Russell Island State School

Student Code of Conduct 2026-2029

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 2020-2023

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Endorsement

Principal Name: Leanne McMahon

Principal Signature: LMcMahon

Date: 28.01.2026

P/C President and-or School Council Chair

Name:

P/C President and-or School Council Chair

Signature:

Date: 28.01.2026.

Contents

Purpose	4
Principal's Foreword	5
P&C Statement of Support	6
Learning and Behaviour Statement	7
Student Wellbeing & Support Network	8
Whole School Approach to Discipline	9
Russell Island Universal Behaviour Expectations	10
Behaviour Management Flow	11
Minor/Major Behaviour Definitions	12
Reinforcing Expected Behaviour: Proactive Strategies	14
Multi-Tiered Systems of Support	15
Consideration of Individual Circumstances	19
Differentiated and Explicit Teaching	19
Focussed Teaching	21
Intensive Teaching	22
Legislative Delegations	23
Legislation	23
Delegations	23
Disciplinary Consequences	24
School Policies	28
Temporary removal of student property	29
Use of mobile phones and other devices by students	31
RISS Mobile Phone and Electronic Device Policy	33
Preventing and responding to bullying	34
Appropriate use of social media	42
RISS Dress Code	46
Restrictive Practices	51
Critical Incidents	52
Related Procedures and Guidelines	53
Resources	54
Conclusion	55

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Purpose

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

The Russell Island 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.

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Principal's Foreword

Introduction

Russell Island State School is committed to providing learning environments, which maximise the educational opportunities and outcomes for all students. Our aim is to create the conditions for each learner to progress towards responsible self- management, whilst learning about how and why people behave the way they do. Catering for individual differences allows students to move towards this goal at their own pace, supporting individual needs along the way.

Staff recognise the importance of developing the whole child, (i.e. physically, cognitively, emotionally, and socially) and are committed to assisting each child in acquiring the skills necessary to have healthy relationships, sound values, strong self-esteem and effective communication. This goal incorporates flexibility in regard to individual circumstances at any given time. In every case due regard is given to individual differences to ensure all processes align with a proactive, educative and supportive approach.

In response to these expressed values, Russell Island State School is committed to providing an inclusive curriculum that will enhance and foster the knowledge and skills of the students. This is so they may become happy, confident, self-managed, socially responsible and positive contributors, within not only the local community but also capable, independent citizens of the global community.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Russell Island State School 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 Russell Island 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 Russell Island State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Leanne McMahon 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 Russell Island 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 Russell Island 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 Russell Island 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 35** provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Russell Island 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 Russell Island 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.

Sue McGrath

President

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Learning and Behaviour Statement

Russell Island State School is committed to the provision of a safe and supportive learning environment, catering for the individual's needs. Through curriculum differentiation, our community of learners are inspired. Respecting the rights of each school community member, we encourage and support responsible thinking and self-managing behaviour.

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

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Russell Island State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour.

Everyone has the right to work towards being:

- responsible
- respectful
- safe
- learn

All members of school communities are expected to:
• Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others

Students are expected to:
• Participate actively in the school's education program
• Take responsibility for their own behaviour and learning
• Demonstrate respect for themselves, other members of the school community and the school environment
• Behave in a manner that respects the rights of others, including the right to learn
• Cooperate with staff and others in authority

Parents are expected to:
• Show an active interest in their child's schooling and progress
• Cooperate with the school to achieve the best outcomes for their child
• Support school staff in maintaining a safe and respectful learning environment for all students
• Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
• Contribute positively to behaviour support plans that concern their child

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Student Wellbeing

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

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

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

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

Student Support Network

Students at Russell Island State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports from a range of sources including;

- Parents
- Principal
- Student Engagement Teacher
- Guidance Officer
- Inclusion Teacher
- Class Teachers
- Support Staff (Teachers' Aides, Chaplin)
- Administration Staff
- Student Council

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Family and Child Connect
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

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Whole School Approach to Discipline

Russell Island State School is a Positive Behaviour for Learning (PBL) school where each classroom operates on the premise that ***teachers have the right to teach*** and ***students have the right to learn.***

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 Russell Island State School we believe discipline is about more than punishment and behavioural incidents are seen as opportunities to re-teach. Our belief is 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 and for providing supportive instruction about how to meet these expectations. This is based on the Classroom PBL framework.

The development of the Russell Island State School Student Code of Conduct is an opportunity 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.

CLEAR EXPECTATIONS

The first step in facilitating standards of positive behaviour for learning is communicating the school's expectations to all students. At Russell Island State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating high behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and this provides a framework for responding to unacceptable behaviour.

These expectations are communicated to students via a number of strategies, including:
- PBL Focus of the Week that is determined through data trends across the school
- Introduction of the PBL Focus of the Week on parades and throughout the week in class settings
- PBL lessons conducted by classroom teachers
- Individual or small group behaviour lessons delivered by specialist staff
- Active supervision by staff during classroom and non-classroom activities.

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.

