



## Dalby State School

# Student Code of Conduct 2024-2027

March 2025

### ***Equity and Excellence: realising the potential of every student***

***Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.***

Queensland Department of Education

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## Endorsement

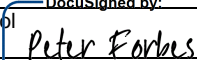
Principal Name: Scott Bach (A/Principal)

Principal Signature:



Date: 11<sup>th</sup> March 2025

P/C President and-or School Council Chair Name: Peter Forbes

P/C President and-or School Council Chair Signature: 

Date: 11<sup>th</sup> March 2025

# Contents

Purpose	4
Whole School Approach to Discipline	5
PBL Expectations	6
Consideration of Individual Circumstances	8
Differentiated and Explicit Teaching	9
Focussed Teaching	10
Intensive Teaching	11
Disciplinary Consequences	12
School Policies	16
Temporary removal of student property	16
Use of mobile phones and other devices by students	18
Preventing and responding to bullying	20
Appropriate use of social media	28
Restrictive Practices	30
Critical Incidents	31

## Purpose

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

The Dalby 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.

## P&C Statement of Support

The P&C acknowledges the work around supporting students' behaviour and will continue to support the school philosophy of Positive Behaviour for Learning (PBL).

The P&C continues to work closely with the school by financially supporting the school to enhance student engagement and learning. The P&C also fund resources to enhance the work of the Positive Behaviour for Learning team to encourage all stakeholders (staff, students, and parents, P&C, School Council) to commit to Our PBL school expectations of Respect, Safety and Learning.

The P&C meets monthly and feedback is regularly provided by the Administration Team to the P&C regarding students' behaviour and well-being. This process keeps the P&C informed about the behaviour, engagement and wellbeing of student's.

## Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At Dalby State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

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

## PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, being **SAFE**, being **RESPECTFUL** and being a **LEARNER (RSL)**.

### Students

Below is an overview how PBL expectations look for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Dalby State School.

At Dalby State School, we aim to reinforce the expectations associated with a safe and disciplined school environment by providing positive feedback to those students who engage in the expected appropriate school behaviours. This allows for the modelling of appropriate behaviours as well as generating quality positive staff student interaction.

This is complemented through:

- Behaviour lessons taught explicitly each week (lessons taken from the Expectations Matrix)
- Student of the Week Awards on weekly parades
- Dojo points given in class when displaying appropriate behaviours
- Dojo tickets
- Expectation Walls in each classroom – actively used by staff
- Signage, posters, related books and games integrated into the classroom
- Students sharing examples of great work with members of the school community
- Positive communication to parents/cares (phone call, notes, school postcards)
- Support from Chaplain, Guidance Officer, Behaviour Support Team
- Class Award systems
- Dalby State School Rewards Menu
- Proactive up-skilling of student wellbeing, helping students to know how to cope in difficult situations. *For example:* Role plays, use of **Stop – Walk- Talk**, The Zones of Regulation, Restorative Practice Conferencing, various programs for individuals and small groups (eg. Rock and Water, Starving the Anxiety Gremlins)

## Parents and staff

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

### Thoughtful

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You make an appointment to speak with the class teacher, deputy principal or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

### Responsible

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

### Accountable

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

### Co-operative

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You share relevant information about your child’s learning, social and behavioural needs with school staff.	We will share relevant information with you about your child’s learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

### Kind

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child’s individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child’s needs or any support your family may require.

## **Consideration of Individual Circumstances**

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

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

Our staff 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 consequences 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. We expect that parents and students will respect the privacy of other students and families.

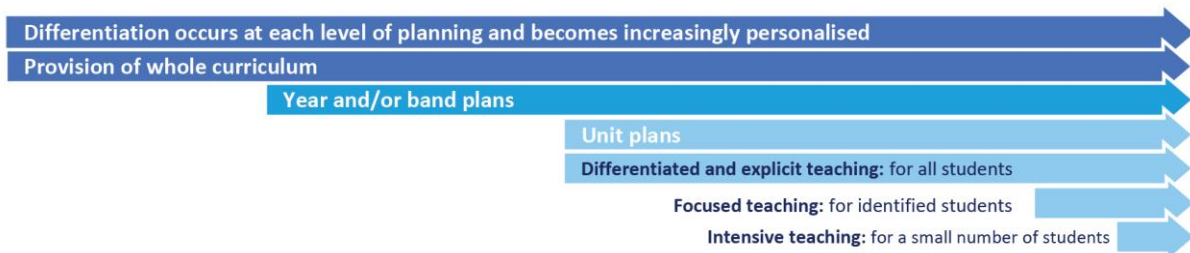
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

