



Crestmead 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.

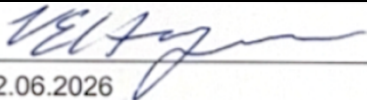
Queensland Department of Education
State Schools Strategy 2019-2023

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| | |
|------------------------------|---|
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| Date and time: | 22.06.2026 |

| | |
|---|---|
| P&C President and-or School Council Chair Name: | Vanessa Horrigan (P&C President) |
| P&C President digital signature: |  |
| Date and time: | 22.06.2026 |

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Purpose

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

The Crestmead State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach 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 feel safe and experience success and staff enjoy a safe workplace.

Principal's Foreword

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

Crestmead State School has three core learning expectations, kindness, respect and responsibility. We have four learning mindsets, hope, gratitude, mindfulness and joy. We have five learning dispositions, resilience, collaboration, perseverance, leadership and curiosity.

Kindness: We care for ourselves, we care for others, we care for our learning, and we care for the environment. We recognise when our needs are not being met and choose behaviours that are helpful. We understand that to be healthy means that we must be self-aware and use self-management strategies. We recognise that caring for our body and our mind helps us to be our best self. We recognise that having connections with other people is important.

Respect: We allow ourselves and others to do and be their best. It is our job to negotiate differences in constructive and peaceful ways and to accept that everyone has their own journey. We listen, encourage and trust that others are able to make the choice that is right for them. By using these habits, we create a mutually respectful atmosphere between all that are involved within our school including staff, students, parents/caregivers and visitors.

Responsibility: We all choose what we do with our lives, and we are responsible for these choices. The only person whose behaviour we can control is our own. Our behaviour is our best attempt to satisfy one or more of our needs. Our behaviour is made up of our doing, thinking, feeling and body talk. It is our job to learn to satisfy our needs in responsible ways.

Learning mindsets – hope, gratitude, joy and mindfulness: Connection is at the heart of our work. We are present and listen to each other. We believe that everyone belongs and is an important part of our school. We show compassion to other people by being mindful and calm, considering how other people are thinking and feeling and by showing and sharing moments of gratitude. We show courage and build trust so that others understand that we are aware of ourselves, others and our world. We believe that one person has the power to make a difference.

Learning dispositions – resilience, collaboration, perseverance, leadership and curiosity: We understand that safety is everyone's responsibility. We know that by making safe choices we protect ourselves and those around us from harm. By working together, we are able to reach common goals. Our teachers share age-appropriate responsibilities, so we learn how to be safe and how to work together. We know that an environment that supports positive behaviour encourages change more effectively than one that focuses on negative behaviour. We understand that by connecting with others, it gives us a sense of belonging.

Our teachers use effective classroom management, teaching for learning, parent and caregiver involvement, and believe that all students can learn, grow and achieve. We take responsibility by feeding up, back and forward in our learning so we can achieve to our potential. We make choices and take actions which lead us toward achieving our academic goals. We understand that learning is a journey and sometimes we find ourselves in the 'learning pit', but with a growth mindset, persistence and support, we climb out stronger and more capable than before. We understand that we need to show respect and good sportsmanship towards others when we achieve. We understand that competing against our personal best is a healthy way to do this.

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

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

I thank the students, teachers, parents and other members of the community for their work in bringing this Crestmead State School Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of the Crestmead State School P&C Committee, I encourage all parents to familiarise themselves with the Crestmead State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

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

Consultation

The consultation process used to inform the development of the Crestmead State School Student Code of Conduct occurred over time. Staff, students and parents and caregivers were invited to input.

Any families who require assistance to access a copy of the Crestmead State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the school.

The Crestmead State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle. This review occurred in 2026.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

School Opinion Survey

The Parent, Student and Staff Satisfaction data is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the relevant deputy principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

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

| Tier | Prevention Description |
|------|--|
| 1 | <p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Crestmead State School expectations. This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement and discipline so improvements in Tier 1 may be made. |
| 2 | <p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small numbers of students with similar needs as required, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Crestmead State School expectations. The types of interventions offered at this level will vary according to needs, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. |

| | |
|---|--|
| | <ul style="list-style-type: none"> • interventions require little time of classroom teachers and are easy to sustain. • variations within each intervention are limited. • interventions are 'evidence-based' and are matched to the student's need. <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p> |
| 3 | <p>Intensive or individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (identifying the function of their behaviour) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA)/Identification of Behaviour of Concern that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p> |

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support, they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the



use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Student Wellbeing

Crestmead 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.

