



North Arm State School

Student Code of Conduct

2021-2024

Every student succeeding


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


Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

Postal address:	Fairhill Road, Yandina. 4561. Q.
Phone:	07 5472 9888
Email:	admin@northarmss.eq.edu.au
School website address:	https://northarmss.eq.edu.au
Contact Person:	Kelly Edgar (Principal)

Endorsement

Principal Name:	Josh Scott
Principal Signature:	
Date:	21/10/2021

P/C President Name:	Aveen Kerr
P/C President Signature:	
Date:	21/10/2020

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Purpose

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

The North Arm 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 are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

At North Arm State School, the staff take an educative, positive and proactive approach to discipline. We have a proud tradition of providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Our school community has identified the following three core school rules, which guide our expectations and promote high standards of behaviour across our community. These rules are, I am Safe, I am a Learner, I am Respectful.

- | | |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I am Safe | make safe choices for self and others. |
| I am a Learner | be an active participant in school life. Always model the right behaviours to help others learn and always give your best effort. |
| I am Respectful | be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, treat others the way you want to be treated, make respectful choices, contribute to society and take care of the environment. |

These School rules 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.

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

I thank the students, teachers, parents and other members of the community for their work in bringing this North Arm State School Student Code of Conduct together over the last six months. 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 North Arm State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Kelly Edgar and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the North Arm State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the North Arm 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. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of North Arm State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the North Arm 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 North Arm 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 North Arm State School Student Code of Conduct was developed in collaboration with our school community. Extensive consultation was undertaken through committee meetings, staff meetings, teacher aide meetings, leadership meetings and P&C meetings.

A review of current school data relating to student achievement, attendance, school disciplinary absences and behaviour incidents, also informed the development of this document.

The PBL (Positive Behaviour for Learning Committee) provided input into the coordination and development of this document.

To support the implementation of the North arm State School Student Code of Conduct, communication with the school community will occur through parent information sessions, promotion through the school website, weekly newsletter and social media posts. Any families who require assistance to access a copy of the Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal.

Review Statement

The North Arm 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.

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 principal to discuss the model of behaviour support and discipline used at this school. Any documents mention in our Student Code of Conduct can be reviewed on request.

Multi-Tiered Systems of Support

North Arm 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 school staff match increasingly intensive interventions to the identified needs of individual students.

Tier 1: Prevention Description

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 Positive Behaviour for Learning (PBL) expectations. This involves:

- explicitly teaching behaviours in the setting they will be used
- continuum of strategies to acknowledge appropriate behaviour used with high frequency (4:1)
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- active supervision throughout the whole day (teacher to use pre-corrects and positive feedback)
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- students are given multiple opportunities to respond within all lessons to promote high rates of academic engagement (Opportunities to Respond PP)
- activity sequence promotes optimal instruction time and student engagement time – Berry Street lesson plan
- instruction is differentiated based on student need
- all staff approach all students with unconditional positive regard
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

Reinforcing expected school behaviour

At North Arm State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

North Arm State School Badges of Hona

At North Arm State School, the Badge of HONA represents the highest level of recognition for students. The badge is awarded to students who consistently demonstrate exemplary behaviour in line with our three school rules: I am Safe, I am a Learner, and I am Respectful. Students are expected to demonstrate this high level of behaviour when travelling to and from school, learning in the classroom / specialist lessons, interacting with others in the playground, participating in excursions / events and representing the school e.g. sport (district / region).

The Badge of Hona's are awarded to students freely and frequently who are displaying the expected behaviours aligned to our PBL focus for the week/ fortnight and to those students who go beyond adhering to our school rules in both classroom and non-classroom settings. When students are given a 'Badge of Hona' they put it in the designated collection point in their classroom. At the end of each week, the class teacher draws out a "Badge of Hona" slip and this child is rewarded with the opportunity to sit in the "Row of Hona" on parade. For those students who do not wish to sit in the "Row of Hona" another reward is negotiated with the classroom teacher. The BOH are then redistributed to children to be put into their individual BOH folders. Teachers issue approximately 8 'Badges of Hona' each day in their classroom and in the playground. The BOH are presented at parade each fortnight. Below are the BOH guidelines for receiving awards.

1	15 badges	Principal's award
2	25 badges	Postcard home
3	50 badges	Bronze badge
4	75 badges	Silver badge
5	100 badges	Gold badge
6	150 badges	Platinum badge
7	250 badges	Diamond badge

Diamond Club

Diamond badge holders become a part of Diamond Club, who meet regularly to celebrate their achievements and positive behaviour. Students need to maintain 'Megastar' behaviour to join Diamond Club for the Term.