## Differentiated and Explicit Teaching

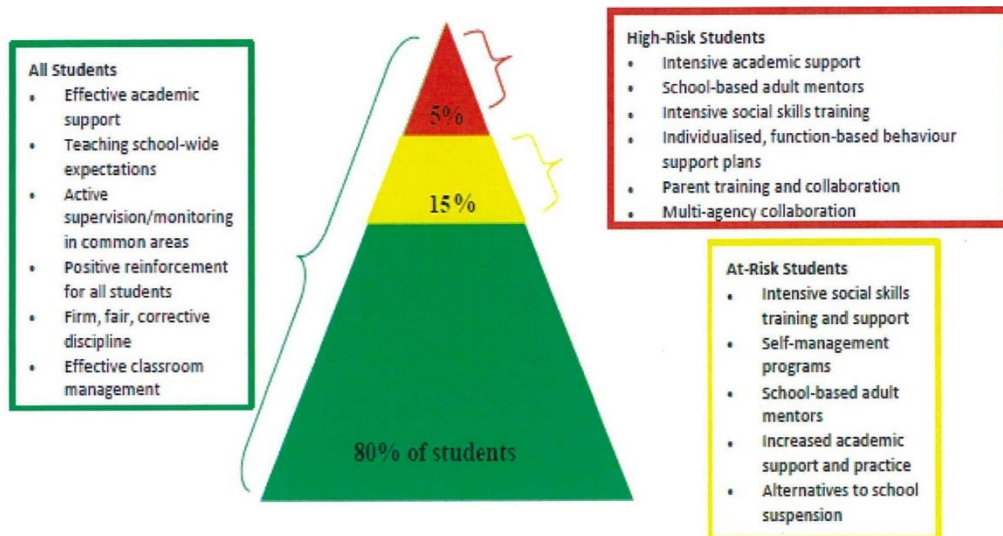
Dalby State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Staff reinforce expected behaviours, provide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

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


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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, 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, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

	All Settings	Classroom	Play areas	Toilets	Eating areas	Tuckshop	Movement around the school	Parade Special Events	Bus
<p><b>RESPECT</b></p>	<p>We use respectful language. We keep areas clean and tidy. We respect all property. We follow adults' instructions. We respect our environment. We respect everyone's personal space. We celebrate the achievements of others and ourselves.</p>	<p>We use whole body listening. We keep our learning space tidy.</p>	<p>We return hats and borrowed equipment.</p>	<p>We follow school routines when using toilets. We respect the privacy of others.</p>	<p>We follow school routines during eating time.</p>	<p>We follow school routines for the Tuckshop.</p>	<p>We are respectful audience members.</p>		
<p><b>SAFETY</b></p>	<p>We wear full school uniform with pride. We keep hands, feet and objects to ourselves.</p>	<p>We sit and move safely around the learning space.</p>	<p>We wear our hat at break times for outdoor play. We choose, stay and play.</p>		<p>We eat our own food.</p>		<p>We walk safely around the school.</p>		<p>We follow the rules of the bus.</p>
<p><b>LEARNING</b></p>	<p>We try our best at all times. We help each other.</p>	<p>We are prepared to learn by the second bell.</p>	<p>We learn and follow the rules of the game.</p>			<p>We spend our own money.</p>			

See Appendix 1 For Enlarged Copy

## 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 Dalby 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.

Dalby State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in programs to address specific skill development for some students. These can be delivered through school staff and external agencies (e.g. PCYC, Bushkids, Police Liaison Officer).

For more information about these programs, please speak with the principal.

## 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 needs.

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.

## Disciplinary Consequences

The disciplinary consequences model used at Dalby 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, focused 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

Staff provide in-class and/or in-school disciplinary responses to low-level or **minor** problem behaviour.

**Minor incidents are handled by staff members at the time it happens.**

**Minor** incidents are those that:

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

Staff may use the following to support a student:

- 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”)
- Expectation 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
- Classwide incentives – DOJO Reward Chart
- Reminders of incentives or class goals – DOJO Rewards Chart
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

**Minor** incidents may result in the following consequences:

- A minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

**See Appendix 2 Minor/Major Flow Chart**

**See Appendix 3 Minor/Major Possible Responses Overview**

## Focussed

Staff provide in-class and/or in-school disciplinary responses to high-level or **major** problem behaviour.