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Russell Island State School
Universal Behaviour Expectations

	Classroom	Walkways	Toilets	Playground	Travel	Pool
Responsible	• Follow all instructions • Be ready to learn • Take pride in your work	• Line up in the right place	• Return to class promptly • Act sensibly	• Follow all instructions • Right place right time • Use the High 5 • Help others	• Be on time • Line up in the right place • Ask permission if you need to leave the area	• Look after your belongings
Respectful	• Ask permission to leave the room • Use respectful language • Respect property	• Consider other classes and walk quietly	• Give others privacy	• Use your manners • Put rubbish in the bin • Play fairly • Accept warnings and consequences	• Follow instructions • Represent the school with pride	• Give others privacy
Safe	• Hands and feet to yourself • Sit correctly • Move calmly	• Walk at all times	• Wash your hands	• Wear a sun safe hat • Hands and feet to yourself • Share and use play equipment carefully	• Remain seated and quiet • Hands and feet to yourself • Walk bike/ scooter on school grounds • Wear a helmet	• Follow all instructions • Be water safe
Learner	• Be an active listener • Allow others to learn • Have a go			• Be a role model	• Be a role model	• Have a go

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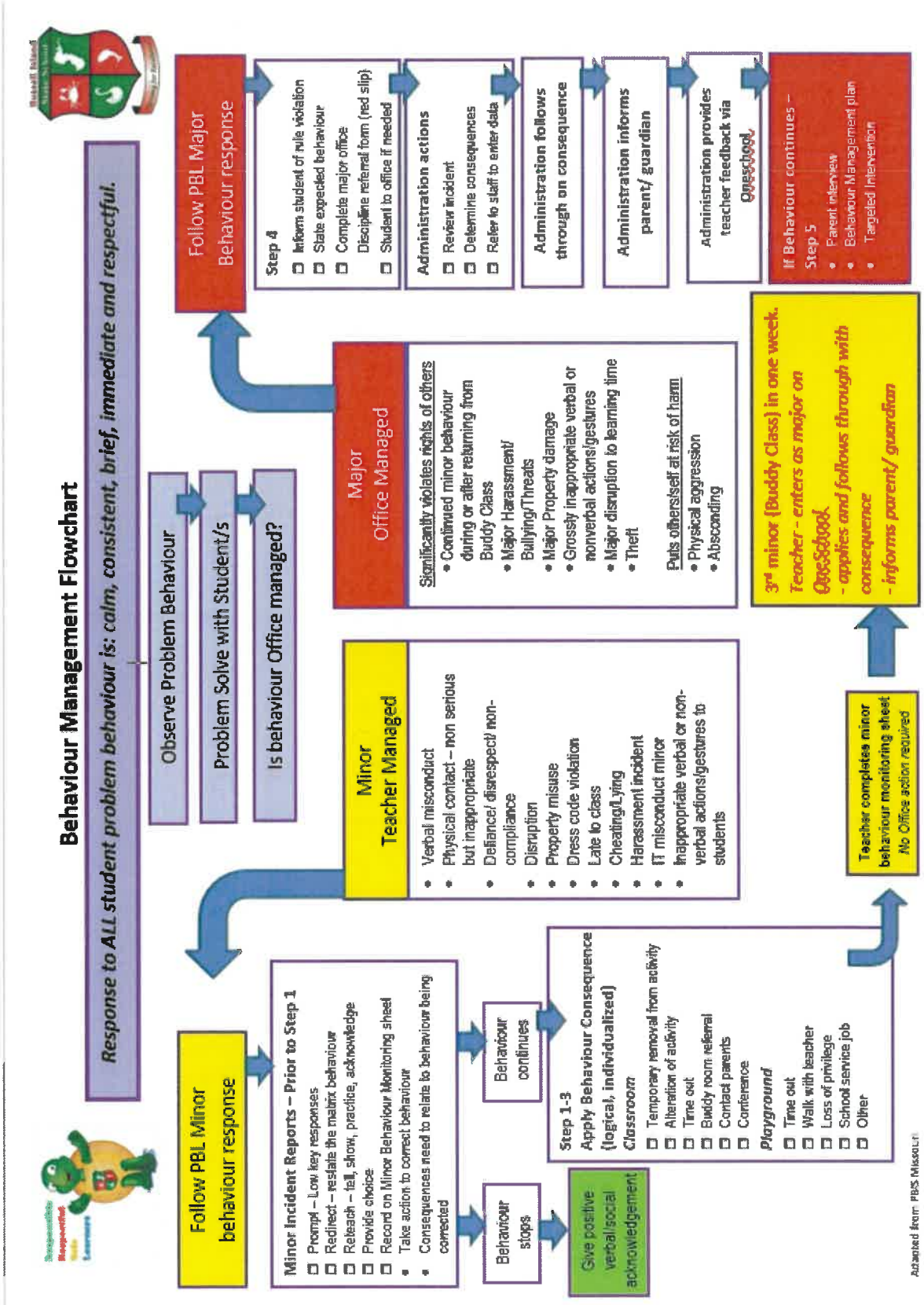
Russell Island State School Behaviour Management Flow Chart



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Major /Minor Definitions

	Minor Examples Teacher Managed in situ and does not warrant a discipline referral to the office or other withdrawal option.	**Major Examples** Discipline incidents of such severity that warrant removal from the learning/play environment to be handled by administration or other designated staff.
Abusive Language Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	□ Non-directed swearing or inappropriate words used in conversation. □ Mild teasing or name-calling between peers. □ Swearing out of frustration (not directed).	□ Swearing or abusive language directed at staff or students. □ Threatening, intimidating, or aggressive verbal behaviour. □ Use of racial, sexual or discriminatory language towards others.
Bomb Threat/False Alarm Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	□ Joking or pretending about a bomb or threat without intent to alarm.	□ Making a false or genuine bomb threat causing disruption or evacuation. □ Possession or placement of items made to resemble explosives.
Bullying Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	□ One-off teasing, name calling or exclusion from play. □ Low-level unkind comments or gestures. □ Taking personal items without intent to harm.	□ Ongoing or targeted bullying (physical, verbal, relational or online). □ Cyberbullying or use of technology to harass or intimidate. □ Threatening or coercive behaviour toward another student.
Defiance Student refuses to follow directions given by school staff.	□ Ignoring a direction or talking back to staff. □ Deliberate non-compliance with classroom rules. □ Refusing to complete small tasks	□ Continuous or public refusal to follow directions. □ Challenging or threatening staff authority. □ Repeated non-compliance after redirection and process steps
Disrespect Student intentionally delivers socially rude or dismissive messages to adults or students.	□ Rolling eyes, muttering under breath, or dismissive tone. □ Mildly rude or sarcastic comments to others. □ Not respecting property or personal space	□ Direct, aggressive or humiliating language or actions toward others. □ Verbal or physical gestures designed to humiliate or intimidate. □ Ongoing rude, dismissive or contemptuous behaviour.
Disruption Student engages in behaviour causing an	□ Calling out, tapping objects, or off-task talking. □ Getting out of seat without permission.	□ Sustained yelling or refusal to stop disruptive behaviour. □ Interfering with learning despite redirection.

