)

What are the ESCM?

There are 10 ESCM that teachers should use to help in the management of their classrooms. They are a tool to be used to help teachers develop a supportive and positive classroom with minimal interruptions and give them the skills to deal with inappropriate behaviours in the least intrusive ways possible.

The 10 essential skills are:

1. Establishing expectations
 - Clearly articulate and demonstrate the boundaries of prosocial behaviour.
2. Giving instructions
 - Give a clear direction about what students are to do.
3. Waiting and scanning
 - Wait and look at your students for 5-10 seconds after you give an instruction.
4. Cueing with parallel acknowledgement
 - Acknowledge students' on-task behaviour with the intention of encouraging others to copy.
5. Body language encouraging
 - Intentionally use your proximity, body gestures and facial expressions to encourage students to remain on-task.
6. Descriptive encouraging
 - Encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently.
7. Selective attending
 - Deliberately give minimal attention to safe, off-task or inappropriate behaviour.
8. Redirecting to learning (verbal and non-verbal)
 - Respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal.
9. Giving a choice
 - Respectfully confront the student who is disrupting others with the available choices and their natural consequences.
10. Following through
 - Resolute, planned action in the face of extended off-task behaviour, on on-going disruptive behaviour that is seriously disturbing the learning environment.

Criteria for Awards/School Representations and Privileges





EVENT / AWARD	PERCENTAGE OF ATTENDANCE	OTHER CRITERIA
Year 10 Dinner	85% Year to date – up to the payment cut-off	10 school week suspension rule 0 major incidents 10 school weeks prior to graduation
School Camps (or any overnight trip)	85% Year to date – up to the payment cut-off	10 school week suspension rule 0 major incidents and 10 or less minor incidents 10 school weeks prior to camp
Excursions/ Rewards or trips (e.g. Dam excursion) – day trips or less	85% Term to date – up to the payment and paperwork cut-off	5 or less major incidents 10 or less minor incidents for the term to date 10 school week suspension rule
School representation on teams for carnivals e.g. Karumba Festival of Sport	85% for the 5 weeks prior to the carnival – up to the payment and paperwork cut-off	5 school week suspension rule 3 or less major incidents 5 or less minor incidents for 5 weeks prior to carnival Attendance at training sessions will be taken into account.
School Curriculum Excursions (subject based)	All students are able to attend – <i>pending other criteria</i>	5 or less major incidents 10 or less minor incidents for the term to date 10 school week suspension rule ** Failing these criteria, a parent must attend and supervise their child for the entire excursion
Age Champions at individual events	85% for the 5 weeks prior to the carnival – up to the Friday before the carnival	Must have been enrolled for at least 5 weeks before carnival date 5 school week suspension rule (Students are recognised for placing and receive a 1 st , 2 nd or 3 rd ribbon at the end of their race, they are invited to stand on the podium during presentations, however the Age Champion is not recognised unless the 1 st place 'getter' meets criteria. It does not go to the 2 nd or 3 rd place student)
Age Champion for Awards Night Presentation		Student has accumulated points from participation in all three carnivals
Records recorded and held for individual events/races at school carnivals		Student has participated in the carnival or event.
Representing Normanton State School on District/Regional teams for sport e.g. Longreach	85% 5 weeks prior – up to the payment cut-off	5 school week suspension rule 3 or less major incidents 5 or less minor incidents for 5 weeks prior to carnival Attendance at training sessions will be taken into account. Failing this criteria, a parent must attend and supervise their child at own expense and be responsible for supervision at event and overnight. Student is still to sit with team and be recognised as part of the team.