Short term goals

Teachers issue a minimum of 8 'Badge of Hona' slips per day to students seen to be exemplifying any of the school rules. In addition to "Badge of Hona" awards, class teachers may also use their own professional judgement and knowledge of their students to implement other forms of high frequency positive reward strategies in their classroom aligned to the three school rules.

Long term goals

At the end of each Term a well-advertised whole school reward is held for those students who have consistently met the behavioural expectations. There are three categories of achievement.

Category	Criteria
'Megastar'	No major or minor behaviours
'Superstar'	No major and 1-2 minor behaviours
'Star'	1 major or 3 minor behaviours

Students who are not able to meet one of these levels are given the opportunity to plan with teachers to ensure they understand the behaviours necessary to participate in the following term: safe, respectful, learners. Students are given multiple reminders throughout the Term of the criteria and communication is made with families whose child/ren are potentially unable to meet the above criteria, in an effort to work together to enhance their success.

Student of the Week

Class teachers select two students per week to receive a student of the week certificate on assembly. This certificate is completed and handed to the school

leaders at assembly. Details are recorded in One School and parents are notified at least 24 hours in advance so they can attend parade on the day their child receives the award.

Responding to unacceptable behaviour

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent inappropriate behaviour, the first response of school staff members is to employ the Anita Archer Engagement Strategies and the 10 Essential Skills for classroom management. The teachers are trained in Berry Street Education Model and are equipped with the skills to move students from operating in their emotional brain to their thinking brain. The teachers are also encouraged to use Restorative Justice questioning to:

- encourage students to reflect on their own behaviour against expected school behaviour
- to evaluate the impact their behaviour has had on others
- to think of ways to restore the relationships that have been affected
- **and** to plan how their behaviour could be modified, so it aligns with the expectations of our school community.

These questions are also placed in each Playground Duty folder to use during play time if the need arises.

Tier 2: Prevention Description

North Arm State School recognises that **some students** (10% - 15%) continue to exhibit challenging behaviours after Tier 1 interventions have been implemented. Tier 2 intervention provides more time and specialisation in services to enable students to meet the required academic and behavioural standards. To support these students, our school provides a targeted behaviour response to support students' master these skills.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level at North Arm State School varies from year to year as it is dependent upon the needs of our student body, but will have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

At North Arm State School a student support network, SWAT (Student Wellbeing and Action Team) was developed consisting of the Deputy Principal, Head of Student Services, Guidance Officer, STLaN, HOTAL and Classroom Teacher to collaborate and identify support for the Tier 2 students requiring additional targeted academic and behavioural support.

The Student Wellbeing and Action Team:

- may facilitate a functional behaviour assessment and behaviour tracking for appropriate students with support of the Guidance Officer
- work with other staff members, such as the Chaplain to develop appropriate behaviour support strategies
- monitor the impact of support for individual students through ongoing data collection

- make adjustments as required for the student within their PLP (Personalised Learning Plan)
- work with the school administration to achieve continuity and consistency

Some of the Tier 2 interventions North Arm has introduced to meet the required academic and behavioural standards of our students include:

- social skilling sessions with our Chaplain
- Introduction of targeted play time activities to engage and encourage creative thinking
- Introduction of MiniLit / MaqLit / Spelling Mastery / Read it again programs
- Targeted teacher aide time to support curriculum learning in the classroom

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.

Tier 3 Prevention Description

At North Arm the Tier 3 intervention is an individualised service for a **few students** (2-5%) who require the most intensive support we can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports at North Arm continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until SWAT can identify what is needed for the student to be successful. At North Arm if a child is identified as Tier 3, the school will access external agencies such as GOSEW, psychologists and paediatricians to access expertise and identify the needs of the students. Any support or plan that is identified for the student is based on the underlying reasons for a student's behaviour, their FBA (Functional Behaviour Assessment) and includes strategies to:

- 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.