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Policy and expectations

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

Drug education and intervention

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

Specialised health needs

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

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

Medications

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

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

Crestmead State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

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

Suicide prevention

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

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

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

Suicide postvention

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

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

Student Support Team

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

Students can approach any trusted school staff member at Crestmead State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the principal.

| Role | What they do to create and/or support safe, predictable routines and environments |
|------------------------------|--|
| Principal | <ul style="list-style-type: none">• Establishes and leads a whole-school culture of safety, inclusion and high expectations.• Ensures systems, policies and supports are in place to respond to student wellbeing, behaviour and learning needs.• Uses school data and strategic planning to allocate resources and maintain consistent, supportive practices across the school. |
| Deputy Principals | <ul style="list-style-type: none">• Leads student wellbeing, behaviour and engagement supports within their year level sector.• Coordinates interventions and support for students requiring additional assistance.• Builds positive relationships with students, families and staff to promote attendance, participation and belonging. |
| Deputy Principal – Inclusion | <ul style="list-style-type: none">• Leads inclusive practices and coordinates supports to ensure all students can participate successfully in school life.• Monitors student wellbeing, attendance and engagement data to identify and address barriers early.• Supports staff to implement safe, inclusive and responsive learning environments. |
| Classroom Teachers | <ul style="list-style-type: none">• Establishes clear expectations, routines and learning environments that support safety and engagement.• Teaches and reinforces social, emotional and behavioural skills alongside academic learning.• Responds proactively to student needs and works collaboratively with families and support staff. |
| Inclusion Teachers | <ul style="list-style-type: none">• Coordinates and delivers Tier 1, 2 and 3 supports, adjustments and interventions using co-teaching, for students with diverse learning needs. |

| Role | What they do to create and/or support safe, predictable routines and environments |
|---------------------------------|---|
| | <ul style="list-style-type: none"> • Works collaboratively with teachers, families and support services to remove barriers to participation. • Promotes inclusive, trauma-informed practices that support student wellbeing and success. |
| EAL/D Teachers | <ul style="list-style-type: none"> • Supports students learning English as an Additional Language or Dialect to access learning and school routines. • Assists teachers to implement strategies that support language development and participation. • Promotes inclusion and positive connections for students from diverse cultural and linguistic backgrounds. |
| Behaviour Teachers | <ul style="list-style-type: none"> • Provides Tier 1, 2 and 3 behavioural, social and emotional supports for students requiring additional intervention. • Supports teachers, using co-teaching, to implement positive behaviour strategies and inclusive classroom practices. • Uses data and restorative approaches to improve engagement, attendance and wellbeing. |
| Teaching Assistants | <ul style="list-style-type: none"> • Supports students to engage successfully in classroom routines and learning activities. • Reinforces learning, behaviour and social expectations under teacher direction. • Builds positive relationships that promote student confidence, participation and belonging. |
| Head of Department - Curriculum | <ul style="list-style-type: none"> • Supports teachers to provide inclusive, differentiated learning experiences for all students. • Uses curriculum planning and data to ensure students can access and engage in learning, including Individual Curriculum Plans. • Builds teacher capability to create supportive and consistent learning environments. |
| Pedagogy Coaches | <ul style="list-style-type: none"> • Supports teachers to implement evidence-based practices that promote engagement and positive behaviour. • Models and coaches effective classroom routines and inclusive teaching strategies. • Builds staff capability to create safe, supportive and predictable learning environments. |
| Speech Language Pathologist | <ul style="list-style-type: none"> • Supports students with communication needs to access learning and participate effectively. • Provides strategies and adjustments that improve communication, engagement and inclusion. • Builds staff capability to create communication-friendly learning environments. |
| Guidance Officers | <ul style="list-style-type: none"> • Provides counselling and intervention support for students experiencing social, emotional or learning challenges. • Assists schools to identify and respond to student wellbeing needs. • Collaborates with families, staff and external providers to coordinate support. |
| School Chaplain | <ul style="list-style-type: none"> • Provides pastoral care and social-emotional support to students and families. • Builds positive relationships that strengthen wellbeing, resilience and connectedness. • Supports students experiencing personal or social challenges that impact engagement. |
| Social Worker | <ul style="list-style-type: none"> • Provides counselling and welfare support for students and families experiencing complex challenges. • Connects students and families with community services and supports. • Strengthens partnerships that promote student wellbeing, participation and inclusion. |
| Community Education Counsellor | <ul style="list-style-type: none"> • Supports Aboriginal and Torres Strait Islander students to engage successfully in education. • Builds strong partnerships between students, families, community and school. |

