

## Redbank Plains State School

*A community where we belong,  
engage and love to learn.*

# Student Code of Conduct 2026 - 2029

## Purpose

**Our vision at Redbank Plains State School is to create a community where we belong, engage and love to learn.** In doing this we are committed to providing a safe, respectful and supportive learning environment for all students, staff, parents and visitors.

The Redbank Plains 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 supporting students to be self-managed.

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 can experience success and staff enjoy a safe workplace.

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## Endorsement

Principal Name : Perry Trattos

Principal Signature:



Date: 2 March 2026

P/C President : Carrissa Brogan-Norcott

P/C President Signature:



Date: 2 March 2026

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# 1. Whole School Approach to Discipline

At Redbank Plains State School, our Student Code of Conduct outlines a system for recognising positive behaviour, fostering proactive support for students, and responding to inappropriate behaviour through a consistent whole-school approach.

Our approach to behaviour is underpinned by the following guiding principles:

- Our School Vision – A community where we belong, engage and love to learn.
- Positive Behaviour for Learning (PBL) – our evidence-based framework for teaching and acknowledging appropriate behaviour.
- Multi-Tiered Systems of Support (MTSS) – our structure for ensuring all students receive the appropriate level of support: universal, targeted, and intensive.

## A COMMUNITY WHERE WE BELONG, ENGAGE AND LOVE TO LEARN

We believe students thrive academically, socially and emotionally when they feel a strong sense of belonging. Belonging creates safety, and safety allows learners to take academic risks, experience failure and bounce forward. At RPSS, we support students not only to achieve academic success, but to develop as safe, respectful learners and members of the community.

Developing a sense of belonging goes beyond our vision statement. Whole school routines and professional development contribute to a climate and culture where this becomes central to our ways of working.

Our staff commit to forming strong, positive relationships with all students and have an unconditional positive regard. These relationships provide the foundation for a safe and supportive environment where all students are explicitly taught what it means to be:

- Safe
- Respectful
- Learners

These expectations are made visible across the school through consistent language, signage, lessons and recognition systems.



## DISCIPLINE AS A PART OF LEARNING

At RPSS, we understand that discipline is not synonymous with punishment. Discipline is about teaching. Our behaviour processes are structured to support students to learn and practise expected behaviours. Staff take responsibility for:

- Making expectations and consequences clear in all learning spaces.
- Teaching and modelling expected behaviours.
- Providing feedback and acknowledgement.
- Using behaviour incidents as opportunities to re-teach, reflect and restore.

## POSITIVE BEHAVIOUR FOR LEARNING (PBL)

At Redbank Plains State School we are a PBL school. PBL is a whole-school framework that:

- Improves student outcomes through consistent and predictable routines.
- Emphasises the explicit teaching of expected behaviours.
- Ensures staff use evidence-based strategies.
- Supports consistent whole school implementation.
- Uses data to inform next steps.

Students are taught what our expectations look like and sound like in various contexts. These lessons are scheduled, revisited, and reinforced regularly.

Recognition of expected behaviours occurs through a variety of school-wide strategies, including Panther Bucks and Assembly Awards.

When students make behavioural errors, staff respond using logical consequences with an emphasis on reteaching, reflecting and restoration. Our responses are tiered based on the level of need.

## MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Our MTSS framework ensures every student receives the support they need across three domains: academic, behaviour/social-emotional, and attendance.

**Tier 1 – Universal:** For all students. This includes (but are not limited to) the use of the 10 Essential Skills for Classroom Learning (10 ESCM), belonging framework, unconditional positive regard, ready to learn scales, mindfulness, morning circles, 3 classroom posters, pantherbration and calm down spaces.

**Tier 2 – Targeted:** For students requiring additional support. Examples include Check-in/Check-out, Ready to Learn Plans, small group social/individual skills instruction through our social worker and chaplain.

**Tier 3 – Intensive:** For a small number of students with significant needs. This includes Functional Behaviour Assessments (FBA), Individual Behaviour Support Plans (IBSP), external agency support, and personalised intervention plans.

All students requiring Tier 2 and 3 supports continue to receive the same Tier 1 foundation as their peers.

## DATA-INFORMED PRACTICE

Student behaviour data is recorded in OneSchool. Our PBL team analyses data fortnightly to identify patterns, guide interventions, and evaluate the impact of our supports.

This data is used to:

- Celebrate progress
- Identify whole school behaviour focuses
- Inform decision-making

We value transparency and communicate behaviour data trends to all staff.

### 1.1 Consideration of Individual Circumstances

At Redbank Plains State School, we recognise that each student is unique and brings a diverse range of experiences and needs. When determining supports or responses to behaviour, we consider the individual circumstances of the student to ensure fairness and equity.

We understand that treating everyone the same is not always fair. Instead, we aim to respond consistently and supportively, while taking into account relevant individual circumstances including:

- the student's age and stage of development
- previous behaviour patterns or disciplinary history
- disability
- trauma
- mental health
- wellbeing needs
- cultural and linguistic background
- care arrangements and home environment
- social, emotional or learning needs
- gender diversity

Our approach aligns with the Berry Street Education Model and our commitment to trauma-informed practice. We believe that behaviour is a form of communication and should be interpreted through a lens of curiosity and care.