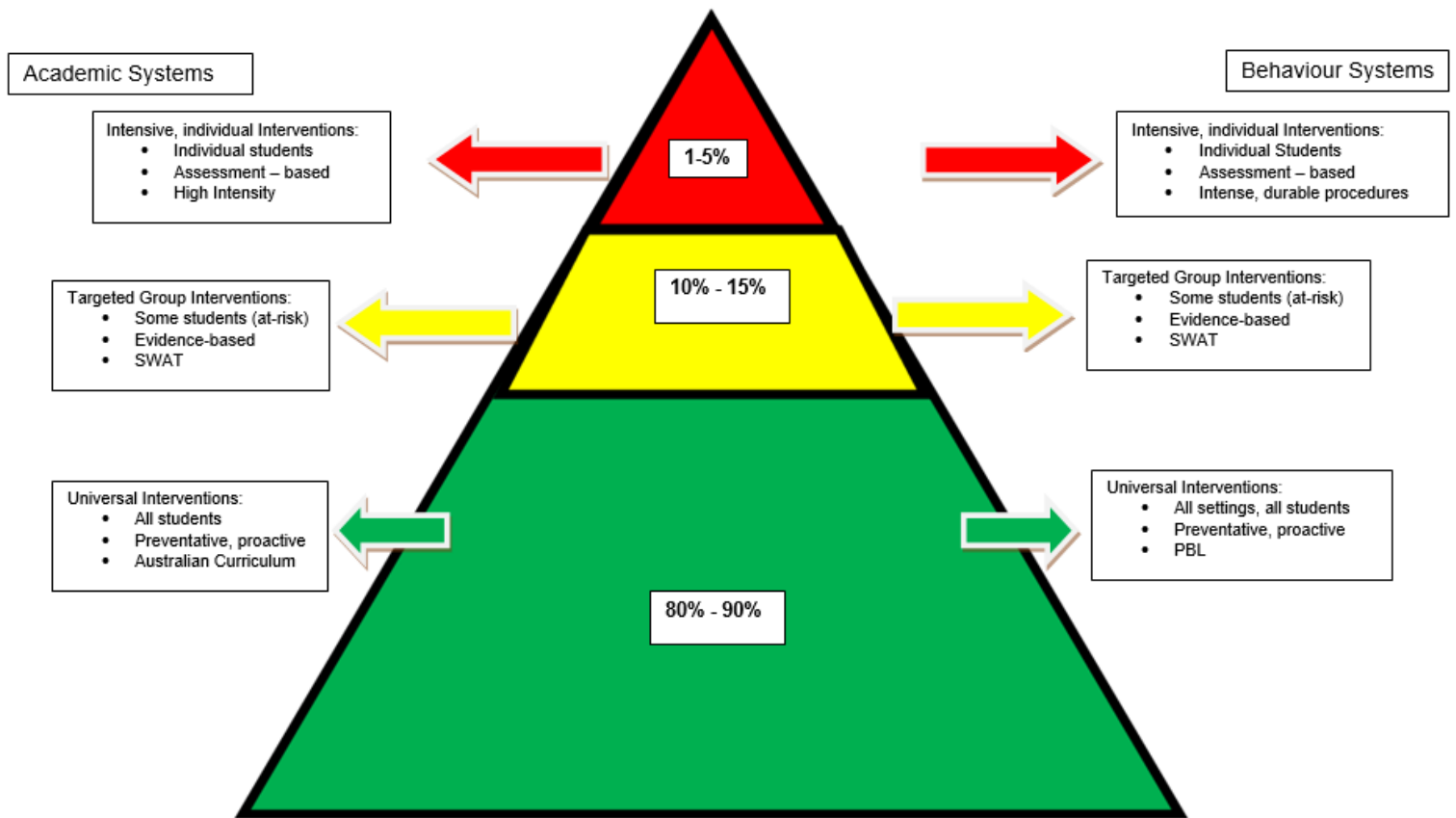
At North Arm, Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a 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.

At Tier 3 the Student Wellbeing and Action Team will:

- facilitate a FBA and behaviour tracking for appropriate students
- work with the classroom teacher to create an [Individual Behaviour Support Plan](#)
- work with external agencies (GOSEW, psychologists), parents and teachers to identify and develop appropriate behaviour support strategies
- monitor the impact of support for individual students through ongoing data collection
- collaborate to make necessary adjustments as required for the student's academic and social success
- partner with parents to support plans developed and provide feedback

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.

The diagram below show the tiered support process used to support students to be successful at North Arm.



Consequences for unacceptable behaviour

North Arm State School takes 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. North Arm State School makes systematic efforts to prevent problem student behaviour by building relationships with all students and teaching and reinforcing expected behaviours on an ongoing basis. For the majority of students, when unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The teachers of North Arm follow the [Classroom Behaviour Flowchart](#) and [Non-Classroom Behaviour Flowchart](#) to maintain consistency across all classrooms for managing unacceptable behaviour. If a child continues to escalate and is unable to operate effectively within a classroom or non-classroom setting then the staff member completes an Office Referral Form. This form is used to record all major behaviour incidents that occur within the school. If a child receives an office referral form they are to spend time in the office with the Deputy Principal (DP) who identifies an appropriate consequence for this child. The DP contacts the parents re this incident and is responsible for logging these behaviours on OneSchool.