| Role | What they do to create and/or support safe, predictable routines and environments |
|----------------------------|--|
| | <ul style="list-style-type: none"> Promotes culturally safe practices that strengthen belonging, participation and success. |
| Family Support Coordinator | <ul style="list-style-type: none"> Works with families and school staff to address barriers affecting learning, wellbeing and attendance in Years P-2. Connects families with appropriate services and supports. Strengthens family engagement and positive connections with school. |
| Youth Workers | <ul style="list-style-type: none"> Provides mentoring and support to students experiencing barriers to engagement and participation. Assists students to successfully transition into learning activities, routines and school expectations. Builds positive relationships that strengthen attendance, wellbeing and belonging. |

There are also regional and statewide support services also available to supplement the school. These include Principal Advisor Student Protection, Advisory Visiting Teachers and Senior Guidance Officers.

Whole School Approach to Discipline

Crestmead State School uses the multi-tiered system of support (MTSS) for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

Crestmead State School uses an evidence-based framework used to:

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

At Crestmead State School we believe discipline is about more than consequences. Discipline is a word that reflects our belief that student behaviour is part of the overall teaching and learning approach in our school. Discipline is viewed as an opportunity for learning in our school. We believe that discipline promotes growth, reflection and accountability, with the goal of students taking responsibility for their choices. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

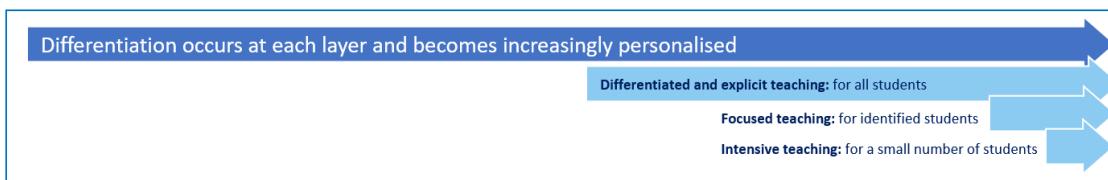
Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the relevant deputy principal

Differentiated and Explicit Teaching

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

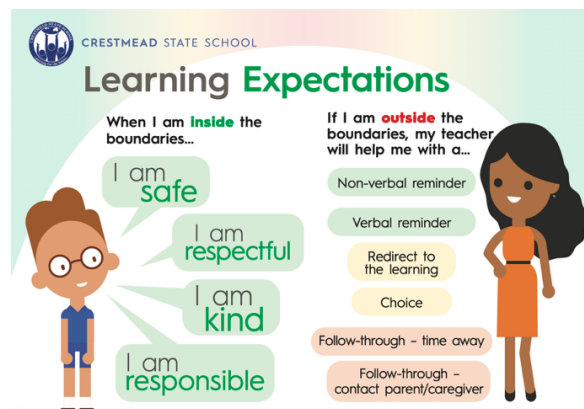
Teachers at Crestmead State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural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

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



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

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



Whole school approach – Learning expectations

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

Students

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

Respect

- We immediately follow all directions from staff.
- We speak and listen respectfully to everyone.
- We respect and celebrate individual difference, opinion, cultures and faiths.
- We respect others' bodies, boundaries and privacy.
- We respect our environment.
- We use toilets in a safe and hygienic way.

Responsibility

- We are in the correct area at the correct time.
- We are accountable for our choices and actions.
- We are honest and have integrity.
- We use our bodies and objects safely and responsibly.
- We are responsible for our own property and we look after others'.
- We wear our uniform with pride every day.

Kindness

- We use manners and show kindness to everyone.
- We acknowledge the feelings of others.
- We encourage ourselves and others and celebrate successes.
- We offer assistance to those in need.

Parents and staff

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

Respect

| What we expect to see from you | What you can expect from us |
|--|--|
| <ul style="list-style-type: none"> You make an appointment to speak with the class teacher or deputy principal to discuss any matters relating to your child. | <ul style="list-style-type: none"> We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you. |
| <ul style="list-style-type: none"> You are respectful in your conversations at home and online about school staff. | <ul style="list-style-type: none"> We will ensure positive behaviours are role modelled for all students. |
| <ul style="list-style-type: none"> You leave and collect your child from the designated area at school. | <ul style="list-style-type: none"> We will give clear guidance about a designated area for parents/caregivers to leave and collect students. |
| <ul style="list-style-type: none"> You respect the obligation of staff to maintain student and family privacy. | <ul style="list-style-type: none"> We will maintain confidentiality about information relating to your child and family. |
| <ul style="list-style-type: none"> You recognise people are different and will be non-judgemental, fair and equitable to others in the school community. | <ul style="list-style-type: none"> We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events. |