**Major incidents are referred directly to the HOSES, Deputy Principal/s and/or Principal.**

**Major** incidents are those that:

- remove the student from the learning environment
- remove the student from the playground
- significantly violate the rights of others
- involve the use of prohibited items, including mobile phones during school hours

- put others / self at risk of harm and
- conduct that adversely affects or is likely to adversely affect other students or the good order and management of the school or poses a risk to the safety or wellbeing of other students or staff.

**Major** behaviours may result in the following consequences:

- Behaviour monitoring processes e.g. Monitoring Cards
- Calling support staff e.g. HoSES, DP or staff member on duty
- Detention including outside normal school hours
- Removal from class and/or activity (Exit from class process)
- Restitution
- Removal of invitation to school events e.g. reward days, sporting events, trips, camps, etc.
- Warning regarding future consequence for repeated and persistent inappropriate behaviour
- Suspension (1 – 10 and 11 – 20 days)
- Cancellation of enrolment
- Exclusion from school

Staff may use the following to support a student:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Individual Behaviour Support Plans)
- Targeted skills teaching in small group
- 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

**See Appendix 2 Minor/Major Flow Chart**

**See Appendix 3 Minor/Major Possible Responses Overview**

## 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 – Individual Behaviour Support Plan, Risk Assessment and Escalation 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 Dalby 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 Dalby 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, may also offer important advice to ensure a successful outcome to the re-entry meeting.



## School Policies

Dalby 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 electronic devices by students
- Preventing and responding to bullying
- Appropriate use of social media

### Temporary removal of student property

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

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

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

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

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

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

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a

chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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

## Responsibilities

### State school staff at Dalby 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 Dalby 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 Dalby 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 Dalby 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 Dalby 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, Dalby 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.



### Responsibilities

The responsibilities for students using mobile phones or other devices, are outlined below.

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

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- 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 Dalby 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.

**See Appendix 4: Student Use of Mobile Devices**

## Preventing and responding to bullying

Dalby 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.

A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online

and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Dalby State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

## Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

The following shows the actions Dalby State School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

### What Students Should Do If They are Harassed or Bullied:

If a student feels they are the target of negative social behaviour or has witnessed the same, they should:

- Ask the person to stop the behaviour;
- **Advise a staff member as soon as possible;**
- Support the person who is being targeted and request help from a teacher/staff member at the time of the incident;
- Report behaviour to the Classroom Teacher, Support Staff or Administration members
- Refrain from such behaviour towards others in retaliation, either immediately or over time;
- Refrain from widespread unnecessary discussion of the incident.

### Prevention Programs

Giving students the tools to reduce bullying behaviour through the blending of school-wide positive behaviour support, explicit instruction, and a redefinition of the bullying construct. Effective social skills and positive relationships act to prevent bullying. At Dalby State School we promote effective social skills and positive relationships. For example: Regular reinforcement of preventative/ management strategies –

## **STOP – WALK – TALK**

### **Responses to bullying**

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures.

At Dalby State School, we support targets and perpetrators by:

- Responding to all reported or observed incidents of bullying
- Interviewing victim and alleged perpetrators
- Implementing a range of monitoring/ reinforcement approaches as a response

At Dalby State School, the consequences for bullying might include the following:

- Loss or play privileges/ access to extra-curricular activities
- Counselling, development of individual management plan
- Alternative to Suspension or formal suspension

### **Reporting and monitoring bullying**

At Dalby State School, reports of bullying are taken seriously. Students and parents/carers may report bullying in the following ways:

- Written/verbal report directly to the class teacher, Deputy Principal or Principal
- Parent/ Carer report to class teacher, Deputy Principal or Principal in person via an appointment.
- Through the use of Stymie – an online platform to anonymously report any harm they may be seeing or experiencing at school.