As part of our Multi-Tiered System of Support (MTSS), decisions about behaviour supports and consequences are guided by data and focused on student growth. Teachers and leaders consider OneSchool records (such as behaviour incidents, support provisions and personalised learning plans) when making decisions to ensure all actions are well-informed and appropriate.

We are also bound by legal obligations and professional ethics to maintain the privacy and confidentiality of all students. This means that we will not share details of disciplinary actions or individual circumstances with other parents, carers or students. Even when your child may be involved in an incident, staff cannot discuss another student's personal details or consequences.

We ask for our community's understanding and trust that all behaviour concerns are taken seriously and managed thoughtfully, with each child's safety, wellbeing and right to learn at the centre of every decision.

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 administration to discuss the matter.

## 1.2 Differentiated and Explicit Teaching

At Redbank Plains State School, we believe that every student has the right to learn in a safe, respectful and supportive environment. As a school community, we are committed to creating a place where students belong, engage and love to learn. To achieve this, we deliver curriculum and behaviour expectations using a whole-school approach to differentiation, informed by Positive Behaviour for Learning (PBL), our Multi-Tiered System of Support (MTSS) and the Berry Street Educational Model.

Differentiated teaching and learning is the first and most important step in addressing the diverse needs of students. It is how we identify and respond to barriers to learning from the outset, ensuring all students receive equitable access to success. Teachers make adjustments in what students learn, how they learn, and how they demonstrate their learning—academically, socially and behaviourally.

Our approach to differentiated and explicit teaching is based on the Multi-tiered System of Support model.

## 1.3 Tier 1: Universal Supports

All students receive high-quality teaching of behavioural expectations. These expectations are explicitly taught through weekly PBL lessons, modelled by staff, and reinforced through daily routines and positive interactions. Teachers use a variety of Tier 1 strategies to support all students, as outlined in our MTSS document. Universal supports may include:

- Classroom rules with 3 classroom posters (classroom rules, possible negative consequences, possible positive consequences)
- Use of the 10 Essential Skills for Classroom Management
- Morning circles
- Ready to learn scales
- Unconditional positive regard
- Panther Bucks and PBL focus of the fortnight
- Co-teaching with inclusion staff
- Consistent predictable routines
- Brain breaks
- Flexible seating
- Reasonable adjustments to address barriers to learning
- Pantherbration
- Calm down space in every classroom
- Access to fidget toy/s

The purpose of these strategies is to help all students feel a sense of belonging, experience consistent and predictable routines, and develop the ability to self-manage their behaviour within a safe and supportive learning environment.

## 1.4 Tier 2: Focused Teaching

Some students may need more explicit support to understand and demonstrate appropriate behaviours. These students receive additional opportunities to learn and practise social, emotional and behavioural skills in a structured and supported environment.

Focused behaviour supports may include:

- Check ins with support staff (school chaplain, guidance officer, social worker, inclusion team)
- Small group curriculum support
- Ready to learn plans
- ROAR Room

Students requiring Tier 2 supports are typically identified through classroom observations, behaviour data and team discussions, and receive targeted interventions coordinated by their teacher in consultation with the leadership and inclusion teams.

## 1.5 Tier 3: Intensive Teaching

A small number of students may require highly individualised support due to complex or ongoing behaviours. At Tier 3, intensive teaching focuses on helping these students develop the foundational behavioural skills necessary for success. Supports may include:

- Functional Behaviour Assessment (FBA)
- Individual Behaviour Support Plans (IBSP)
- Case management meetings
- Stakeholder meetings
- Curriculum modifications and PLPs
- Risk evaluations and safety plans
- External agency collaboration (e.g., Child Youth Mental Health Services)
- Part time educational plans
- Play plans
- Attendance plans

These supports are designed with input from the student, family, support staff and external specialists where required, and are monitored regularly to ensure they meet the student's ongoing needs.

# 1.6 Behaviour Matrix



## Redbank Plains State School Behaviour Matrix



	All Areas	In the Classroom	In the Playground	In the Toilets	Lining up
SAFE	Keeping hands and feet to myself	Using class equipment and furniture safely	Using equipment safely	Using a pass to go to the toilet with a buddy during class time	Keeping to the left in two straight lines
	Being in the right area at the right time		Wearing a broad brimmed or bucket hat when not undercover		
	Walking quietly and safety through the school		Playing school approved non-contact games		
RESPECTFUL	Following directions first time, every time	Raising my hand and speaking when it's my turn	Solving problems with kind words and a calm voice – using the PAW 4	Respecting others privacy	Facing the front in two quiet lines
	Using manners	Looking at and listening to the speaker	Sharing and taking turns	Reporting any problems to the teacher	Using a quiet voice until a teacher arrives
	Taking care of property, myself and others			Keeping toilets clean and tidy	
LEARNER	Knowing the Panther Expectations and Panther Pledge	Attempting all tasks and asking for help when needed	Knowing and playing by the rules of the game or activity		Getting to class quickly and quietly without disruption to others learning
	Knowing and following the Panther Rules	Knowing and following classroom rules and expectations	Knowing the areas of the school where I can play and what are out of bounds		
	Knowing <u>lockdown and evacuation</u> process				

## 2. Legislative Delegations

### 2.1 Legislation

At Redbank Plains State School, our approach to student discipline is informed by a range of legislation that ensures our practices are consistent, fair, inclusive, and aligned with the rights of all members of our school community.