Responsibility

| What we expect to see from you | What you can expect from us |
|--|---|
| <ul style="list-style-type: none"> You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details. | <ul style="list-style-type: none"> We will create a safe, supportive and inclusive environment for every student. |
| <ul style="list-style-type: none"> You support your child to meet the learning and behavioural expectations at school. | <ul style="list-style-type: none"> We are clear about our learning and behavioural expectations and contact you to provide regular feedback about your child's progress. |
| <ul style="list-style-type: none"> You stay informed about school news and activities by reading the school newsletter, curriculum newsletter and other materials sent home by school staff. | <ul style="list-style-type: none"> We will use the school newsletter as the primary means of notifying parents/caregivers about school news, excursions or events. Classes will use their curriculum newsletters to keep parents/caregivers informed as to what is being taught and relevant class news. |
| <ul style="list-style-type: none"> You share relevant information about your child's learning, social and behavioural needs with school staff. | <ul style="list-style-type: none"> We will share relevant information with you about your child's learning, social and behavioural progress at school. |
| <ul style="list-style-type: none"> You approach the class teacher or relevant deputy principal if you are concerned about the behaviour of a staff member, another student or parent/caregiver. | <ul style="list-style-type: none"> We will work with every family to address any complaints or concerns about the behaviour of staff, students or other parents/caregivers. |
| <ul style="list-style-type: none"> You take a positive, solution-focused approach to resolving complaints. | <ul style="list-style-type: none"> We will nominate a contact person for you to work with to resolve a school related complaint. |
| <ul style="list-style-type: none"> You respect school, student and staff privacy in your online communications. | <ul style="list-style-type: none"> We will act quickly to address social media issues that affect staff, students or families. |

Kindness

| What we expect to see from you | What you can expect from us |
|---|--|
| <ul style="list-style-type: none"> You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues. | <ul style="list-style-type: none"> We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure. |
| <ul style="list-style-type: none"> You help your child to see the strengths and benefits in diversity and difference in their classmates. | <ul style="list-style-type: none"> We will promote every child's individuality and build a cohesive, inclusive classroom and school culture. |
| <ul style="list-style-type: none"> You notice when others need help, parents/caregivers, staff and students, and ask if there is anything you can do to assist. | <ul style="list-style-type: none"> We will check in with you about your child's needs or any support your family may require. |
| <ul style="list-style-type: none"> You support your child to be kind, to be present and to listen to other's viewpoints | <ul style="list-style-type: none"> We will listen and respond to communication. |
| <ul style="list-style-type: none"> You show compassion to other people by being mindful and calm, considering how other people are thinking and feeling and by showing and sharing moments of gratitude. | <ul style="list-style-type: none"> We will demonstrate that everyone belongs and that your child is an important part of our school. |

Whole school approach – Essential Skills for Classroom Management

Classroom Management refers to teachers' practice as well as student behaviour. Positive classroom climate, positive interpersonal relationships, clarity and consistency of expectations and consequences (both positive and negative) all work together to create an efficient and disciplined learning environment.

At Crestmead State School, we believe that when all staff consistently use the 10 Essential Skills for Classroom Management (ESCM), then time spent on 'managing conversations' is reduced and time spent on 'learning conversations' is increased. More effective learning conversations and experiences, i.e. clear expectations, clear instructions and well-sequenced pedagogy, also reduce time spent on managing conversations.

Essential Skills for Classroom Management

| | |
|----------|--------------------------------------|
| Skill 1 | Establishing Expectations |
| Skill 2 | Giving instructions |
| Skill 3 | Waiting and scanning |
| Skill 4 | Cueing with parallel acknowledgement |
| Skill 5 | Body language encouraging |
| Skill 6 | Descriptive encouraging |
| Skill 7 | Selective attending |
| Skill 8 | Redirecting to the learning |
| Skill 9 | Giving a choice |
| Skill 10 | Following through |

Whole school approach – Teaching of expectations – School expectations

A set of behavioural expectations in specific settings has been attached to each of our school expectations. This school wide, Learning expectations – Teaching matrix, aim to ensure that all students and staff share a common language to discuss behaviour and have a clear understanding of each of these expectations for behaviour.