### **Key Stakeholder Responsibilities**

#### **Classroom Teacher, HOSES, Deputy Principal, Principal:**

- Continue to support target students.
- Refer to Guidance Officer if appropriate.
- Use a mediation process:
- Arrange and/or conduct mediation
- If necessary, contact parent/s of the target and the student who has been bullying/harassing
- another/others
- Refer to HOSES/DP if serious or repeat incident
- Encourage target student to report similar behaviour if repeated
- Record and monitor incidents of negative social behaviour on OneSchool
- Contact parents
- Apply consequence – may be a restorative conversation/circle, detention, alternative to suspension, external suspension

#### **School**

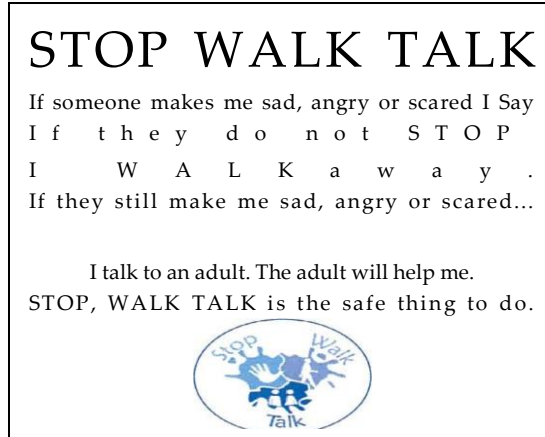
- Disseminate the Policy and Procedures through Teacher and Parent forums, school newsletter and school website.
- Encourage supportive school environment practices through Positive Behaviour for Learning (PBL)

#### **Parents and Caregivers**

- Encourage their students to discuss the effects and consequences of bullying/harassment
- Encourage students to report any incidents of bullying/harassment to school staff
- Contact the School if a student is being bullied/harassed or parents/caregivers suspect that it is happening

- Look for tell-tale signs (i.e. bruises, cuts, not wanting to come to school, temper outbursts, etc.)
- Listen to your child and enlist the support of the school (i.e. empower the student)
- Support your child

### **Dalby State School's Anti-Bullying Prevention Program**



#### **Some related resources**

School Wide Positive Behaviour Support

[www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668)

Alannah and Madeline Foundation

<http://www.amf.org.au/AboutUs/>

BOUNCE BACK!

<http://www.bounceback.com.au/>

FRIENDS for Life

[www.friendsinfo.net/index.html](http://www.friendsinfo.net/index.html)

Friendly Schools and Families Program

<http://www.friendlyschools.com.au/about.php>

Kids Helpline

<http://www.kidshelp.com.au/>

## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher and/or Administration.