Our Student Code of Conduct aligns with the Department of Education's Student discipline procedure and is guided by the legislative framework listed below:

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

## 3. Disciplinary Consequences

At Redbank Plains State School, we believe that student behaviour is a key component of learning and should be approached with empathy, consistency, and clarity. When students engage in inappropriate behaviour, staff respond in a calm and measured manner to support the student in understanding the impact of their actions and how they can make more positive choices in the future.

### Reflective Conversation



The important 5 questions to ask:

1. What did you do? / What happened?
2. Which rule did you break?
3. What do you need to do to fix things?
4. What might you do differently next time?
5. What do you think should happen if I see the same or similar behaviour this session/today?

*Written*      *Verbal*

Our approach is grounded in the principles of the Berry Street Educational Model, PBL, and the MTSS framework. We are committed to using disciplinary consequences as an opportunity for reflection and growth, not punishment.

Consequences at Redbank Plains State School are:

- Supportive – promoting reflection and restoration, not punishment.
- Fair – free from pre-judgement or bias, responsive to context.
- Consistent – across classrooms and settings, aligned to our PBL approach

#### AT REDBANK PLAINS STATE SCHOOL, WE DO NOT:

- Publicly shame, ridicule or humiliate students.
- Escalate behaviour through emotional or reactive responses.
- Ignore that students may need time, space or support to regulate.
- Use punitive practices that compromise student dignity or safety.

## RESPONDING TO BEHAVIOUR

<b>MINOR BEHAVIOUR</b>	<b>Teacher managed:</b> <ul style="list-style-type: none"> <li>• 10 Essential Skills for Classroom management</li> <li>• Classroom poster consequence</li> <li>• Access to calm space</li> <li>• Reflective conversation</li> <li>• Path Class</li> <li>• Pause Play</li> <li>• Walk and Talk</li> <li>• Classroom poster consequence</li> <li>• Parent contact</li> </ul>
<b>MAJOR BEHAVIOUR</b>	<b>Leadership managed:</b> <ul style="list-style-type: none"> <li>• Time out in administration</li> <li>• Reflection room at break time</li> <li>• Parent contact</li> <li>• Guidance officer referral</li> <li>• SSS referral</li> <li>• Suspension</li> </ul>

## REDBANK PLAINS STATE SCHOOL – MINOR & MAJOR BEHAVIOURS BY CATEGORY

Behaviour Category	 Definition of Behaviour	Minor Example	Major Example <i>Entered</i> onto OneSchool by <i>Referring</i> staff member. Refer to year level DP.
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Indirect swearing without intent.	Using offensive, aggressive, threatening, sexual connotation words or gestures directed at another with the intent to offend: 'I'll bash you, f***ing liar, you are a...'
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.		Office use only.
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.		<b>Verbal:</b> repeated name calling, racial slurs, family comments, comments about ability, direct swearing, commenting on another's looks or appearance, sexuality and gender <b>Physical:</b> <i>intentionally hurting or overpowering another</i> Social or Psychological: social exclusion, cyber bullying, physical gestures, and written notes.
Defiance	Student refuses to follow directions given by school staff.	Defiant but eventually complying.	<b>Repeatedly</b> using defiant language or actions directed at adults, refusal comments e.g. 'you can't make me'.
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	Using harsh words, loser, dumby or crappy. Gestures towards others eg. eye rolling.	Using hurtful words to describe someone race, gender etc. A personal direct attack on a student or teacher. Offensive gestures, using fingers, calling a student a 'ranga'.
Disruptive	Behaviour that results in an interruption in the class, school routines, or school activity.	Calling out, walking around the classroom without permission, tapping, disrupting others.	Intentional behaviour consistently disrupts learning in the classroom.
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.		Refer to dress code.
Fighting	Student is involved in mutual participation in an incident involving physical violence.		Two or more students mutually involved in physical violence by throwing punches, kicking, pushing etc.
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Using unkind words about another students.	Same student harassing another student based on attributes. Racial slurs. - See Bullying. Spreading of rumours, gossiping or harmful messages in any format.
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	Physical aggression that does not cause harm or disrupt learning to others.	Serious physical aggression (intent to harm); Hurting another causing injury, e.g. punching, head butting, choking, scratching, spitting, biting, fighting, slapping, sack-whacking, tripping and pushing.
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information,	Copying general classwork.	Taking/copying another's work during assessment and claiming as your own. Using AI to write assignments or assessments.