Attendance Incentives e.g. Rock Wall	85% Attendance – up to the Monday before the incentive	
All Star Awards	85% Attendance – whole of previous term (All Star is awarded based on previous term data)	Exhibits 'very good' behaviour for whole term. 10 happy vouchers in all of the four school rules, or nominated by class teacher 0 major incident reports Less than 3 minor incident reports per term Awarded each term – second parade back
All Star – to remain an All Star	85% Attendance – whole of previous term (All Star is awarded based on previous term data)	0 major incident reports 3 or less minor incident reports per term
Zero Hero	85% Attendance – whole of previous term (Zero Hero is awarded based on previous term data)	No behaviour incidents (minor or major) all term – awarded first parade back at start of term
PBS Term Awards	85% Attendance - Term to date – up to the Friday before the awards are presented	Student exhibits 'satisfactory behaviour' for the term. 0 major incidents 3 or less minor incidents Must be enrolled for minimum 5 weeks
Citizen of the Year (Awards Night) – Primary & Secondary	85% Attendance – up to the Monday before the Awards Night	All Star for 4 terms (or relative to enrolment) Highest number of Happy Vouchers in P-6 or 7-10 cohort 0 incidents
SWPBS Rule Toppers	85% Attendance – Year to date - up to the Monday before the Awards Night	Exhibits 'very good' behaviour for whole year (or relative to enrolment) Highest number of Happy Vouchers in a school rule 3 or less minor incidents 0 major incidents
SWPBS End of Year Class Awards	85% Attendance – Year to date - up to the Monday before the Awards Night	Exhibits 'very good' behaviour for whole year (or relative to enrolment) 0 major incidents 3 or less minor incidents
Awards Night - Encouragement	This award is for students who have worked consistently throughout the year. *The student does not necessarily have to show excellence, but should show some development (growing and achieving)	
Awards Night - Effort	This award is for a student who has worked diligently all year, has participated in all subject areas and has been co-operative and supportive of their peers.	

Primary – Achievement (1 student for each year level)	This student has achieved true academic excellence within their year level.	
Secondary – Achievement Yr 7 - 10	Minimum standards must be reached Student must have completed all assessments Student must have achieved at least a Sound achievement level.	

Notes:

- **School Sporting Pathways are – Athletics, Touch Football, Rugby League, Cross Country** – non-penalty absences, assistance with funding for Regional and higher level teams.
- Participating in sporting activities that are not a Gulf School Sport Pathway and not representing NSS are considered an absence.
- 85% of a 5 week term is 21.5 days.
- Absences covered by a medical certificate or other authorised documentation may be taken into consideration when determining 85% attendance.
- In order to be eligible for Age Champion in the Interhouse Swimming Carnival, students must also be able to swim two (2) lengths of the pool, unassisted. Across pool events do not count towards Age Champion.