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

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



## Dalby State School - Cyberbullying response flowchart for school staff

### How to manage online incidents that impact your school

#### Student protection

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

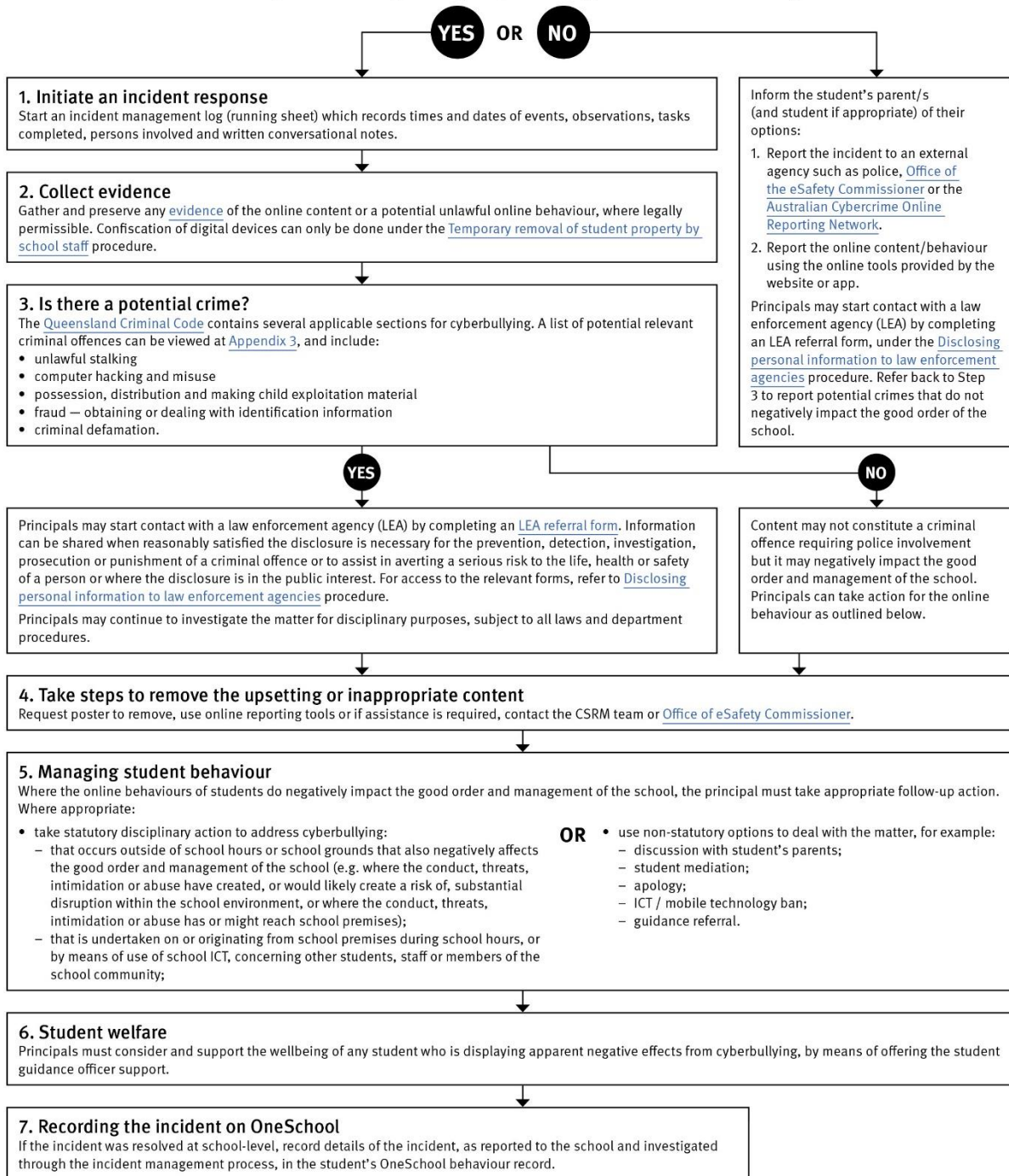
#### Explicit images

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

#### Report

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

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Dalby 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 Dalby 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 (skills) 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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

## Appropriate use of social media

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

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

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

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

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

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

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

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

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders

a child's learning and/or affects the school community at large, contact the school principal.

### **Possible civil or criminal ramifications of online commentary**

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

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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

## Restrictive Practices

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

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

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

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

There are six fundamental principles:

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

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

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

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

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

## Critical Incidents

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

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

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

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

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

## 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.

*This may include reference to*

- 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



## Conclusion

Dalby 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](http://www.ombudsman.qld.gov.au).


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

These include:

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

# Appendices

**APPENDIX 1: PBL Expectations Matrix**

 <p><b>POSITIVE BEHAVIOUR</b> FOR LEARNING</p>	<b>RESPECT</b>	<b>All Settings</b>	<p>We use respectful language.</p> <p>We keep areas clean and tidy.</p> <p>We respect all property.</p> <p>We follow adults' instructions.</p> <p>We respect our environment.</p> <p>We respect everyone's personal space.</p> <p>We celebrate the achievements of others and ourselves.</p>	<p>We use whole body listening.</p> <p>We keep our learning space tidy.</p>	<p>We return hats and borrowed equipment.</p>	<p>We follow school routines when using toilets.</p> <p>We respect the privacy of others.</p>	<p>We follow school routines during eating time.</p>	<p>We follow school routines for the Tuckshop.</p>	<p>Movement around the school</p>	<p>Parade Special Events</p>	<p>Bus</p>
			<p>We wear full school uniform with pride.</p> <p>We keep hands, feet and objects to ourselves.</p>	<p>We sit and move safely around the learning space.</p>	<p>We wear our hat at break times for outdoor play.</p> <p>We choose, stay and play.</p>	<p>We eat our own food.</p>	<p>We follow the rules of the bus.</p>	<p>We follow the rules of the bus.</p>	<p>We walk safely around the school.</p>		
			<p>We try our best at all times.</p> <p>We help each other.</p>	<p>We are prepared to learn by the second bell.</p>	<p>We learn and follow the rules of the game.</p>	<p>We spend our own money.</p>					
			<b>SAFETY</b>								
			<b>LEARNING</b>								



## APPENDIX 2 : Minor / Major Flowchart



**DALBY STATE SCHOOL**  
RESPECT • SAFETY • LEARNING

Independent Public School

# STUDENT REFERRAL PATHWAY

March 2024

*Calm, Consistent, Private, Brief, Respectful, Immediate*

**MINOR**  
**STAFF MANAGED**

- Anything that is not major

**EFFECTIVE CLASSROOM MANAGEMENT - ECM**



**ACTION**  
*Least intrusive intervention for the situation.*

- PROACTIVE STRATEGIES**

  - Mutual respect
  - Greeting students
  - Pre-correct
  - Prompt-praise-push off
  - Reduce task demand
  - pACE