Learning Expectations – Teaching matrix

| Learning Expectations | Responsibility | Respect | Kindness |
|-----------------------|--|---|---|
| All settings | <p>We are in the correct area at the correct time.</p> <p>We are accountable for our choices and actions.</p> <p>We are honest and have integrity.</p> <p>We use our bodies and objects safely and responsibly.</p> <p>We are responsible for our own property and we look after others'.</p> <p>We wear our uniform with pride every day.</p> | <p>We immediately follow all directions from staff</p> <p>We speak and listen respectfully to everyone.</p> <p>We respect and celebrate individual differences, opinions, cultures and faiths.</p> <p>We respect others' bodies, boundaries and privacy.</p> <p>We respect our environment.</p> <p>We use the toilets in a safe and hygienic way.</p> | <p>We use manners and show kindness to everyone.</p> <p>We acknowledge the feeling of others.</p> <p>We encourage ourselves and others to celebrate successes.</p> <p>We offer assistance to those in need.</p> |
| Learning time | <p>We are on time for class, prepared and ready to learn.</p> <p>We are responsible for our learning.</p> | <p>We follow class procedures and routines.</p> <p>We respect the teachers' right to teach and the students' right to learn.</p> <p>We use technology appropriately, safely and with respect and interact safely online.</p> | <p>We share with others and help our classmates with their learning.</p> <p>We give positive feedback to others and we accept constructive feedback from others.</p> |
| Break time | <p>We play in the correct area.</p> <p>We use playground equipment safely and correctly.</p> <p>We ask for help and report problems to the duty teacher straight away.</p> | <p>We follow break time procedures and routines.</p> <p>We play fairly and safely, playing by the agreed rules.</p> <p>We respect others' play choices.</p> <p>We follow expectations for the area we are in – library, tuckshop, oval, inside play etc</p> | <p>We resolve conflict peacefully using learned strategies.</p> <p>We use kind words and manners to others.</p> |
| Transitions | <p>We use walkways, stairways and balconies safely.</p> | <p>We walk in quiet lines through the school and respect others' learning spaces.</p> <p>We follow before and after school procedures and routines.</p> | <p>We move to the side when others are passing us on the path.</p> |

| Learning Expectations | Responsibility | Respect | Kindness |
|-----------------------|--|--|--|
| Other Areas | <p>We take responsibility for our own and others safety when in the community.</p> <p>We walk our bikes and scooters correctly on school grounds.</p> <p>We wait at the student window for office staff to let us into the office.</p> | We represent ourselves and our school with respect and pride in the community. | We interact kindly on technology and social media at school and at home. |

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

- Behaviour lessons conducted by teachers.
- Reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities.

Whole school approach – Reinforcing expected behaviour

At Crestmead State School, communication of our key messages about behaviour is followed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Formal recognition of expected behaviours is provided on the spot to students using descriptive encouraging and Superstore tokens. Expected behaviours also form part of the Student Leadership Process. This recognition is designed to increase the quantity and quality of positive interactions between students and staff. All staff members give consistent and appropriate acknowledgement.

Classroom teachers nominate students from their class to receive awards, including Crestmead Champions, Reading Awards and Learner of the Week. These are presented to students at school parades—or during year level meetings.

Whole school approach – Re-directing low-level and infrequent problem behaviours

When a student exhibits low-level and infrequent problem behaviours, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified to align with the expectations of our school community.

Focused Teaching

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

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

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

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Crestmead State School has a range of Student Support Team staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students.

Intensive Teaching

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

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

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

Crestmead State School is committed to educating all students, including those with intensive needs. We recognise that students with complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff.

This school-based approach has a referral system in place. Following the initial referral, parents/caregivers are contacted, and any relevant staff members, to form a team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the Student Support Team. Students who require intensive teaching will be assigned a staff member, who will oversee the coordination of their program or plan, communicate with stakeholders and directly consult with the student. In most cases their behaviour is not regarded as severe, but the frequency of the behaviour may put the child and other students learning and social success at risk.

The following programs have been developed to respond to these needs. These programs increase the student's opportunities to receive positive contact with adults and allow for the delivery of intensive social skill training and/or adult mentoring. The programs are coordinated by a team that includes the principal, deputy principal, teachers and the guidance officer. All members of the team are involved in continuous professional development to develop the programs and reporting responsibilities.

Students attend their normal classes and activities with appropriate adjustments if required. They have increased daily opportunities to receive positive contact with adults, additional support to check-in/check-out and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

Students whose behaviour does not improve after participation in intensive teaching, may be an indicator for specialised intervention.