	fabricating, impersonation, examination misconduct, plagiarism.		
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.		Self-signing/forging permission slips/notes from parent/carer. Deliberately altering digital documents of others.
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill- health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Throwing or kicking objects without intent to cause harm.	Use of objects with intent to cause harm. Trashing a learning space.
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Property damage without financial loss.	Damaging school/staff/other student property with intent to destroy/damage.
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.		Student is using, in possession of and/or assisting other students to access inappropriate legal substances such as alcohol, tobacco, prescription medication, sniffing aerosols.
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.		Student is using, in possession of and/or assisting other students to access illicit substances including vapes.
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Accessing an inappropriate website / technology tool at the wrong time. Intentionally turning off someone's computer.	Inappropriate use of technology such as: - Refusing to hand in mobile phone - recording/taking photos of others - Logging into another person's account - Inappropriate searches
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.		Taking others' property/money without the intent of returning.
Use/possession of combustibles, firecrackers, petrol, lighter fluid, aerosols).	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Being in possession of an aerosol.	Student in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols) with intent to use.
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.		Bringing knives and guns (real or look alike), or other objects readily capable of causing bodily harm. Using an object with an intent to cause harm.
Truancy (out of class)	Student is at school but is absent from one or more scheduled classes without permission or appropriate reason.		Student is at school but is absent from class without permission or appropriate reason.
Refusal to participate in program of instruction	Student refuses to take part in activities or learning that are requested or expected as part of the educational program of the school.		Admin use only.

## PROCESS FOR IN CLASS MINOR BEHAVIOURS:

- Staff member ensures all students have an understanding of the three posters:
  - Classroom expectations
  - Positive consequences
  - Negative consequences
- Staff member supports all students as per the MTSS document – focusing on Tier 1 supports and the effective behaviour management via the 10 Essential Skills
- If using the 10 essential skills or other supports does not change the behaviour, the staff member engages in a reflective conversation with the student, with clarity of what should happen next if the behaviour repeats.
- If a negative consequence is given to a student, after the reflective conversation, the minor behaviour is recorded via the behaviour tab in OneSchool.
- The recorded minor behaviour is not referred to any other staff member as it is managed and resolved at a class level.

## 3.1 School Disciplinary Absences (SDA)

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

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

At Redbank Plains 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.

### PRINCIPALS RESPONSIBILITIES

Prior to making a decision about disciplinary consequences, including detention, removal of privileges, suspension or exclusion assess the student's behaviour and the level of the risk the behaviour presents and take into account:

- A student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
- Procedural fairness in all decision making
- That the grounds for suspending or excluding a student apply to all students, including mature aged students
- The conduct of a student may include an omission to perform an act by the student
- That action can be taken to address the behaviour occurring outside school premises or school hours

An offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland

At Redbank Plains State School we apply a school disciplinary absence, such as suspension or exclusion, as a strategy of last resort.

## SUSPENSIONS (1-10 OR 11-20 DAYS)

Principals are the only staff members under the Education (General Provisions) Act 2006 (Qld) with the power to make a decision about the use of suspension for an enrolled student in contemplating the use of suspension as a disciplinary consequence, consider whether the student's behaviour constitutes one or more of the following grounds from section.282 of the Education (General Provisions) Act 2006 (Qld):

- disobedience
- misbehaviour
- conduct that adversely affects, or is likely to adversely affect, other students (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff
- the student is charged with a serious offence (refer to Flowchart: Suspensions (charge-related))
- the student is charged with an offence other than a serious offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending (refer to Flowchart: Suspensions (charge-related))

Provide the student and parent written notice of the suspension on the approved form.

May authorise a Deputy Principal, Head of School or Head of Campus to tell a student and parent of the Principal's decision to suspend.

## RE-ENTRY FOLLOWING SUSPENSION

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

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

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 / Deputy Principal or their delegate attending with the student and their parent/s.

## 4. School Policies

Redbank Plains 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
- Parents and Community Code of Conduct
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Uniform Policy

### 4.1 Temporary removal of student property

At Redbank Plains State School, we are committed to creating a community where every student can belong, engage and love to learn. To uphold a safe, respectful and supportive learning environment for all, it may occasionally be necessary for school staff to temporarily remove property in a student's possession.

The *Temporary removal of student property by school staff* procedure outlines clear expectations to ensure any removal is conducted safely, respectfully, and in accordance with departmental policy.

#### ITEMS CONSIDERED INAPPROPRIATE TO BRING TO SCHOOL

Students must not bring items that:

- Are illegal or prohibited (e.g. weapons, drugs, alcohol)
- Could cause harm to themselves or others (e.g. sharp objects, aerosol cans, lighters)
- Disrupt teaching or learning (e.g. laser pointers, toys, chewing gum)
- Breach school expectations or community values (e.g. offensive materials, discriminatory content)
- Are unnecessary, valuable or difficult to replace (e.g. gaming devices, expensive jewellery)

#### REMOVAL OF PROPERTY WITHOUT CONSENT

In some situations, school staff may remove property from a student without their consent, or that of their parent or carer. This may occur when the property:

- Poses a risk to safety or wellbeing
- Is suspected of being illegal, prohibited or disruptive
- Undermines the effective management or good order of the school

Items may also be removed if their use breaches school rules — for example, a mobile phone used during learning time without permission.

## LIMITS ON SEARCHING AND ACCESSING PROPERTY

School staff may:

- Search school-owned property (e.g. lockers, desks, laptops issued by the school)
- Seize a student's bag if there is reasonable suspicion it contains dangerous or prohibited items

However, staff **must not**:

- Search a student's person (e.g. pockets, shoes) without consent
- Examine or access content stored on a device (e.g. read messages on a phone) without student or parent/carer consent
- Access personal items unless in an emergency, such as retrieving an EpiPen

All staff will act with care, discretion and respect for the student's dignity and privacy.