**REACTIVE STRATEGIES**

  - Reteach
  - Proximity
  - Quiet talk
  - Move seats
  - FERB (Functionally Equivalent Replacement Behaviour)
  - TAM card (Take a Moment)

**ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT (ESCM):**

**Language of Praise/encouragement**

- Establishing expectations
- Giving instructions
- Waiting and Scanning
- Coming with parallel acknowledgment

**Language of Correction**

- Service announcing
- Referring to the learning
- Giving a choice
- Follow-through

**EFFECTIVE CLASSROOM PRACTICES (ECPs):**

- Classroom Expectations
- Classroom Procedures & Routines
- Encouraging Expected Behaviour
- Discouraging Inappropriate Behaviour
- Active Supervision
- Opportunities to Respond
- Activity Sequencing & Choice
- Task Difficulty

**MAJOR**  
**ADMINISTRATION MANAGED (DP/P)**

- Illegal
- Unsafe
- Poses a significant threat to self or others
- Requires intervention of another adult
- Persistent Minor – See box below

**EXIT FROM CLASS PROCESS**

- EXIT FROM CLASS**

  - Teacher contacts DP for assistance. If DP does not answer, page Admin who will page DP.
  - Student participates in **reflective conversation** with DP/P.
  - Student is welcomed back** into the classroom.
  - If needed, teacher **checks-in** regarding the 'fix-it'.
  - Teacher enters behaviour on OneSchool as a Record.

- ALERT ADMIN**

  - Phone DP
  - If DP does not answer, phone Admin who will page DP
  - Playground: Send student runner to Admin to locate DP
  - Staff member to enter OneSchool referral to DP

- ADMIN MANAGED**

  - Investigate
  - Communicate with all parties involved

- ADMIN DECISION**

  - Update OneSchool incident
  - Contact parents

- RE-ENTRY PROCESS**

  - Support re-entry

**IF BEHAVIOUR STOPS OR REDUCES:**

**Positive acknowledgement**

*This does not need to be recorded on OneSchool unless for tracking purposes (ie: to establish if behaviour is becoming persistent).*

**BEHAVIOUR CONTINUES OR ESCALATES:**

**Apply logical consequence**  
*(a reasonable consequence that is related to the infringement)*  
eg: move seats (teacher directed), apologise, complete task at lunch, repair/clean/tidy

**Teacher completes Student Conference / Reflective Conversation (4Fs poster).**

**Teacher records on OneSchool.**

**Teacher phones parent / carer; record contact in OneSchool** (support available if needed).

**Reflect on possible strategies to use with this student in future to reduce the likelihood of recurrence.**

*We cannot make students learn or behave. We can create environments to increase the likelihood students learn and behave. Environments that increase the likelihood are implemented with consistency and fidelity. Tim*



### APPENDIX 3 – MINOR / MAJOR Possible Responses Overview

MINOR INAPPROPRIATE BEHAVIOURS AND POSSIBLE RESPONSES				MAJOR UNACCEPTABLE/INAPPROPRIATE BEHAVIOURS AND POSSIBLE RESPONSES	
Teachers manage the expectations of behaviours in the first instance. Where the inappropriate behaviour persists or students fail to follow consequences outlined by their teacher, the matter becomes a serious misdemeanour and will be dealt with by the HOSES/DP as a case of persistent and wilful disobedience				The HOSES, DP or the Principal manage major unacceptable/inappropriate behaviours. Parent contact will be made in all but exceptional circumstances. Individual circumstances are considered in each case.	
	Area	Behaviour	Possible Strategies/Consequences	Behaviour	Possible Strategies/Consequences
<b>BEING RESPECTFUL</b>	<b>Personal Conduct</b>	<i>Inappropriate language (Eg. Swearing about a problem - <b>not</b> directed at or to a staff member, student or community member)</i>	<ul style="list-style-type: none"> <li>▪ Attention will be drawn to the language used and the student asked to recognise the inappropriateness of it</li> <li>▪ The student will apologise to the offended party</li> <li>▪ Student will be asked to move away, do community service or detention</li> </ul>	<i>Inappropriate language (Aimed at student, staff or community member)</i>	<ul style="list-style-type: none"> <li>▪ Attention will be drawn to the language used and the student asked to recognise the inappropriateness of it and apologise to the offended party</li> <li>▪ Detention outside of school hours</li> <li>▪ Internal Withdrawal</li> <li>▪ Suspension (1-10 days, 11 – 20 days)</li> </ul>
		<i>Failure to wear school uniform (non-uniform clothes, footwear and non-approved jewellery)</i> <ul style="list-style-type: none"> <li>▪ Not wearing correct uniform or appropriate footwear</li> <li>▪ Not wearing a broad brimmed hat when on the oval/play equipment</li> <li>▪ Wearing jewellery that breaches the uniform policy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student will be given a reminder of the uniform expectation and may be requested to collect a uniform pass from the office/DP</li> <li>▪ Students will be directed to a shaded area</li> <li>▪ Students will be required to remove the inappropriate jewellery item/s</li> </ul>	<i>Wilful failure to wear correct school uniform</i>	<ul style="list-style-type: none"> <li>▪ For repeated offences will lead to an interview between parent/caregiver and the HOSES/DP</li> <li>▪ DP to develop and appropriate plan for adhering to school uniform policy</li> <li>▪ Failure to comply with uniform requirements may be treated as disobedience – resulting in detentions outside of school hours</li> </ul>