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interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	□ Short interruptions to lessons or transitions.	□ Disrupting activities across multiple lessons or locations.
Dress code Student wears clothing that is not within the dress code guidelines defined by the school.	□ Wearing incorrect uniform items (e.g. jumper, hat, shoes). □ Forgetting or refusing to wear part of the uniform. □ Wearing items that are not approved uniform.	□ Wearing offensive, explicit or unsafe clothing. □ Persistent non-compliance with dress code expectations.
Fighting Student is involved in mutual participation in an incident involving physical violence.	□ Play fighting or pushing during a disagreement.	□ Engaging in a physical fight causing injury. □ Retaliating physically instead of seeking help.
Harassment Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	□ One-off inappropriate or unkind remark. □ Mild teasing or insensitivity about personal characteristics.	□ Ongoing or targeted harassment based on personal traits. □ Repeated verbal or written harassment
Physical Aggression Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	□ Pushing, bumping, or rough play without injury. □ Physical contact during games that breaches safe play expectations.	□ Punching, kicking, hitting, spitting or using objects to harm. □ Actions resulting in injury or serious safety concern. Repeated pushing, bumping or rough play.

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Academic misconduct Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	□ Copying a small section of work from another student. □ Sharing answers during class activities or quizzes. □ Using notes when not permitted during short assessments.	□ Submitting plagiarised work. □ Allowing another student to copy assessment tasks. □ Falsifying results or fabricating data to deceive.
Falsifying documents Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.		□ Signing a parent's name to a note without permission. □ Altering school records or documents for gain.
Property misuse causing risk to others Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	□ Throwing small items (pencils, balls) in class. □ Rough play with classroom or sports equipment.	□ Using objects to threaten or harm another person. □ Deliberate misuse of equipment causing injury or damage.
Property damage Student participates in an activity that results in destruction, damage or disfigurement of property.	□ Accidental or careless breakage. □ Writing or drawing on desks or walls.	□ Intentional vandalism or graffiti. □ Significant damage to school, staff or student property.
Refusal to participate in the educational program of the school Student refuses to take part in activities or learning that are	□ Refusing to complete set tasks. □ Non-participation in class activities.	□ Persistent or deliberate refusal impacting others' learning. □ Ongoing refusal to engage in school programs after support offered

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requested or expected as part of the educational program at the school.		
Substance misconduct involving tobacco and other legal substances Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.		☐ Possession, Supplying or repeated use of tobacco, alcohol or vaping products. ☐ Use resulting in unsafe behaviour or harm to others.
Substance misconduct involving illegal substances Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.		☐ Possession, use, supply or distribution of illegal substances or paraphernalia.
Technology violation Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	☐ Using devices during learning time without permission. ☐ Accessing non-educational sites or apps. ☐ Changing computer settings.	☐ Cyberbullying or sharing offensive content. ☐ Hacking, impersonating others or accessing restricted areas. ☐ Filming or photographing others without consent.
Theft Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	☐ Borrowing without permission and returning items later.	☐ Theft of money, personal property or school resources. ☐ Intentional and repeated stealing.
Truancy (out of class)	☐ Late return to class after a break.	☐ Leaving class or area without consent. ☐ Repeated non-attendance in scheduled lessons.

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Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence)	□ Short absence without teacher permission.	
Truancy (out of school) Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence)		□ Partial-day absence without reason □ Leaving school grounds or full-day absence without consent.
Use/ possession of combustibles Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).		□ Playing with matches or a lighter. □ Lighting fires, fireworks, or causing risk to others.
Use/ possession of weapons Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	□ Possession of toy or replica weapon.	□ Possession or use of real weapon or dangerous object. □ Threatening behaviour with a weapon.
*Bullying, harassing, teasing, being mean or threatening includes verbal, non-verbal or physical actions. These also extend to abuse through technology, such as:-computers, telephones, mobile phones, text messages and emails.		

Reinforcing Expected School Behaviour: Proactive Strategies

At Russell Island State School communication of our key messages about behaviour is supported through positive reinforcement. This provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. The positive reinforcement or reward system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to provide consistent and appropriate acknowledgement and rewards.