The relevant deputy principal:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined in student plans
- works with the School Administration to achieve continuity and consistency.

Programs or plans that may be implemented include:

- Individual Behaviour Support Plans
- Supported Play Plan
- Risk Evaluation Plan and Staff Response Plan
- Student Monitoring Card

Individual Behaviour Support Plan

An Individual Behaviour Support Plan (IBSP) documents the evidence-based, proactive and positive behaviour supports implemented by school staff to shape and promote productive student behaviours. They are typically developed as a structured, systemic response to assist students with complex behaviours or unproductive behaviours which are frequent and or intense. The plan will identify a behaviour of concern and document the operational - relationship strategies, curriculum changes and organisational strategies that may assist the student to change the behaviour of concern.

Supported Play Plan

If a child is identified as requiring a Supported Play Plan (SPP), the deputy principal adjusts the playground duty roster to manage this support. The assigned supported play support teacher or teaching assistant attends the play area with the student as an additional support person. Teachers supervising these duties model and encourage students to interact appropriately with their peers.

Risk Evaluation Plan and Staff Response Plan

A risk evaluation plan (REP) and Staff Response Plan will be completed for students whose behaviour has been identified as presenting such significant risk to themselves or others:

- that the planned use of restrictive practices is being considered; or
- the principal reasonably believes the individual may pose an unacceptable risk to the safety or wellbeing of members of the school community.

The plan documents the likelihood and impact of the behaviour, the level of risk, and the adjustments in place.

Student Monitoring Card

A student may be identified as benefitting from a student monitoring card. The monitoring card is managed by the child and their teacher. Students set a personal goal to achieve on a daily or weekly basis. The Monitoring Card is the student's way of monitoring and recording success and achievement. This Monitoring Card can also enable the student to work towards re-entering the regular play environments. This plan would be a part of the Individual Behaviour Support Plan for the student.

Legislative Delegations

In this section of the Crestmead State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Commonwealth Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulations 2011 \(Cwth\)](#)

Delegations

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

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

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

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

Disciplinary Consequences

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

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

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

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

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. 'Remember, we walk quietly to our seats')
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Balanced model of positive (acknowledgement) to negative (correction) or feedback to class (Ratio of 5 positives to 1 negative commentary or feedback to class)
- Corrective feedback (e.g. Remember to put your hand up when you want to ask a question')
- Expectation reminders (e.g. 'When the bell goes, stay seated until I dismiss you')
- Refer to class learning expectations

- Explicit behavioural instructions (e.g. 'Pick up your pencils')
- Proximity
- Selective attending of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection to expectation and/or learning
- Low voice and tone for individual instructions
- Give 'take-up' time for student/s to process instruction/s
- Cueing with parallel acknowledgement
- Reduce/limit verbal language
- Break down tasks or instructions into smaller chunks
- Provide positive choice of task order (e.g. 'Which one do you want to start with?')
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. 'I'm not sure what is the next step, who can help me?')
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Follow learning expectations for inappropriate behaviour
- Reminder of further consequences (e.g. time away from the classroom)

Focussed

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

- Supported play
- Alternative break arrangements
- Functional Behaviour Assessment (Individual Behaviour of Concern)
- Individual student behaviour support strategies
- Targeted skills teaching in small group
- Counselling and guidance support
- Self-monitoring/Success plan
- Check in/Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Team for team-based problem solving
- Stakeholder meeting with parents/caregivers and external agencies

Intensive

School leadership teamwork in consultation with Student Support Team to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual behaviour support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. laptops, iPads, mobile phone)
- Short term suspension (up to 10 school days)

- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

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

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Crestmead State School and will be removed if found in a student's possession:

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

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

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

Responsibilities

State school staff at Crestmead State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police.
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove an laptops, iPads or mobile phone from a student are not authorised to unlock the laptops, iPads, phone or to read, copy or delete messages stored on the laptops, iPads or phone.
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency).
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Crestmead State School

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Crestmead State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect.
- collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Students of Crestmead State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Crestmead State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect.
- collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Use of laptops, iPads, mobile phones and other devices by students

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

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

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

Certain personal devices* not allowed at Crestmead State School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be temporarily removed by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in at the office in the morning before school begins and collected at the end of the day.

Recording Voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Crestmead State School. Student using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet/social media posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonably person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

Text Communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal assistive 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 Deputy Principal or Principal.