			<p><b>Possession of cigarettes and/or vapes in/around the school grounds</b></p> <p>Similar consequences will occur if students are smoking at a school activity, in school uniform or easily identified as a student of Dalby State School</p>	<ul style="list-style-type: none"> <li>▪ Three (3) day suspension or equivalent Alternate to suspension program</li> <li>▪ Confiscation of cigarettes and any other smoking apparatus and parent/guardian notified.</li> <li>▪ Persistent offenders will face the same consequences as a student caught smoking cigarettes for a second or third time.</li> <li>▪ Police will be contacted if necessary</li> </ul>
			<p><b>Smoking cigarettes and/or vapes in/around the school grounds</b></p> <p>Similar consequences will occur if students are smoking at a school activity, in school uniform or easily identified as a student of Dalby State School</p>	<ul style="list-style-type: none"> <li>▪ If a student is caught smoking, he/she will be suspended for three (3) days or complete the equivalent time in internal withdrawal.</li> <li>▪ If a student is caught for a second time, the suspension will be for 5-10 days</li> <li>▪ If a student continues to smoke, he/she will face a 11 - 20 day suspension</li> <li>▪ External support agency contacted if required for health support</li> </ul>
			<p><b>Supply, Possession and/use of illegal, illicit, or controlled or Drugs* on/around school grounds</b> while on a school organised activity; whilst in school uniform or while easily identifiable as a Dalby State School Student</p>	<ul style="list-style-type: none"> <li>▪ Where supply is found to be harmful or illegal:</li> <li>▪ Exclusion</li> <li>▪ Police will be appropriately involved</li> <li>▪ Students in the company of those involved in a drug related incident can expect similar consequences.</li> </ul>
			<p><b>Any sexual orientated act</b></p>	<ul style="list-style-type: none"> <li>▪ Internal Withdrawal</li> <li>▪ Suspension 1 – 10 days</li> <li>▪ Suspension 11 – 20 days</li> <li>▪ Exclusion</li> </ul>

<b>Treatment of Others</b>	<p><i>Abuse/Threats</i></p> <p>Verbal/written, physical, either in person or via electronic means of communication (eg. social media or email)</p>	<ul style="list-style-type: none"> <li>▪ Students will be made aware of school policy</li> <li>▪ Mediation/restorative conference to be made</li> <li>▪ Parent/Carer to be informed</li> </ul>	<p><i>Abuse/Threats</i></p> <p>Verbal, written, physical, sexual, racial, either in person or via electronic means of communication (eg social media or email)</p> <p>- With the intent to harm another - Direct threats to others</p>	<ul style="list-style-type: none"> <li>▪ Student may be withdrawn from classes or breaks for a specified number of days</li> <li>▪ Detention outside of school hours</li> <li>▪ Internal Withdrawal</li> <li>▪ Suspension 1 – 10 days</li> <li>▪ Suspension 11 – 20 or exclusion</li> <li>▪ Possible referral to police</li> <li>▪ Students may undertake a restorative conference or intervention program process</li> </ul>
			<p><i>Swearing at a staff member or Community Member</i></p> <p><i>Considerations</i></p> <p>- direct or indirect targeted use - word choices - context and incident related</p>	<ul style="list-style-type: none"> <li>▪ Restorative conference</li> <li>▪ Internal Withdrawal</li> <li>▪ Suspension 1 – 10 days</li> </ul>
<b>Environment and Property</b>	<p><i>Litter</i></p> <p>Dropped by an individual or a group of students</p> <p><i>Gardens</i></p> <p>Walking through/removing produce from established garden areas/beds</p>	<ul style="list-style-type: none"> <li>▪ Students will be requested to pick up litter</li> <li>▪ Refusal to comply with request will be regarded as disobedience</li> <li>▪ Restorative conversation with impacted person/class</li> <li>▪ Community service if applicable</li> </ul>	<p><i>Stealing (or intent to steal)</i></p> <p>or</p> <p><i>Interfering with the property of others or the school</i></p>	<ul style="list-style-type: none"> <li>▪ Parent/Carer to be notified</li> <li>▪ The student will be required to restore property or make restitution to the owner</li> <li>▪ Suspension (1 – 10 days, 11 – 20 days)</li> <li>▪ Exclusion</li> <li>▪ Police may be contacted if necessary</li> </ul>