## EXAMPLES OF ITEMS THAT MAY BE TEMPORARILY REMOVED

- Mobile phones
- smart watches used inappropriately
- Bags, pencil cases or containers suspected of hiding prohibited items
- Jewellery or clothing accessories that pose a safety risk or breach the school's dress code
- Objects being misused in unsafe ways (e.g. skipping ropes, cords)
- Prohibited items such as knives, lighters, alcohol, or replica weapons

## DURATION OF PROPERTY REMOVAL

The time an item is held will depend on its nature, the circumstances of removal, and the safety and wellbeing of the student or others. Some examples include:

- Mobile phones: usually returned at the end of the school day
- Disruptive items: may be returned at the end of the week
- Prohibited or dangerous items: may be held until collected by a parent/carer or referred to the police

Parents will be contacted when appropriate, and property will be returned when it is safe and reasonable to do so.

## POLICE INVOLVEMENT

Certain items will be handed over to the Queensland Police Service, including:

- Dangerous weapons or items used to threaten others
- Illegal substances
- Stolen property
- Materials linked to suspected criminal activity

## RESPONSIBILITIES OF PARENTS AND STUDENTS

**Parents and carers** at Redbank Plains State School are expected to:

- Ensure children do not bring property to school or school-related events (e.g. excursions, camps, sports days) that:
  - is illegal or prohibited
  - poses a risk to others
  - disrupts learning or wellbeing
  - does not support a caring, safe or respectful school environment
- Collect any temporarily removed property as soon as possible after being notified by school staff

**Students** are expected to:

- Take responsibility for their belongings
- Follow school rules about what can be brought to school
- Comply respectfully if asked by staff to hand over property
- Collect removed items promptly when advised it is appropriate to do so

For further details, please refer to the [Temporary removal of student property by school staff procedure](#) on the Department of Education's Policy and Procedure Register [Temporary removal of student property by school staff procedure](#) for more information.

## 4.2 Parent and community code of conduct

At Redbank Plains State School, we are not only a place of learning, we are also a workplace and a community. Every member of our school community plays a vital role in creating a safe, respectful and productive environment for students to learn and for staff to work.

We welcome and value parent and community involvement in our school, and we are committed to maintaining a positive and supportive atmosphere for all. The Parent and Community Code of Conduct outlines shared expectations of how we work together ensuring we all uphold our values of **being safe, being respectful and being a learner**.

Department of Education



# Parent and Community Code of Conduct

## Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents<sup>1</sup> and other members of our diverse community into schools across Queensland.

Working together with their school community<sup>2</sup>, school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
<b>Communication</b> 	<ul style="list-style-type: none"> <li>• be polite to others</li> <li>• act as positive role models</li> <li>• recognise and respect personal differences</li> <li>• use the school's communication process to address concerns</li> </ul>	<ul style="list-style-type: none"> <li>• using polite spoken and written language</li> <li>• speaking and behaving respectfully at all times</li> <li>• being compassionate when interacting with others</li> <li>• informing staff if the behaviour of others is negatively impacting them or their family</li> <li>• respecting staff time by accepting they will respond to appropriate communication when they are able</li> <li>• requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited</li> </ul>
<b>Collaboration</b> 	<ul style="list-style-type: none"> <li>• (parents) ensure their child attends school ready to learn</li> <li>• support the Student Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>• taking responsibility for their child arriving and departing school safely on time every day</li> <li>• reading and encouraging their child to understand and follow the Student Code of Conduct</li> </ul>
<b>School Culture</b> 	<ul style="list-style-type: none"> <li>• recognise every student is important to us</li> <li>• contribute to a positive school culture</li> <li>• work together with staff to resolve issues or concerns</li> <li>• respect people's privacy.</li> </ul>	<ul style="list-style-type: none"> <li>• valuing each child's education</li> <li>• acknowledging staff are responsible for supporting the whole school community</li> <li>• speaking positively about the school and its staff</li> <li>• not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media</li> <li>• understanding, at times, compromises may be necessary</li> <li>• considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.</li> </ul>

<sup>1</sup>The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

<sup>2</sup>The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.

## REPLYING TO EMAILS

At Redbank Plains State School, we value strong partnerships between school and home. Our staff are committed to [open and respectful communication](#) and will endeavour to respond to non-urgent emails within 2 to 5 school days.

## TEACHER MEETINGS

Should you wish to arrange a meeting with a teacher or other staff member, please contact the school to schedule an appointment. This allows for the meeting to be scheduled at a mutually suitable time.

## HOSTILE AND INAPPROPRIATE CONDUCT

At Redbank Plains State School, we are committed to maintaining a safe, respectful and inclusive environment for all students, staff, and members of our school community.

We acknowledge that, at times, concerns may arise. These should be addressed calmly and through the appropriate communication channels outlined in this document.

However, if a parent, carer, visitor or other community member engages in behaviour that is inappropriate, aggressive or hostile, either on school grounds or in connection with school activities, Redbank Plains State School will follow the Department of Education's Managing Inappropriate or Hostile Conduct procedure.

This includes taking action under Chapter 12 of the Education (General Provisions) Act 2006, which allows for verbal and written directions to be issued, and orders to be sought where conduct impacts the safety of staff, students, or the good management of the school.