The teachers are responsible for logging all minor behaviours that occur in class on OneSchool. Three minor behaviours constitutes a major behaviour, in which the teacher will write an office referral form for the student to complete a 'Reflection

Sheet' in the office with the DP.

Minor and major behaviours

A minor behaviour is handled by staff members at the time it happens. Minor behaviours are those that:

- are a minor breach of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours and
- do not require involvement of specialist support staff or Administration.

A major problem behaviour is referred directly to the school Administration team. Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm and
- require the involvement of school Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office (in-school suspension or office detention/s), alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, parent contact;
- **Level Two:** Parent contact, referral to Guidance Officer, referral to SWAT, suspension from school: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.
- [NASS MINOR / MAJOR Behaviour Incident Categories and Definitions](#)

Consideration of Individual Circumstances

As stated, North Arm State School takes into account students' individual circumstances, when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

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

them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Student Wellbeing

North Arm 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.

All teachers at North Arm have attended professional development in the Berry Street Education Model (BSEM). The BSEM is a practical approach to teaching and learning that enables teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, wellbeing, growth and academic achievement. The pedagogical strategies incorporate evidence-based trauma-aware teaching, positive education, and wellbeing practices. The following pedagogical strategies have been encouraged at North Arm to improve student's overall academic and social wellbeing:

- structured timetable to include '[Morning Circle](#)' routines and 'WOW' (What went well) sessions to conclude the day
- introduction of 'brain breaks' to stimulate student engagement and enhance teacher-student relationships
- introduction of 'calm corners' to give students experiencing challenging off task behaviours to take a break
- introduction of '[Ready to Learn Plans](#)' to identify triggers for students as to why they may escalate in their behaviour
- [Berry Street lesson plan outline](#)

Curriculum and pedagogy

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

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.

Specialised health needs

North Arm 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

North Arm 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 school 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.

North Arm 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

North Arm State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. If a student of North Arm State School requires a mental health plan, the school guidance officer will facilitate the development, implementation and periodic review of a [Student Plan](#), which will be stored within the Personalised Learning Plan (PLP). Since the Student Plan contains all provisions and planned support for a student's individual needs, it thus becomes a single point of reference for all planning details relating to the student's access to curriculum and participation in the life of the school.

Suicide prevention

North Arm 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 a student in the first instance, and where necessary provide first aid. In all other situations, North Arm 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, North Arm State School enacts a postvention response, which is included in the school's [Responding to Critical Incidents School Support Guide](#) 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, North Arm State School staff immediately enact the [Responding to Critical Incidents School Support Guide](#) included in [North Arm's School Emergency Management Plan](#) and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

North Arm State School is proud to have a comprehensive Student Support Network (Student Wellbeing Action Team – SWAT) 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. This team comprises of the Deputy Principal, HOSES, STLaN, HOTAL and the Guidance Officer.

Students can approach any trusted school staff member at North Arm 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 Wellbeing and Action Team.

North Arm State School has a Chaplain service. The Chaplain is not included in the SWAT team but is often called upon to work with students to help overcome barriers to education.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Deputy Principal, Carmel Harland on the school phone number.

Role	What they do
Deputy Principal	<ul style="list-style-type: none"> • leadership of SWAT to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional needs
HOSES -Head Of Special Services	<ul style="list-style-type: none"> • provides support and advice for students with disability, staff and parents in order to provide quality learning outcomes for all SWD students. • monitors the social and emotional wellbeing of the SWD students
STLaN – Support Teacher Literacy and Numeracy	<ul style="list-style-type: none"> • works with teachers, teacher assistants and specialists to improve student achievement and engagement focusing on literacy and numeracy to ensure all students have access to the curriculum
HOTAL – Head of Teaching and Learning	<ul style="list-style-type: none"> • planning and overseeing the development and implementation of the school’s curriculum to ensure engagement and rigorous pedagogy is implemented.
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Chaplain	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ relationships/social skills ○ conflict with family/peers/teachers ○ social /emotional/ physical wellbeing.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Guidance Officer – Mr Russell Parkes.

Related Policies:

- North Arm State School's Individual Attendance Plan
- Part - time educational program plan

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At North Arm State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff 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 North Arm State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL 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 or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

North Arm State School PBL Mission Statement

The North Arm PBL mission is to build a positive school behaviour culture through proactive whole-school systems, which explicitly define, teach and support students to develop positive behaviours. A common language is utilised by students, staff and community to discuss behaviour, values and expectations. The focus of prevention of behaviour incidents is guided by regular behaviour data analysis, goal setting and the implementation of proactive strategies by the PBL team. This allows teachers to maximise learning time, improve overall student outcomes and ensure that students have the skills and behaviours to be a productive member of the community.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should adhere to our school wide expectations which align to our three school rules:

- I am Safe
- I am a Learner
- I am Respectful

Students

Below are examples of what our 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 North Arm State School.