Turtle Chart	Students demonstrate appropriate behaviour throughout the day is charted visually on a Turtle Chart and is linked to a teacher generated classroom based reward system.
Turtle Tickets	Students receive a turtle ticket when they are caught modelling school expectations. These can be awarded by all staff members and relief teachers. These are recorded on a tracking chart in the classroom and placed into the turtle box in the office.
Turtle Ticket Parade Draw	Three turtle tickets are drawn from the turtle box on Parade and winners receive a reward.
Turtle Ticket Awards	Students receive recognition on Parade and through school newsletter, and choose a prize once they achieve each level of Turtle tickets. Achievement of these levels are also recorded on their One School Student Profile as a positive. **Level of Turtle tickets achieved** 10 20 30 40 50 60 70 80 90 100 120 140 160 180 200
Class Awards	Each week 2 Students from each class are awarded a Turtle certificate based on one of our 4 core values. Students receive recognition on Parade and through school newsletter and also have this recorded on their One School Student Profile as a positive.
Turtle Day	A reward day is held each term for those students who have not received more than 2 red slips in the term.

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Pizza Party	Classes can receive a pizza party when they achieve over 93% attendance for the term.
Classroom Rewards	Staff members reward students frequently in the classroom. When they 'catch' a student demonstrating the school expectations, students earn a variety of rewards such as Dojo points, stamps, raffle tickets, etc.

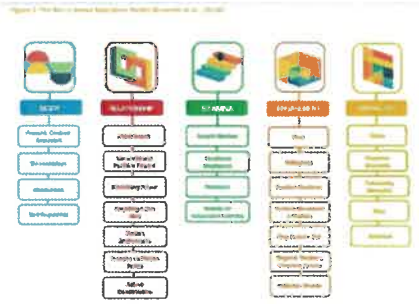
Multi-Tiered Systems of Support

Russell Island 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: Universal Behaviour Strategies: Proactive Strategies

Positive Behaviour for Learning (PBL) - Behaviour and Wellbeing Lessons
Classroom teachers will implement weekly behaviour and Wellbeing lessons focusing on specific behaviours from the matrix.

Berry Street Education Model (BCEM) and Zones of Regulation
Russell Island State School uses strategies of the to increase engagement with all students and improve all students' self-regulation, growth and academic achievement.
Strategies include:
- Mindfulness Activities
- Brain Breaks
- Morning Circle, Greeting and Positive Primer
- Promoting a Growth Mindset



Curriculum Adjustments
Curriculum adjustments and modifications may be used to support students' behavioural outcomes.

Curriculum and Pedagogy
Curriculum and Pedagogy are a focus to reducing behavioural issues within classrooms. Units of work which are engaging, interesting and meet the needs and abilities of the students reduce the amount of behavioural issues within a class.

Universal Behaviour Strategies: Preventative Strategies

Classroom Step System
Should students fail to react to the negotiated strategies listed then our Step System comes into play within the classroom environment. Steps 1-3 are usually enough to refocus a child's inappropriate behaviour.

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Step 1: Verbal Warning

Step 2: Time Out in class

Step 3: Buddy Class

Tier 2: Targeted Behaviour Support Strategies: Proactive

Students identified through data analysis as requiring extra behaviour support receive targeted interventions. Students identified through data collection have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Strategies include:

Investigative System
Investigations into incidents are conducted by the Principal or nominated leadership team member. Each incident investigation is documented in OneSchool.

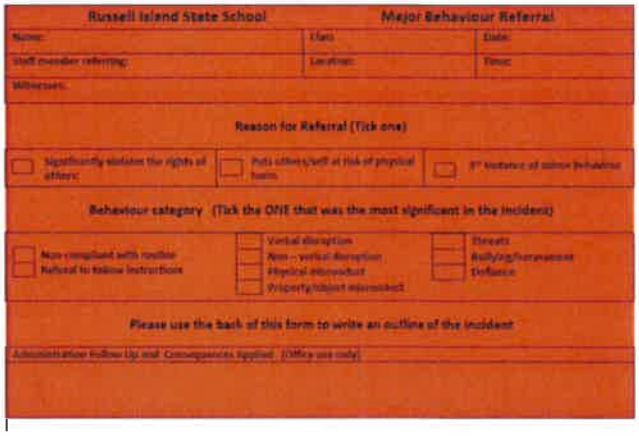
SNAC
Fortnightly, Special Needs Action Committee (Principal, Learning Support, Guidance Officer, Special Needs Teacher, Behaviour Support Teacher) meet to discuss issues which have emerged. Each case is documented.

Head of Student Engagement Teacher
A Head of Student Engagement Teacher is employed at the school whose job is to monitor students who have been identified as requiring additional behavioural support. This role may advise staff on suggested strategies and or recommend Alternative Education Programs in consultation with the student's parents or caregivers.

Guidance Officer
The Guidance Officer may be involved with a student's behavioural issues at the request of the Special Needs Action Committee or the parent. Diagnostic testing or counselling may be carried out. In all cases parent / carer have to give their written consent for this to occur.

Targeted Behaviour Support Strategies: Preventative

The Classroom Step System – Step 4 – Major Incident Referrals
Step 4 is used for students who fail to react appropriately to preventative strategies listed in Universal School Behaviour Support.


Russell Island State School — Major Behaviour Referral

Name: | Class: | Date:
Staff member referring: | Location: | Time:
Witnesses:

Reason for Referral (Tick one)

Significantly violates the rights of others | Puts others/self at risk of physical harm | 3rd instance of minor behaviour

Behaviour category (Tick the ONE that was the most significant in the incident)

Non-compliant with routine
Refusal to follow instructions
Verbal disruption
Non – verbal disruption
Physical misconduct
Property/object misconduct
Threats
Bullying/harassment
Defiance

Please use the back of this form to write an outline of the incident

Administration Follow Up and Consequences Applied (Office use only)

A Major Incident Referral form (Red Slip) is completed after a student has been to Buddy Class 3 or more times in a given week. A consequence is applied by the class teacher and contact home to parents is made.