## 4.3 Use of mobile phones and other devices by students

At Redbank Plains State School, we are committed to creating a safe, respectful and engaging environment where all students can focus on learning and building strong relationships. As part of this commitment, we have clear expectations about the use of mobile phones and digital devices during school hours.

Mobile phones and personal devices are not to be used by students during the school day, including class time, transitions, and breaks.

### WHAT THIS MEANS:

The term "mobile phones and personal digital devices" includes but is not limited to:

- Mobile phones
- Smart watches or fitness trackers with messaging or call functions
- Tablets or handheld gaming devices
- Any device capable of recording, capturing images, or connecting to the internet

### EXPECTATIONS:

- Students who bring a mobile phone or digital device to school must hand it in to the office upon arrival and collect it at the end of the day.
- Devices must be turned off before being handed in and stored securely by school staff.
- Students are not permitted to wear or use smart watches during the school day. These should be left at home. If worn to school, they will be collected and stored by the office.
- Mobile phones are not to be used to contact parents during the school day. Students must speak with their class teacher or go to the office if they need to make contact.

### WHY WE DO THIS:

Our policy reflects our belief in fostering a learning environment that:

- Promotes face-to-face social interaction and a sense of belonging
- Minimises distractions from learning
- Protects student privacy and safety
- Reduces the risk of cyberbullying or online misuse

This approach is consistent with our Positive Behaviour for Learning (PBL) framework and our Multi-Tiered Systems of Support (MTSS), which promote preventative, supportive and restorative practices.

### CONSEQUENCES FOR MISUSE:

When a student does not follow the expectations for mobile phone use, staff will:

- Remind the student of the expectations and request that the device be handed in to the office
- Record the incident on OneSchool as per our behaviour processes
- Communicate with families as needed

If a student repeatedly breaches expectations or uses a device inappropriately (e.g. filming others, accessing social media, sending messages during the day), further responses may include:

- Reflection room
- A restorative conversation or behaviour learning session
- Parent meeting with school leadership
- Suspension for serious misuse that affects the safety, privacy or wellbeing of others

### EXEMPTIONS:

In some circumstances, students may require access to a device to support a diagnosed medical condition or learning need. These exemptions must be:

- Supported by documentation (e.g. health plan, Individual Curriculum Plan)
- Approved by the Principal
- Clearly documented with agreed conditions for use

### ROLES AND RESPONSIBILITIES:

Students:

- Hand in devices each morning
- Follow staff instructions about device use
- Report any concerns about unsafe or inappropriate device use

Parents and Carers:

- Support the school's policy by not contacting children directly during the school day
- Use the school office for any urgent messages
- Ensure devices are labelled and students understand expectations

Staff:

- Reinforce expectations calmly and consistently
- Follow the school's behaviour response procedures
- Ensure devices are stored securely and returned safely

### References:

[Advice for state schools on acceptable use of ICT facilities and devices](#)  
[Use of ICT systems.](#)

## 4.4 Preventing and responding to bullying

At Redbank Plains State School, we believe every student has the right to feel safe, valued and respected. Bullying in any form is not tolerated in our school community. We take all reports of bullying seriously and are committed to responding with care, consistency and action.

### BULLYING

We use the nationally agreed definition of bullying for Australian schools:

**Bullying is the 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.**

It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen 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).

Bullying of any form or for any reason can have 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.

It is important to understand what **is not bullying**. While still serious and requiring a response, the following behaviours **do not** meet the threshold for bullying on their own:

- 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

At Redbank Plains, we work proactively to resolve all incidents of harm or conflict—regardless of whether they meet the formal definition of bullying. Every concern raised is treated with care, and students are supported to repair relationships and re-engage in learning safely.

### PREVENTION AND REPORTING

At Redbank Plains State School, we take a proactive and preventative approach to student wellbeing. Bullying is explicitly addressed through our weekly **PBL focus lessons**, supported by consistent language, visible routines, and relationship-based practices that create a predictable and safe environment for all learners.

We explicitly teach expected behaviours aligned to our three core expectations: **Be Safe, Be Respectful, Be a Learner**. These expectations are reinforced across all school settings, supported by trauma-informed strategies drawn from the **Berry Street Education Model**, and embedded into our Multi-Tiered System of Support (MTSS) framework.

Students are encouraged to report bullying concerns to a trusted staff member. This may be their classroom teacher, a teacher aide, or any adult on staff. All staff are trained to respond to concerns calmly, respectfully and consistently.

When bullying is reported:

- The staff member will listen carefully and reassure the student that they will be supported.
- Details are recorded in **OneSchool** as a 'Major Behaviour' and relevant staff are referred including the Deputy Principal.

- The Deputy Principal will follow up with the student and their family to investigate and respond.
- A support plan and timeline for action, if required, will be communicated clearly.

### BULLYING RESPONSE PROCESS

At Redbank Plains State School, all reports of bullying are taken seriously and responded to with care, consistency and professional judgement. Our response process aligns with the principles of the Multi-Tiered System of Support (MTSS), with a focus on early intervention, student voice, and restorative practices.



Students are explicitly taught how to respond to bullying using our school-wide **PAW 4 strategy** through PBL lessons.