I am Safe	<ul style="list-style-type: none"> • respect other's space and belongings • listen to and follow adult instructions • walk when moving around the school • enter and exit rooms in an orderly manner
I am a Learner	<ul style="list-style-type: none"> • be prepared for class • ask for help in a polite way • always give your best effort • model the right behaviours to help others learn
I am Respectful	<ul style="list-style-type: none"> • follow adult's instructions • be a good listener • look after your own property and that of others • treat others the way you want to be treated • use polite language • put rubbish in the bins

Parents and staff

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

I am Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.

You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
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I am a Learner

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

I am Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

PBL Expectation Matrix

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

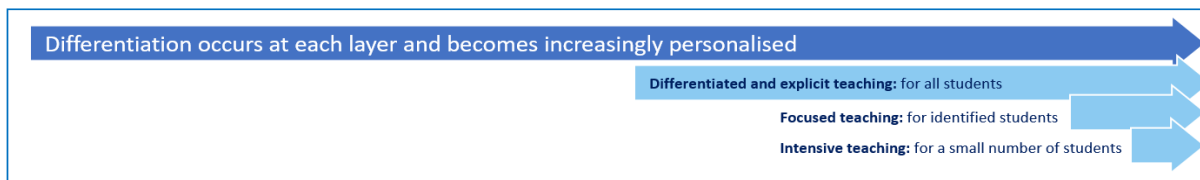
WHEN	North Arm State School Behaviour Expectations							
	ALL SETTINGS	TEACHING AREAS	PLAYGROUND & OVAL AREAS	TRANSITIONS/ EATING/ LINING UP	TOILETS	ASSEMBLY	ONLINE	EXCURSIONS
I am SAFE 	Keep hands, feet and objects to yourself Use your High 5 Walk when moving around the school Follow adult instructions	Walk Enter and exit room in an orderly manner Ask permission to leave the classroom Only be in classroom when a teacher is present Use equipment appropriately	Participate in school approved games Be sun safe; wear a broad brimmed hat Keep my hands and feet to myself Use equipment correctly Stay in bounds. Only play in supervised areas Report all incidents to the adult on duty	Walk on concrete Sit whilst eating Walk when moving around the school Eat own food Avoid nuts and nut products Be quiet in line when waiting for your teacher Stay sitting while your eat	Use toilets as intended Wash hands after using the toilet Report all concerns to teacher on duty	Walk to and from assembly	Participate in use of approved online sites and educational games Post appropriate content only, online Keep private information private Report online bullying	Follow adult directions Follow bus Code of Conduct Wear full school uniform Wait in designated areas Stay with your group
I am a LEARNER 	Follow instructions Ask for help in a polite way Use your High 5 Be prepared by having the right equipment Always give your best effort Model the right behaviours to help others learn	Be an active listener Be prepared and have equipment ready Ask questions appropriately if you are not sure Provide help for others in the classroom Be on task and attempt all set work to the best of your ability Set and work towards your learning goals	Help others to learn the rules of games Return to class promptly	Listen to and follow instructions	Use toilets during breaks Return to class promptly	Learn the routines Model the right behaviours to help others learn	Report any unacceptable behaviour to a teacher	Learn the routines Model the right behaviours to help others learn Involve yourself in the learning Look after your own belongings
I am RESPECTFUL 	Follow directions Be a good listener Use polite language Use your High 5 Look after your own property and that of others Wear the correct uniform Treat others the way you want to be treated – make respectful choices. Be Kind	Be an active listener Be in the right place at the right time Talk in turn at the appropriate volume Raise your hand to speak Respect others' right to learn Keep the classroom tidy	Play fairly / Take turns Play by the rules Include others Use appropriate language Care for the environment	Walk quietly and in an orderly way so that others are not disturbed Put rubbish in the correct bins Bring litter-free lunches	Respect the privacy of others Report any damage/misuse Use water responsibly	Sit in the correct spot allocated to your class Actively listen and participate Use appropriate applause Stand and sit quietly for the Australian National Anthem	Respect others' right to use online resources free from interference or bullying Keep any usernames or passwords private Be courteous and polite Use electronic devices responsibly	Learn the routines Show pride in self and school Set a good example as a NASS student

Differentiated and Explicit Teaching

North Arm 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 North Arm 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. The teachers work closely with the Head of Student Services (HOSES) to provide the necessary adjustments to ensure that the Students with Disability (SWD) are able to access the curriculum. They also work closely with the STLaN with identified students who are not reaching benchmark to ensure they are providing rich learning experiences to meet the needs of these students. These decisions about differentiation are made in response to data and day-to-day monitoring and formative assessment that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



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

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

At North Arm, we have implemented the following programs / strategies to provide differentiation at Tier 1, Tier 2 and Tier 3.