A Major Incident Referral Form is completed if a student persistently demonstrates minor behaviour in a given day or is involved in a serious incident.

Basic Behaviour Support Plans

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The Student Engagement Teacher develops and implements with the classroom teacher and/or Principal a basic Behaviour Support Plan for students who may at times need to be withdrawn from the learning environment.

Tier 3: Intensive Behaviour Support Strategies: Proactive

Students whose behaviour does not improve after targeted behaviour support or whose previous behaviour indicates a need for specialised intervention, are then provided with intensive behaviour support. Strategies include:

Investigative Process
Investigations into incidents are conducted by the Principal or nominated leadership team member. Each incident investigation is documented in OneSchool.

Case Management
The Principal, Assistant Principal and Student Engagement Teacher monitor/counsel students who have been identified through the Special Needs Action Committee and/or data analysed in OneSchool.

Guidance Officer
The Guidance Officer may be involved with a student's behavioural issues at the request of the Special Needs Action Committee or the parent. Diagnostic testing or counselling may be carried out. In all cases parent / carer have to give their written consent for this to occur.

Re-entry Contracts
Re-entry contracts are developed for children returning to the school from suspension. These contracts outline the behaviours which are expected from the student on return to school. The contract is signed by all attending the re-entry meeting.

Individual Behaviour Support Plans
Individual Behaviour Support Plans can be developed for students who are returning from suspension. These plans may outline:

- Modified arrival and departure times for school attendance
- Alternative lunch breaks
- Specific timetables for lunch and play where students may be separated to minimise potential incidents.

Behaviour Support Funding
Applications for Behaviour Support Funding made be made to support and monitor students that have been suspended more than once.

Interagency Intervention
Intervention and or advice may be sought from other government and non-government agencies.

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Intensive Behaviour Support Strategies: Preventative

The Classroom Step System – Step 5
Step 5 is used for students who fail to react appropriately to preventative strategies listed in the Targeted Behaviour Support and may involve.

- Suspensions of 1 – 5 days
- Suspensions of 6 – 20 days
- Suspensions of 6 – 20 days with the recommendation to exclude from this school

Major Behaviour Incident Referral Form
Persistent and/or serious incidents are immediately recorded on the Major Behaviour Incident Referral Forms can be analysed using OneSchool. Step 5 may involve:

- Suspensions of 1 – 5 days
- Suspensions of 6 – 20 days
- Suspensions of 6 – 20 days with the recommendation to exclude form this school.

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Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what 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.

Differentiated and Explicit Teaching

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

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

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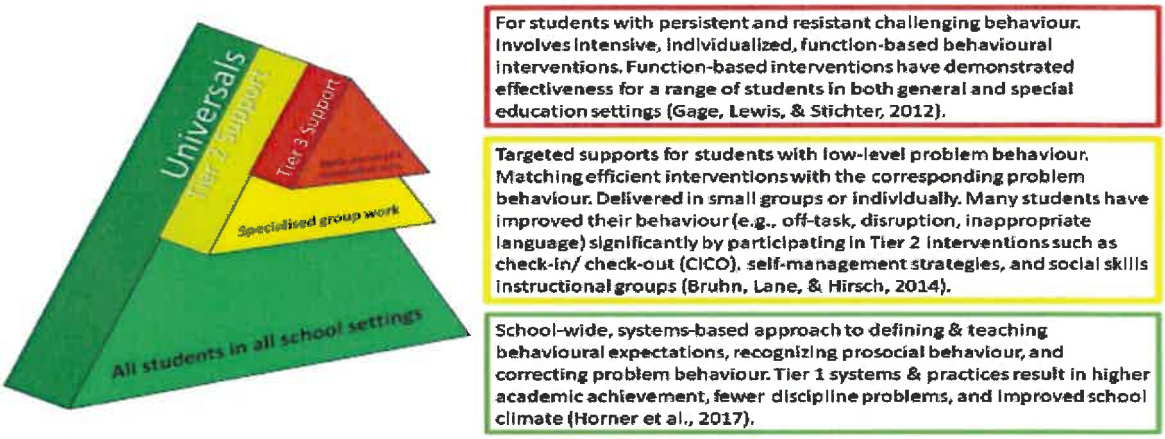
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for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

Every classroom in our school uses the PBL Expectations Matrix, 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.



3-Tiered Approach framework for preventing problem behaviour and intervening for students at risk for or with problem behaviour.

~Sugal & Horner, 2006.

•

Explicit Teaching of Behaviour to individual students

- Additionally, some students may need individualised teaching in preparation for success.

Explicit Teaching of Behaviour to some students

- Additionally, some students may need small group, tailored teaching in preparation for success

Explicit teaching of behaviour to all students

- Behaviour explicitly taught to prepare students for success across the day.
- PBL Focus of the Week, identified through data, for priority teaching by classroom teachers