We build strong relationships so that students feel confident speaking up. We actively teach that reporting concerns is a responsible and respectful act—not “dobbing.”

All reports are managed sensitively, and students who experience or witness bullying are followed up and supported. Outcomes are communicated with families in a timely and respectful manner.

#### Cyberbullying

Cyberbullying is treated at Redbank Plains 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 **Deputy Principal** for their sector of schooling. The Deputy Principal can be approached directly by students or staff, or contacted via phone or email by parents, 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 off school grounds**. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should also seek assistance through the **Office of the eSafety Commissioner** or the **Queensland Police Service**.

Students enrolled at Redbank Plains State School may face **in-school disciplinary action**, such as detention or removal of privileges, or more serious consequences such as **suspension or exclusion**, 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 that occurs:

- outside of school hours,
- on weekends or holidays, or
- in online spaces involving students from Redbank Plains or other school communities.

**Parents or other stakeholders** who engage in inappropriate online behaviour towards students, staff, or other parents may be referred to the **Office of the eSafety Commissioner** and/or the **Queensland Police Service**. State school staff who engage in inappropriate online conduct will be referred for investigation to the **Integrity and Employee Relations team** in the Department of Education.

# BULLYING RESPONSE FLOWCHART

## KEY CONTACTS FOR STUDENTS AND PARENTS TO REPORT BULLYING

Students: Classroom Teacher

Parents: Classroom Teacher or Deputy Principal

**First hour**  
Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

**Day one**  
Document

- Ask the student for examples they have of the alleged bullying (e.g. handwritten notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

**Day two**  
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

**Day three**  
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

**Day four**  
Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

**Day five**  
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

**Ongoing**  
Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

## 4.5 Appropriate use of social media

Redbank Plains SS acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. We also acknowledge the potential for damage to be caused (either directly or indirectly) to our students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media.

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, staff and 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 Redbank Plains State School uses 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 the school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