- InitialLit
- Spelling Mastery
- MiniLit and MacqLit Programs
- PBL Framework
- Zones of Regulation
- Ready to Learn Scales

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 with specialist expertise in learning, language or development, including STLaN, HOSES, HOTAL, Guidance Officer and Chaplain work collaboratively with class teachers at North Arm to help arrange and deliver focused teaching to students who need more support to meet expectations. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

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

- behaviour cards for students
- check in / check out for students
- targeted / small group social skilling programs
- The 'Enrichment Centre' for students requiring adjusted playtimes
- Buddy programs for new students
- Positive Behaviour for Learning
- Functional Based Analysis

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. At North Arm, decisions about the approach will be made based on data collected from their teacher or teachers, paediatricians, psychologists, speech and language therapists 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 individual behaviour support plans and multi-agency collaboration may be provided to support the student. North Arm accesses the support of the Guidance Officer for Student Engagement and Wellbeing (GOSEW) who attends regular meetings with the student, parents and teachers to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be case managed by Carmel Harland, Deputy Principal who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

North Arm State School is committed to educating all students, including those with the highest behaviour support needs. We recognise that students with highly

complex and challenging behaviours need comprehensive systems of support. Staff at North Arm State School:

- Monitor the impact of support for individual students through case management and ongoing data collection.
- Make adjustments, as required, for identified students through the development and review of Individual Positive Behaviour Support Plans.
- Work together to develop appropriate behaviour support strategies for identified students. Work with relevant stakeholders to achieve continuity and consistency for students.
- Facilitate a Functional Behaviour Analysis if required, for identified students to inform an individualised intensive intervention plan if current support systems are unsuccessful.
- Develop flexible / alternative learning options for identified students.
- Create and maintain productive partnerships with relevant external agencies to support students with challenging behaviours and high level needs.

In addition to students being identified through current school behaviour data, the student Referral Committee (Student Wellbeing Action Team – SWAT) has a system in place. Following referral, a team member contacts parents and any relevant staff members to make a referral to SWAT and begin the assessment and support process. In many cases the committee also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

Disciplinary Consequences

The disciplinary consequences model used at North Arm State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. After consultation with staff, students and the broader school community, the school has developed a system of possible consequences for unacceptable behaviour. Each individual situation is dealt with and given due consideration re the consequence that will be given.

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 teachers of North Arm are expected to follow the Classroom Behaviour flowchart and the Non-Classroom Behaviour Flowchart to prevent this from happening. As outlined in the flowchart, if the behaviour continues after implementing the strategies outlined in the behaviour flowcharts, then Administration is called to determine 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. At North Arm SS these students are case managed by the Deputy Principal and have an Individual Behaviour Support Plan in place. The DP in consultation with the principle, staff and other relevant stakeholders such as the GOSEW and GO will determine the need, which will be reviewed throughout the school year. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, 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.

If a decision of suspension has been made by the principle, a re-entry meeting is scheduled with the parents and child to complete a Student Re-entry Agreement, which outlines goals and responsibilities of the child in achieving these goals in returning to school. At this meeting the child is welcomed back into the school community.

To determine whether an exclusion is warranted for a behaviour a Behaviour Risk Assessment Tool – safety or wellbeing is required to be completed by the principle. This risk assessment process ensures an appropriate disciplinary response or intervention is given to any student 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.

A risk assessment is also required if a child has been charged with or convicted of an offence.

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 – Tier 1

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, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- 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
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed – Tier 2

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention – in class or office
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Wellbeing Action Team (SWAT) for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive – Tier 3

School leadership team, work in consultation with SWAT to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists (GOSEW)
- Temporary removal of student property (e.g. 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)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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 North Arm 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 Re-entry plan following suspension

Students who are suspended from North Arm State School are 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. North Arm State School Student Re-entry Agreement

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 / Deputy Principal and teacher 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. The re-entry plan is also uploaded to One-school under the Contact tab in attachments.

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 Chaplains, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

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 Deputy Principal 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 Deputy determines 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 North Arm State School and will be removed if found in a student's possession:

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

** 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 North Arm State School:

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

Parents of students at North Arm State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the North Arm 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 Deputy that the property is available for collection.

Students of North Arm 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 North Arm 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 their property as soon as possible when advised by the Principal or Deputy that it is available for collection.