Inappropriate Behaviour Outside of School Hours

Students may receive for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, and similar games, laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

Student responsibilities

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

It is **acceptable** for students at Crestmead State School to:

- use laptops, iPads or other devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to schoolwork
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device

- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Crestmead State School to:

- use a laptop, iPad, mobile phone or other devices in an unlawful manner
- use a laptop, iPad, mobile phone in technology-free designated spaces or times
- 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 laptops, laptops, iPads, computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone/in-laptops, iPads cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a laptop, iPad, mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use laptops, iPads or mobile devices during class assessment unless expressly permitted by school staff.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices

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

Preventing and responding to bullying

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

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

Crestmead State School has a Student Leaders, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each student leadership meeting are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the student leadership meeting is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Crestmead State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

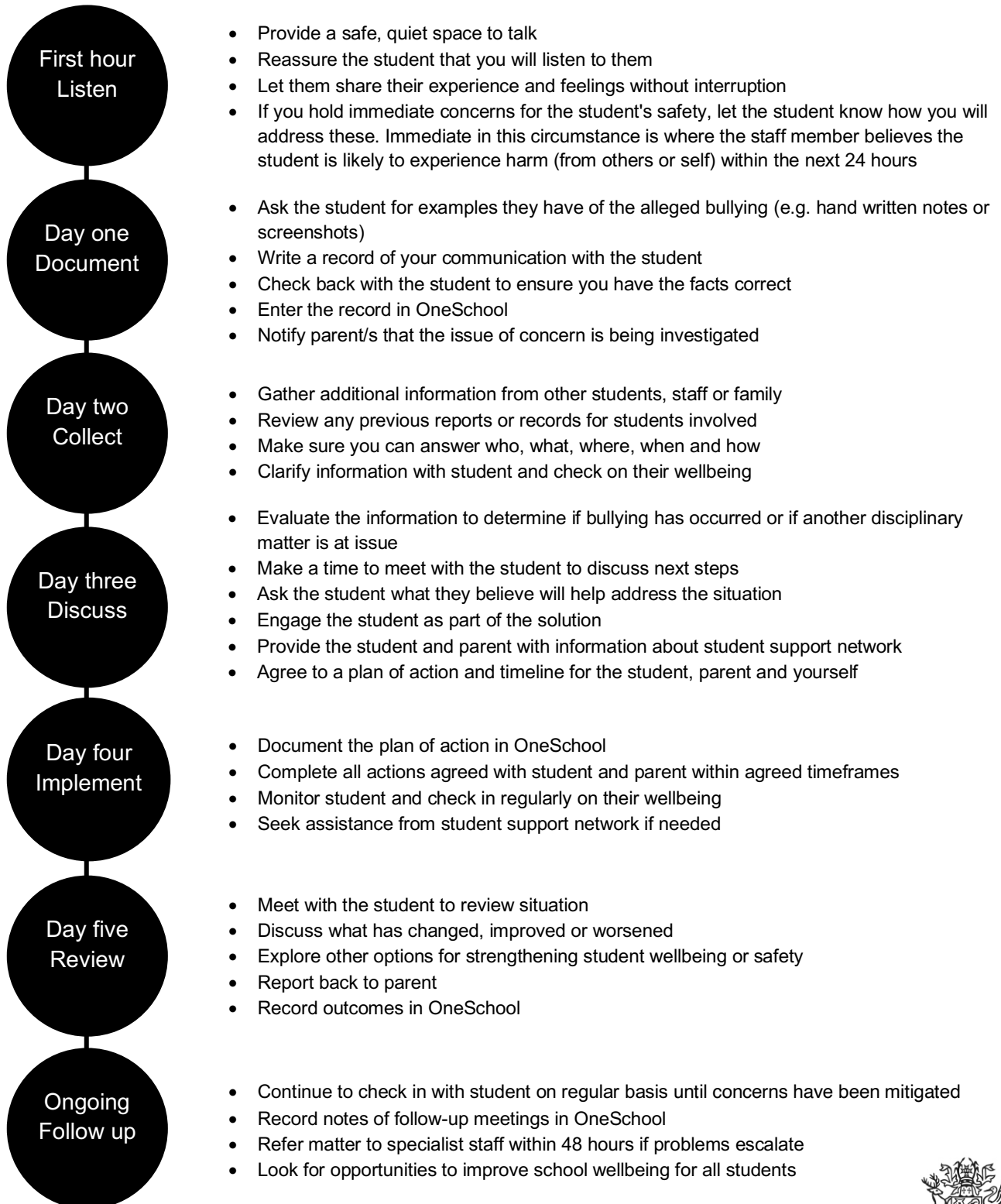
The following flowchart explains the actions Crestmead State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Crestmead State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