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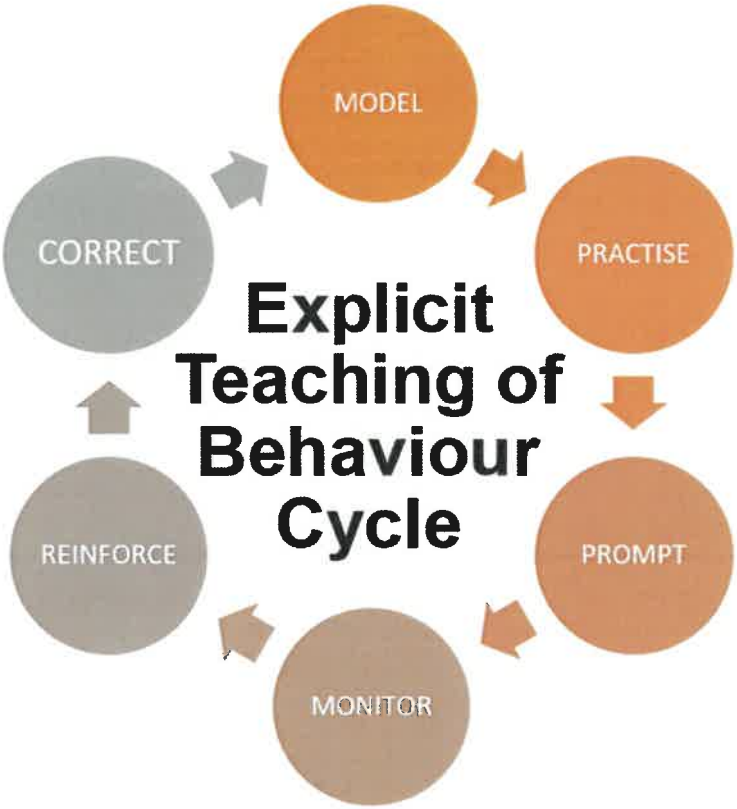
Every classroom in our school uses the PBL Expectations Matrix, as a basis for developing their behaviour standards. Using this matrix, the class teacher uses the Explicit Teaching of Behaviour Cycle to teach the school wide expectations from the matrix. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.



Focused Teaching

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

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

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

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

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Russell Island State School has a Student Engagement Teacher to help arrange the delivery of focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs and strategies to address specific skill development for some students:

- Positive Behaviour for Leaning (PBL)
- Berry Street Education Model
- Zones of Regulation
- Wesley Kids in Schools
- Functional Behaviour Approach.
- Check In Check Out Strategy

For more information about these programs, please speak with the ***Student Engagement Teacher: Michael Bancroft***

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

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

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2020 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)
- Police Powers and Responsibilities Act 2000 (Qld)
- Workplace Health and Safety Act 2011 (Qld)
- Workplace Health and Safety Regulation 2011 (Cwth)

Delegations

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

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

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

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

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Disciplinary Consequences

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

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

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

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, 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

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- 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)
- Time out
- Buddy Class
- Detention

Focussed

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
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network 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
- 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 Russell Island 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 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

Russell Island 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
- Safe, Responsible and Respectful Online
- Russell Island State School Dress Code

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Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Russell Island 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. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Russell Island 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 Russell Island 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 Russell Island State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Russell Island State School

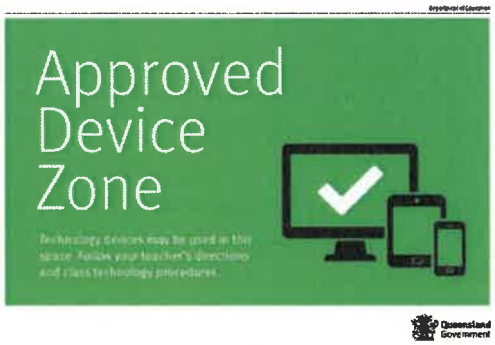
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Russell Island State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive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

Use of 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, Russell Island 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. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



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 Russell Island State School to:

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

It is **acceptable** for students at Russell Island State School to use mobile devices for:

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

It is **unacceptable** for students at Russell Island State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- 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 Russell Island 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.

Russell Island State School

This policy was endorsed by Russell Island SS P & C on 12th June 2018

Mobile Phone & Electronic Device Policy

This policy covers the use of student owned mobile phones and other electronic devices including smart watches, iPads and other tablet devices with built in cameras and/or the ability to connect to the internet.

Background

The frequency of mobile phone and electronic devices being brought to school is increasing. The security of these devices and their use has significant potential to cause disruption within the order of the school. This policy is a proactive endeavour to meet the needs within the school context and of families where there is genuine need for students to have a mobile phone in their possession. ***Except in out of school hours, mobile phone use is not acceptable at Russell Island State School.***

Mobile phones and devices are brought to the school at their owner's risk. In the event of the loss, theft or damage of any device, the school will accept no liability unless it can be established that the loss, theft or damage resulted from the department's negligence. ***Students are to hand their phones into the office each morning and collect them after school.***

Procedures

- Written consent of the student's Caregiver must be received by the school office if a student is to be in possession of a mobile phone while at school.
- If mobile phones are brought to school they are the responsibility of the student.
- Students are to hand their phones into the office each day.
- Students must have their mobile phones switched off during school time.
- Communication between home and school during the period when the students are at school must be done through the school office.
- In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate. Nor are students to photograph or film others without their consent.
- Appropriate disciplinary action will be taken against any student who breaches any of these rules.

Consequences

Failure to abide by these provisions will result in confiscation of the device. Only one warning for non-compliance with the policy will be given. A second offence will result in consent for a mobile phone/device to be on school premises will be withdrawn. Inappropriate use by students will be dealt with in a manner consistent with the school's **Responsible Student Behaviour Policy.**

This policy also applies to students during school excursions, camps and extra-curricular activities.

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Russell Island State School

Mobile Phone & Electronic Device Permission

Procedures

- Written consent of the student's Caregiver must be received by the school office if a student is to be in possession of a mobile phone while at school.
- If mobile phones are brought to school they are the responsibility of the student.
- Students are to hand their phones into the office each day.
- Students must have their mobile phones switched off during school time.
- Communication between home and school during the period when the students are at school must be done through the school office only..
- In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate. Nor are students to photograph or film others without their consent.
- Appropriate disciplinary action will be taken against any student who breaches any of these rules.