Use of mobile phones and other devices by students

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

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

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

Responsibilities

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

It is **acceptable** for students at North Arm State School to:

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

It is **unacceptable** for students at North Arm State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in any spaces or at any time during the school day
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)

- knowingly download viruses or any other programs capable of breaching the department's network security
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the North Arm 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

North Arm 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.

In 2021 North Arm State School has discussed creating a **Student Leadership Forum**, 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 discussions to be had at these meetings would stem from 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 Forum 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 North Arm 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 North Arm 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 North Arm 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.

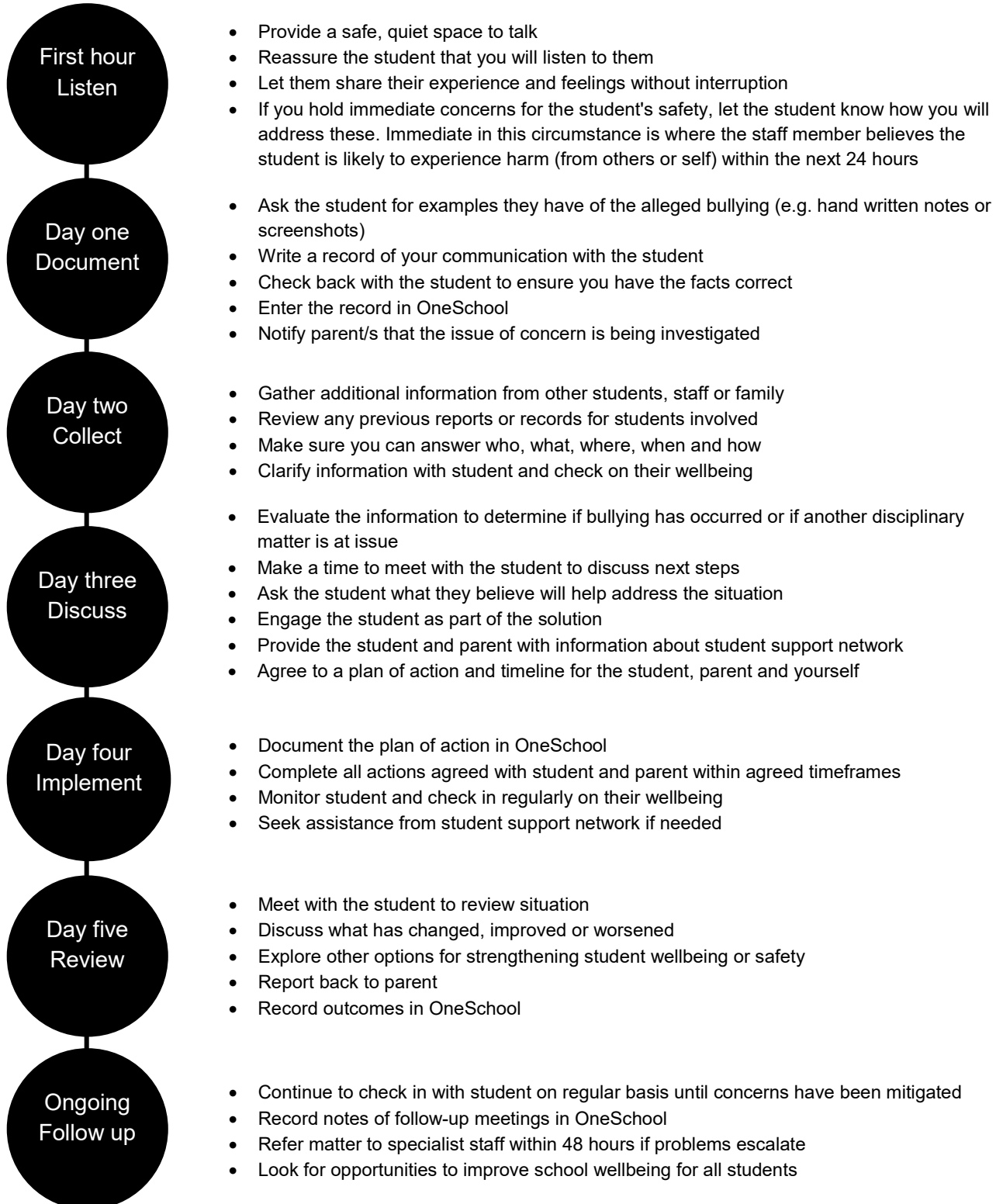
North Arm State School - Bullying response flowchart for teachers

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

Deputy Principal – Carmel Harland. 54729888



Cyberbullying

Cyberbullying is treated at North Arm 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. The students, parents or staff can also directly speak with Carmel Harland, Deputy Principal, 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 North Arm 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 Principal.

North Arm 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](#).