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

### Possible civil or criminal ramifications of online commentary

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

### What about other people's privacy?

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

### What if I encounter problem content?

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

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

# CYBERBULLYING RESPONSE FLOWCHART FOR SCHOOL STAFF

## How to manage online incidents that impact your school

### Student protection

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

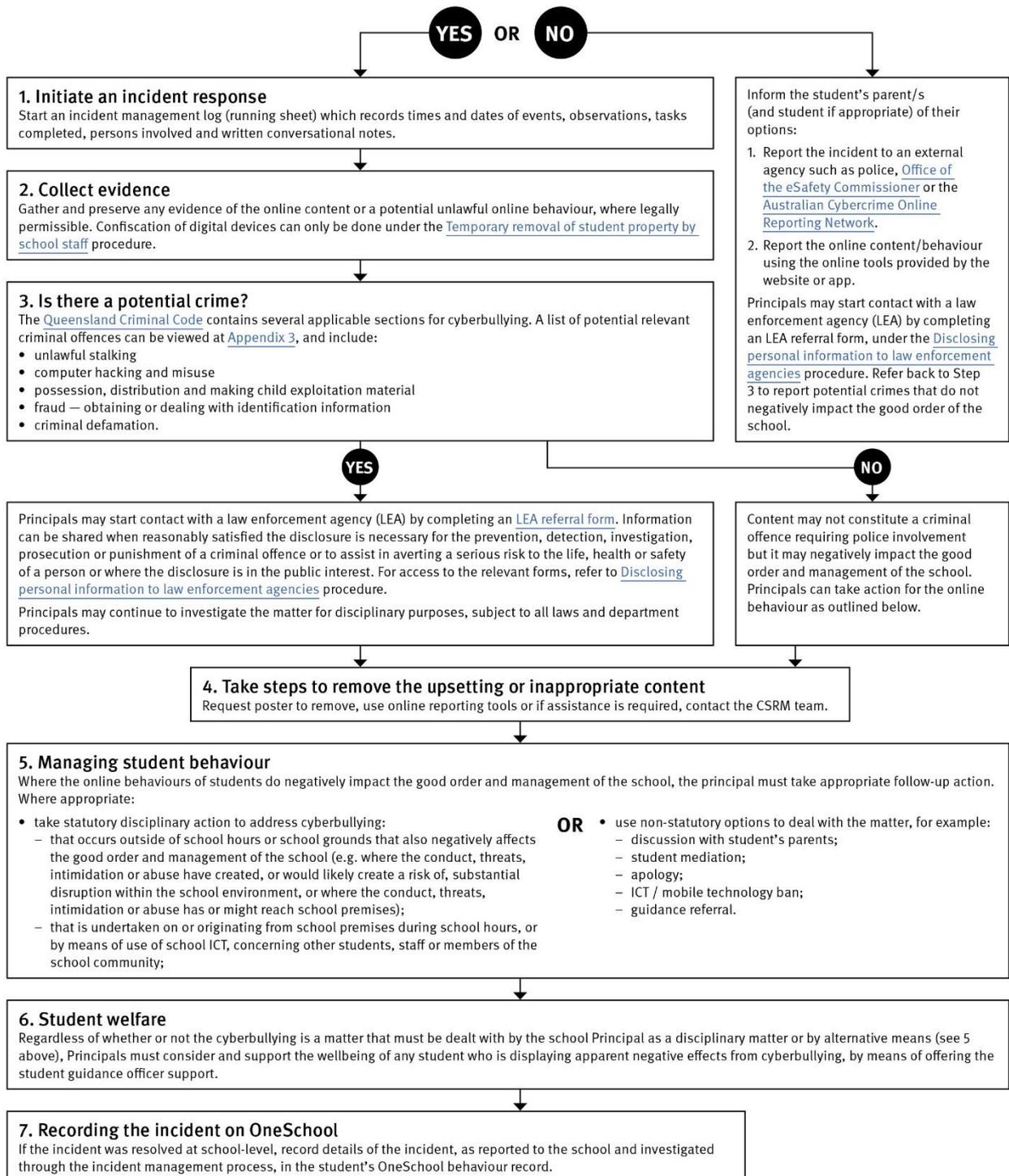
### Explicit images

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

### Help

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

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



## 4.6 Uniform Policy

In accordance with sections 360, 361, 362 and 363 of the Education (General Provisions) Act 006 the following sets out a Uniform Policy (Dress Code) for the students of the school.

The school uniform is accepted as normal attire for students attending Redbank Plains State School. Parents enrol their children at this school on the understanding that the full uniform will be worn at all times.

All mandatory items listed (excluding shoes) are available from the Uniform Shop located at the school.

Further specifications regarding how the uniform should be worn are available through the school office.

Students may not be permitted to attend an excursion or represent the school if he or she is not in full school uniform. Students who present in items of non-uniform may be required to remain at school. The only exceptions to this are those excursions, field trips etc. that do not require the wearing of the uniform. This will be outlined on the permission note sent home to parents/guardians. Uniforms for specialist sports teams will be supplied by the school. For all other sports, students will wear the school uniform (unisex shorts are available and preferred). Similarly, the school supplied uniform may be made available for extra-curricular activities including but not limited to musical performances including choir and band performances.

### MANDATORY SCHOOL UNIFORM

- School specific collared tee-shirt
- Closed-in shoes
- School specific or navy blue skirt or shorts
- School specific or navy jumper
- School specific sun safe hat
- School specific or navy track suit pants
- Plain socks (preferably white)

*Pictures included at the end of this document.*

### INTERSCHOOL AND INTERHOUSE SPORTS UNIFORM

- School specific "house" collared tee-shirt or house coloured shirt
- School specific blue unisex sports shorts or
- Sport specific shoes/boots.

### REPRESENTATIVE UNIFORM (CHOIR, BAND AND ACADEMIC)

- School specific or navy blue unisex pants, or
- School specific or navy blue "skorts"
- Plain Black (no insignia or badging) formal leather shoes

### SCHOOL SHOES

It is important that students wear protective and appropriate closed in footwear.

## JEWELLERY & GROOMING

Students are expected to take pride in their grooming and hygiene.

- Students are not to wear makeup or fingernail polish
- Student hair must be neat and tidy and of natural hair colouring only
- Hair below the collar is to be tied back. Only conservative hair styles (as defined by the Principal) are acceptable
- Jewellery is restricted to a wrist watch, or set of plain studs or sleepers worn in ears only
- No other jewellery items are accepted unless for cultural reason (approved by Principal)

## NON-COMPLIANCE WITH THE DRESS CODE (EDUCATION (GENERAL PROVISIONS) ACT 2006)

If a student arrives at school with non-compliant uniform items, they may be required to discuss the situation with their teacher. A note from a parent/guardian would help to facilitate this discussion.

Failure to adhere to school policy will be managed in line with sanctions as outlined in the Education (General Provisions) Act 2006 – please see below.

### 362 NON-COMPLIANCE WITH DRESS CODE

1. If a student of a State school does not comply with a dress code for the school's students, developed under section 360, the school's principal may only impose one of the following sanctions—
  - a. detention of the student for a period mentioned in section 283(3);
  - b. prevent the student from attending, or participating in, any activity for which the student would have been representing the school;
  - c. prevent the student from attending, or participating in, any school activity that, in the reasonable opinion of the school's principal, is not part of the essential educational program of the school.
2. However, a sanction imposed under subsection (1)(b) or (c) may only be imposed on a once only basis for each noncompliance with the dress code.
3. Part 4, divisions 1 to 3 and 729 do not apply to the noncompliance with the dress code.
4. For subsection (1)(a), section 283(4) and (5) apply and for that purpose a reference in section 283(4) to 'subsection (2)' is taken to be a reference to subsection (1)(a) of this section.

*29 Part 4 (Suspension, exclusion and cancellation of enrolment of, and behaviour improvement conditions for, State school students), division 1 (Suspension of students), 2 (Exclusion of students by principals' supervisors), 3 (Exclusion of students by chief executive) and 7 (Cancellation of enrolment of students above compulsory school age)*

**SCHOOL UNIFORM IMAGES**



**School specific collared tee-shirt**



**School specific sun safe hat**



**School specific house shirt**



**Unisex shorts or plain navy blue shorts**



**Skort or plain navy blue skort**



**Sports navy blue tracksuit pants**



**School specific sports tracksuit top**



**Ankle high socks (preferably white)**

## 5. Restrictive Practices

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

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

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

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

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

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

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

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

## 6. 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 situation.