Crestmead State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

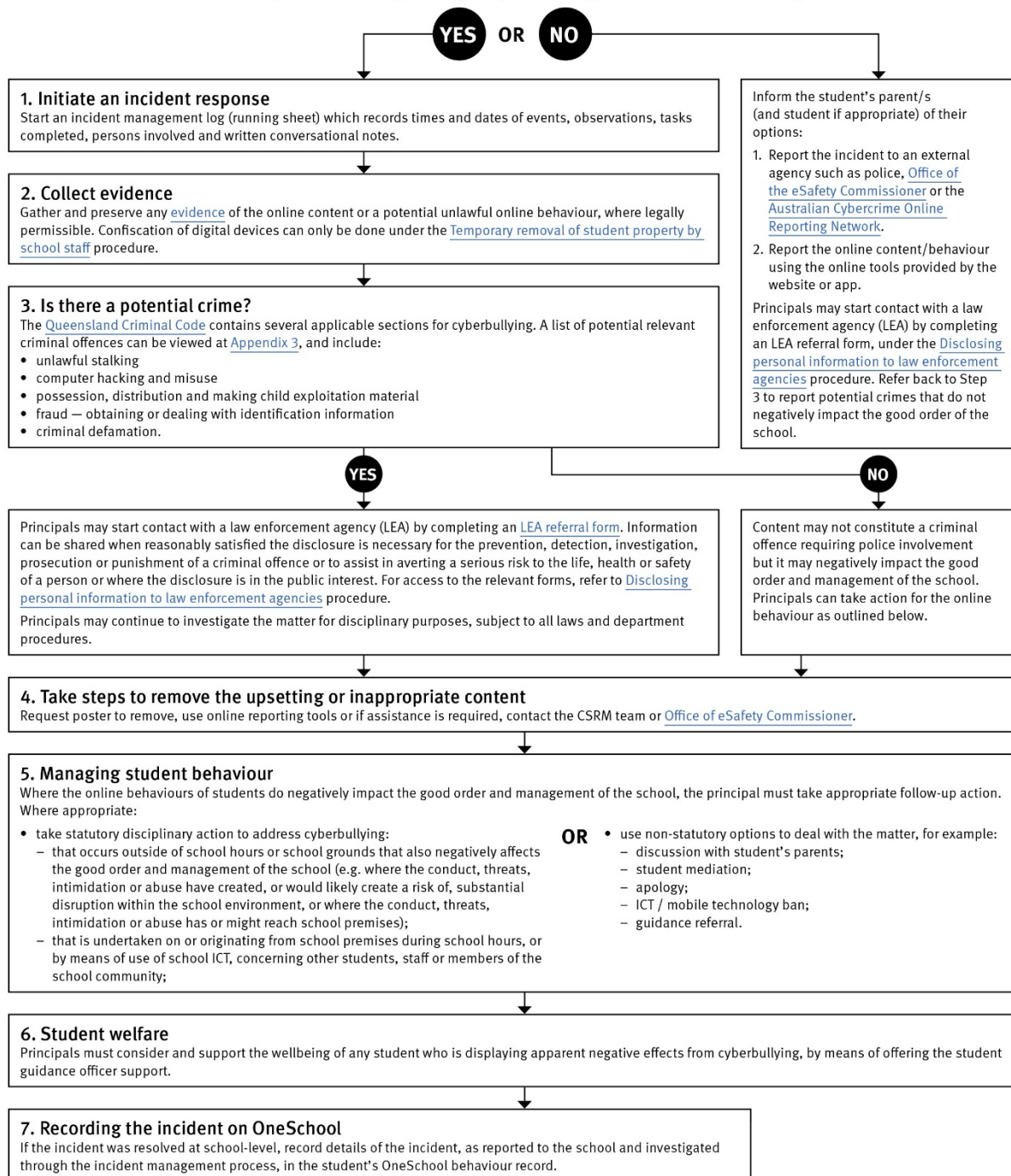
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident negatively impact the good order and management of the school?



Cyber safety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cyber safety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cyber safety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Crestmead State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Team section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Crestmead State School are familiar with the response expectations to reports of bullying and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Crestmead State School – Anti-Bullying Compact

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

Crestmead State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as:

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Crestmead State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate, and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

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

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

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

Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

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

Conclusion

Crestmead 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 [Complaints and grievances management policy](#).