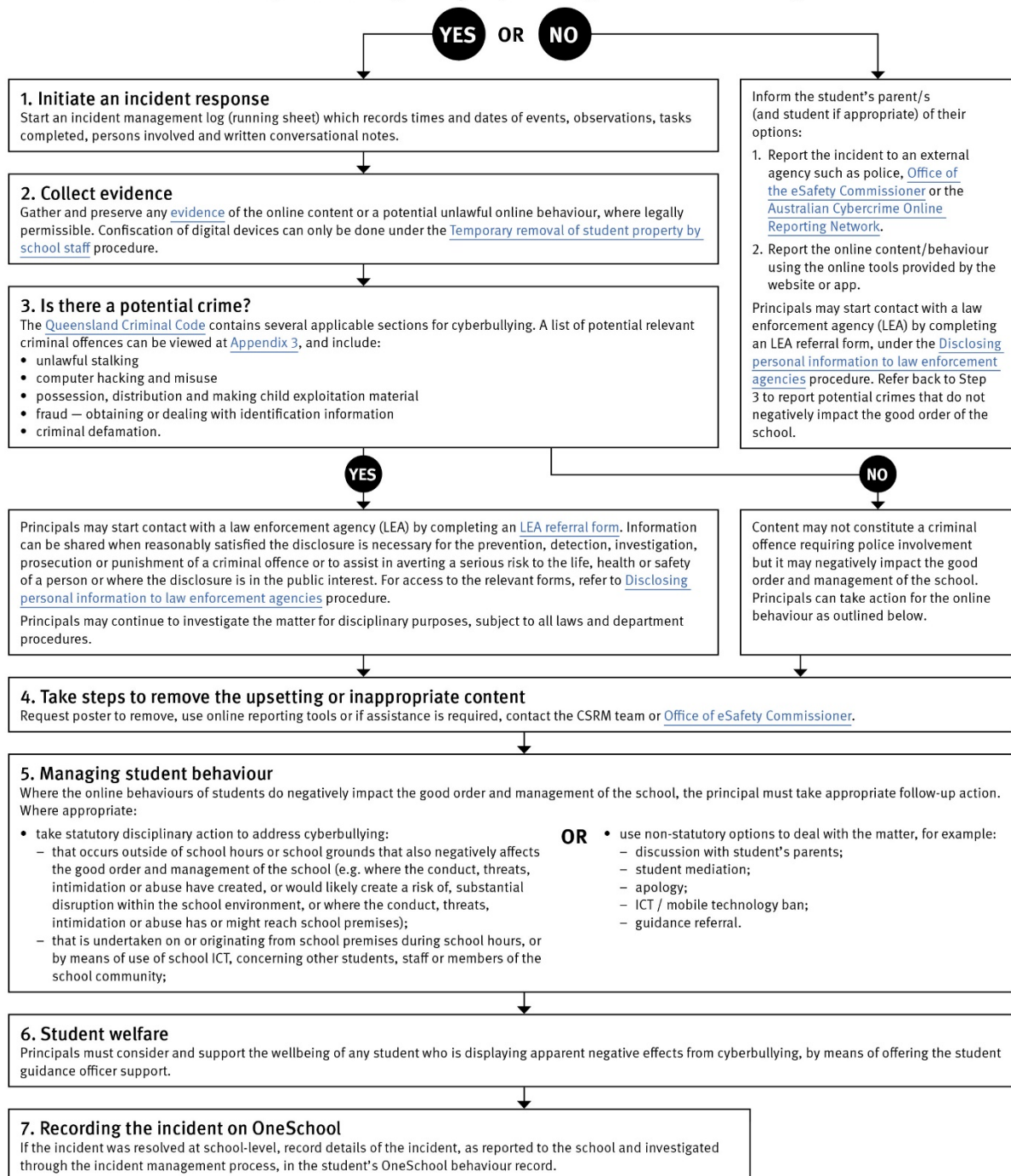
Explicit images

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 Cybersecurity.ReputationManagement@qed.qld.gov.au.

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

North Arm State School staff are encouraged to make use of the [team](#) (Department employees only) to obtain more information about cybersafety sessions, or for assistance with issues relating to online behaviour.

Student Intervention and Support Services

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

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

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

North Arm State School – Anti-Bullying Compact

As of 2021 North Arm State School will introduce an Anti-Bullying Compact, which will provide a clear outline of the way our community at North Arm State School works together to establish a safe, supportive and disciplined school environment. This compact, is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

North Arm State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at North Arm 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

Deputy Principal's 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.

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents 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 North Arm State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Resources

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).
Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review: contact the local Regional Office**
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review: contact a review authority**
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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