Consequences

- Failure to abide by these provisions will result in confiscation of the device.
- Only one warning for non-compliance with the policy will be given.
- A second offence will result in consent for a mobile phone/device to be on school premises will be withdrawn.
- Inappropriate use by students will be dealt with in a manner consistent with the Student Code of Conduct.

This policy also applies to students during school excursions, camps and extra-curricular activities.

I give permission for my child/ren to have a mobile phone at school. I understand and accept the conditions of the policy that are stated above.

Child Name _____ Class _____

Child Name _____ Class _____

Child Name _____ Class _____

Parent/caregiver signature: _____ Date_____

To be handed in to Office

Preventing and responding to bullying

Russell Island 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.

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

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

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

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

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

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

A priority for the Student Leadership 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. At Russell Island 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.

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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 Russell Island 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 Russell Island 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.

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

Head of Student Engagement – Leanne McMahon

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

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

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

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

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

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

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

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Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is our Student Engagement Teacher, Michael Bancroft, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Russell Island 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 Student Engagement Teacher, Michael Bancroft.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR NO

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Russell Island 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 Russell Island 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.

Russell Island State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Russell Island 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.

Russell Island State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

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Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (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.

Safe, Responsible and Respectful Online

Students of Russell Island State School

In the event that you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure (Use of ICT systems).

2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students, and use appropriate spoken and written language at all times.

3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g. posters, laundry).

4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.

5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.

Acceptable/appropriate use/behaviour by a student engaged in online learning

It is acceptable for students to:

- use mobile devices for
    - assigned class work and assignments set by teachers
    - developing appropriate literacy, communication and information skills
    - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
    - conducting general research for school activities and projects
    - communicating or collaborating with other students, teachers, parents or experts in relation to 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 mobile device
- switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning

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- use personal mobile device for private use before or after school, or during recess and lunch breaks (if allowed by the school)
- seek teacher's approval where they wish to use a mobile device under special circumstances.

Unacceptable/inappropriate use/behaviour by a student engaged in online learning

It is unacceptable for students to:

- use the mobile device or other digital technology in an unlawful manner
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content
- use of obscene, inflammatory, racist, discriminatory or derogatory language
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking
- insult, impersonate, 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
- use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- use mobile devices at exams or during class assessments unless expressly permitted by school staff.

Russell Island State School

Student Dress Code

Our official school colours are red and green. The staff and P&C Association of Russell Island State School strongly support the wearing of school uniforms by students. Parents are asked to support this. Students neatly attired in school uniform are a source of pride for themselves, the school, their families and the community.

The Dress Code outlines both the school uniform and other matters relating to each student's appearance. It becomes the defining standard for issues related to personal presentation. The Dress Code assists us to achieve our school goals, and exemplifies our Values and Beliefs. It also reflects the views of our parent community and staff.

Through the implementation of the Dress Code we will

(a) meet safety standards consistent with occupational health and safety requirements
(b) positively address anti-discrimination and equal opportunity legislation
(c) meet sun-safety requirements.
(d) cater for the full range of school activities (including daily physical fitness activity, physical education and play)
(e) cater for both boys and girls, students of all ages and provide a gender neutral option.

The successful outcomes of enacting the Dress Code will be

- to ensure that our students display a neat and tidy appearance on all occasions
- to achieve consistency of presentation and appearance across the school
- to define our school's identity, ensuring ready recognition of students and non-students, and enhancing personal safety within the school grounds and on school excursions
- to instil in our students a sense of pride in themselves and their school
- to develop our students' sense of belonging, community, and school spirit
- to promote a sense of inclusion, non-discrimination, and equal opportunity
- to address the issue of affordable clothing, and to eliminate the competition to wear fashionable and expensive alternatives.

Responsibilities

This Dress Code was developed and approved by our Parents and Citizens' Association. Their approval signifies our parent community's support for the required standard of appearance, and their expectation that it will be upheld. The school accepts, supports, and will uphold the standards specified in the Code.

Adoption of the Dress Code implies a number of responsibilities.

- Our P&C Association will arrange the supply and sale of the major components of the defined uniform, and from time to time will review and amend the school uniform, and inform parents of the changes.
- Parents will support wearing of the uniform through the purchase or provision of uniform clothing for their children, and monitoring and compliance with all other matters relating to student appearance.
- Parents will also ensure that their child and their uniform comes to school clean.
- Students will comply with the standards of the Dress Code.
- The school staff will support students through guidance and assistance when needed, and will enforce the standards when non-compliance occurs.

To ensure that standards are met and our outcomes achieved, the school staff will monitor and enforce compliance with the Dress Code. Staff will respond to students who are not wearing school uniform, and/or who are not displaying a neat and tidy appearance. Staff will also respond to students who may be neglecting Dress Code requirements in order to avoid regular school activities.

Non-compliance

If a student does not comply with the Dress Code he/she will be reminded of the expectation.

If he/she persists in not complying with the Dress Code

(a) the student may be
- directed to remove or cover the unacceptable clothing, accessory, cosmetics, marking, etc
- directed to change into acceptable clothing, including wearing clothing temporarily provided by the school
- directed to alter his/her appearance to comply with the Dress Code
- excluded from specific activities, if his/her safety, or the safety of others, is at risk
- excluded from activities in which he/she would be representing the school (both on and off campus); and

(b) a note may be sent to his/her family seeking their support to comply with the Dress Code.

If a student does not comply with these instructions, the school's Responsible Behaviour Plan will be applied.