	All Settings	All Learning Environments	Excursions/ Sport/Camps	Play Areas	Transitions	Before & After School	Toilets	Eating Areas/ Tuckshop
I am a Learner	<ul style="list-style-type: none"> Set goals for own work and work habits Make good choices to help me learn Be an active listener Be an active participant Ask for help when needed Encourage and assist others to do their best Have a go and show a positive attitude Work without disturbing others Be open to different ideas, activities and ways of learning 	<ul style="list-style-type: none"> Take pride in work and achievements Attend all lessons Ensure tasks such as homework, class activities and assignments are completed and submitted on time Be prepared for learning Plan to be ready for school at the beginning of each new term 	<ul style="list-style-type: none"> Participate actively Discuss/agree to guidelines before leaving Follow the guidelines 	<ul style="list-style-type: none"> Learn new games and activities Discuss/agree to rules before play Play by the rules Follow school routine 	<ul style="list-style-type: none"> Have a drink, use toilet and wash hands before bell 	<ul style="list-style-type: none"> Be on time for school Bring necessary equipment to and from school Order Tuckshop on time At 8:30am, wait in designated area for teacher 	<ul style="list-style-type: none"> Use toilets during breaks Finish activities in breaks to be on time for class 	<ul style="list-style-type: none"> Eat in designated area Stay seated until staff on duty give you permission to leave
I am Safe	<ul style="list-style-type: none"> Stay in school grounds Keep dangerous or banned items out of school Stay in designated areas Ask permission to leave any setting Say 'NO' to Bullying and put-downs Think before acting Keep hands, feet, bodies and objects to self Report if someone is hurt or being bullied Notice when someone needs help Wear shoes to school Only one ear piercing per ear (sleeper or stud) No hoop or round earrings No lip piercings or tongue piercings If student has a nose piercing they need to wear a clear retainer 	<ul style="list-style-type: none"> Use equipment for intended purpose Stay in own seat when required Sit correctly on own seat Check with adult before touching switches Follow the Internet Use Agreement 	<ul style="list-style-type: none"> Stay inside school grounds until time to leave Get on bus in orderly manner Wear seatbelt on the bus Remain seated on bus until instructed to stand If walking, stay with and follow directions of supervisor 	<ul style="list-style-type: none"> Practice sun safe habits - wear hat and sunscreen Resolve conflict peacefully Participate in school approved games only Organise games in appropriate places Use correct equipment for games Use provided equipment for play Sticks, stones and similar objects stay on the ground 	<ul style="list-style-type: none"> Be on time Stay with teacher and follow directions Walk safely Walk on concrete 	<ul style="list-style-type: none"> Walk bikes in school grounds Wait patiently and safely with others Go to designated area between 8.00 and 8.30 	<ul style="list-style-type: none"> Wash your hands Ask for permission to leave classroom During class time, go directly to and from toilet Return to class as quickly as possible 	<ul style="list-style-type: none"> Eat food that you bring, buy or are given to eat Eat in designated area Sit down to eat Wait for teacher to dismiss before play Ask permission to go to toilet or get a drink Tuckshop - line up and wait patiently
I am Respectful	<ul style="list-style-type: none"> Treat others the way you would like to be treated Be cooperative, courteous, considerate and honest Always use appropriate language - speak positively and politely Respect differences Respect personal space of adults and students Care for our grounds and plants Wear school uniform appropriately Show respect to visitors to our school Respect yourself 	<ul style="list-style-type: none"> Listen politely without interrupting Be tolerant and understanding of others Use 'inside' voice in the classroom Raise hand to speak Work independently or co-operatively as required Be respectful of others' achievements 	<ul style="list-style-type: none"> Stay with the group Be polite to all people Be courteous to bus driver Represent school appropriately i.e. show sportsmanship 	<ul style="list-style-type: none"> Wait your turn Include others in games - invite others who want to join in Share equipment Put equipment away when instructed Care for the environment - trees, plants, animals 	<ul style="list-style-type: none"> Walk quietly along verandahs, paths and on stairwells Move quickly without running Walk on the left side unless directed otherwise Keep walkways clear Wait quietly outside classrooms 	<ul style="list-style-type: none"> Sit quietly Speak respectfully to activity leaders Respect for community when walking to and from school 	<ul style="list-style-type: none"> Be respectful of the privacy of others Consider other users re soap, paper, mirrors, water etc. 	<ul style="list-style-type: none"> Tuckshop - speak politely to tuckshop staff
I am Responsible	<ul style="list-style-type: none"> Be a positive role model Follow adult directions the first time Accept responsibility for own words and actions Resist peer pressure Leave mobile phone at home or hand in to office before school Take proper care of personal and school property Keep possessions tidy and ready to use Keep area clean and neat Put all rubbish in the bins 	<ul style="list-style-type: none"> Respect the rights of others to learn and teach Check work when finished Return permission forms and make payments (if relevant) by due date 	<ul style="list-style-type: none"> Show up on time for training Be on time for departures Have equipment organised beforehand Return all equipment Follow school rules 	<ul style="list-style-type: none"> Go directly to and stay in, the correct area Return borrowed equipment 	<ul style="list-style-type: none"> Know where you have to be and line up quietly Enter and exit rooms in an orderly manner 	<ul style="list-style-type: none"> Wait until 8.00 to come to school Leave grounds at 2.30pm or go to designated activities promptly after school 	<ul style="list-style-type: none"> Keep area clean Use facilities appropriately and responsibly Walk quickly and quietly to and from toilets 	<ul style="list-style-type: none"> Conserve water by turning off taps properly Make healthy choices Place rubbish in bins Keep area clean and tidy

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

2. **Internal review:** [contact the local Regional Office](#)

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

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

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

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

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