The school may impose a sanction in the event of non-compliance which is limited to one of the following:
- Imposing a detention for a student during lunch or after school;
- Preventing a student from attending or participating in any school activity that is not an essential school educational program.
- Preventing a student from attending or participating in, any activity for which the student is representing the school.

Consideration would be given to:
- Mobile families requiring sufficient time to purchase items of dress.
- Economic hardship requiring special arrangements, or an extended period of time to purchase new items of uniform
- Students with physical impairments requiring greater flexibility in interpretation of dress codes
- Conscientious objections: for example objections raised on any reasonable religious or cultural grounds.

Please note that each individual case will be reviewed on its own merits and discretionary decision making will always be used. The school will also have a bank of uniform items that may be borrowed.

Parents will be informed of a student's non-compliance through the normal channels of home-school communication.

Endorsement

The P&C of Russell Island State School supports the Russell Island State School Student Dress Code and has previously endorsed this policy on Monday 11th February 2019.

Uniform Items

Prep Students

- Red knit polo school shirt – short/long sleeved
- Dark grey shorts or dark grey long pants (boys)
- Red skort or shorts (girls)

Yr 1 – 6 Day Uniform – choose from:

- Bottle Green school polo shirt – short/long sleeved
- Bottle Green fleecy jumper or jacket
- Shorts: dark grey or bottle green;(alternative option for girls- Red skort)
- long pants: dark grey or bottle green;(alternative option for girls- black leggings under shorts / skort)
- Year 6 Senior shirt

Sport's Uniform

- House shirt (yellow, light blue, red) or
- Red (Prep) or Bottle Green (yr 1-6) School polo shirt
- Dark grey shorts or (alternative option for girls) Red skort

Hat

- Bottle Green wide brim hat
- Bottle Green bucket hat

Coloured Sports/House Shirts

A plain T shirt in the representative house colours will also be acceptable to wear on the following days. Shirts with logos or graffiti will not be acceptable.

- Cross Country
- Athletics Carnival
- Swimming Carnival

Recommended

- All items of clothing to be labelled with student name
- School Bag with colours in keeping with school uniform

Acceptable	**Not Acceptable**
The following items are acceptable items and are available from alternate suppliers: • Any other school bag	• Hoods on jackets or jumpers • Skivvy's/t-shirts/long sleeves visible under uniforms (Jacket or Fleecy knit jumper preferred. If a skivvy is required, must be bottle green and should be worn under jacket or jumper) • Leggings or tights ***with lace, decoration, or in any other colour*** • Unclean items of clothing • Items of clothing in disrepair • Uniform items and bags with offensive images or graffiti

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Footwear

Acceptable	Not Acceptable
• Predominantly plain black, securely fastened by laces or velcro, enclosed school shoes • Joggers or sneakers	• Untied laces • Shoes in disrepair • Ballet flats or boots • Open toed shoes • Heels • Thongs • Sandals • Wheelies • Shoes with flashing lights • Any other coloured footwear

Sun Safe Policy

The School has a strict NO HAT NO PLAY policy. All children are required to wear a hat whenever they are involved in outdoor activities. A response from family will be required for ongoing exclusion.

Acceptable	Not Acceptable
• Wide Brim Hat as per school uniform • Bucket Hat as per school uniform • Green Legionnaires Hat	• Caps

Recommended

- The use of sunscreen is encouraged.

Swimming Lessons

- Sunsafe Swimming Shirt (recommended)
- T-Shirt (acceptable)
- Sunscreen
- Swimming Cap (Compulsory component of lessons as set by pool)
- Goggles (recommended)
- Thongs may be worn between school and the pool

School Photos & Excursions

- Full School Uniform is to be worn on Photo Day and Excursions unless stated otherwise.

Acceptable	Not Acceptable
• As per school uniform • Year 6 Senior Shirt	• Coloured Sports/House Shirts • Hair accessories not that are not plain hair ties, clips and head bands in school colours or are not in a shade matching the student's hair colour

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HAIR

Acceptable	Not Acceptable
• All male and female hair is to be pulled back from face and eyes • If hair is below shoulder length it should be tied back so as not to impede sight and to promote health and for health and safety reasons. • Hair is to be kept neat and tidy • NO artificial hair colours or hair extension pieces • Plain hair ties, plain clips and plain head bands to be in school colours or a shade matching the student's hair colour	• Bandannas • Shaved Tracks • Dreadlocks • Mohawks • Large hair bows • Decorative head bands

Jewellery etc.

Acceptable	Not Acceptable
• 1 only plain discreet stud or small sleeper (not hoops) in the earlobe • A religious symbol – must be tucked in under shirt • Watch • Medical Alerts (parent notification required) • Stickers or stamps as rewarded by teachers	• Necklaces • No piercings will be permitted at school other than in the earlobe • Bracelets and bangles • Makeup or colours on the face • Nail polish or artificial nails • Visible permanent or temporary tattoos • Visible writing or drawing on body or uniform

Free Dress Days

Students must wear clothing that allows them to participate in their scheduled lessons. Therefore;

- Sunsafe policy applies
- Jewellery policy applies
- Enclosed shoes
- Skirts/shorts must be of a modest style and length.

Not Acceptable

- Thongs
- Heels
- Tops with thin straps
- Singlets
- Midriffs cannot be showing
- No inappropriate slogans or images may be displayed on any item of clothing.

Restrictive Practices

School staff at Russell Island 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.

Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

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

Resources

- Australian Professional Standards for Teachers
- 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

Russell Island 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.

Queensland Government

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.

Queensland Government