<b>Use of Electronic Devices</b>				<p><i>Vandalism</i></p> <p>Graffiti/damaging/destroying property</p>	<ul style="list-style-type: none"> <li>▪ Parent/guardian to be notified</li> <li>▪ Student will repair/rectify damage in own time and at own or parent's/guardians expense</li> <li>▪ Internal Withdrawal or 1-10 day suspension</li> <li>▪ Major damage may result in 11-20 day suspension, exclusion</li> <li>▪ Police will be contacted if necessary</li> </ul>
	<p><i>Mobile phone or personal computer games/tablets</i></p> <ul style="list-style-type: none"> <li>▪ All mobile phones and other electronic devices must be turned off and out of sight during school hours</li> <li>▪ Permission must be sought before any recording or photographing takes place at any school event.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rule reminder – it is recommended that students do not bring personal electronic devices to school</li> <li>▪ Students who use mobile phones or any personal electronic devices during school hours will be sent to the office to see the respective DP. DP will contact parents. Where a student repeatedly misuses a mobile phone/personal electronic device, the behaviour will be treated as wilful disobedience</li> </ul>	<p><i>Inappropriate use of mobile phone or personal computer games/tablets</i></p> <ul style="list-style-type: none"> <li>▪ Failure to comply with teacher directions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Behaviour will be treated as wilful disobedience or harassment</li> <li>▪ Removal from internet access and/or computer use for a time determined by the IT Manager and DP/Principal</li> <li>▪ Internal Withdrawal</li> <li>▪ Suspension 1 – 10 days</li> </ul>	
	<p><i>Inappropriate email use and/or school internet access</i></p> <p>(eg. poor language or visuals/videos, social media use)</p>	<ul style="list-style-type: none"> <li>▪ Student will be issued with at formal warning and monitored or supervised or audited when on the school internet service</li> <li>▪ Consultation with IT Support Staff</li> </ul>	<p><i>Incorrect or inappropriate emails use and/or school internet access</i></p> <ul style="list-style-type: none"> <li>- Foul language/images</li> <li>- Visits to inappropriate internet sites or downloading of inappropriate material</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parent/Carer notified</li> <li>▪ Removal of internet access, limitations placed on network access and laptop privileges revoked for time determined by the IT Manager and DP</li> <li>▪ Detention outside of school hours</li> <li>▪ Internal Withdrawal</li> <li>▪ Suspensions 1 -10 days</li> <li>▪ Suspension 11 – 20 days</li> </ul>	
				<p><i>Attempts to gain unauthorised access to any part of the Network systems,</i></p> <p>e.g. Via hacking, spyware or other backdoor methods or the</p>	<ul style="list-style-type: none"> <li>▪ Removal of network rights for a minimum of one term and possible withdrawal from the subject.</li> <li>▪ Suspension 1-10 days, 11-20 days</li> <li>▪ Students who cause serious damage to the network or to student learning as a result of</li> </ul>



				use of the teacher or network manager logins or copying and/or misuse of school data or damaging the network	interfering with the network/computers can expect to be excluded from Dalby State School
				<i>Filming and/or photographing and uploading, sending or otherwise distributing inappropriate videos or images</i>	<ul style="list-style-type: none"> <li>▪ Suspension 1 – 10 days</li> <li>▪ Suspension 11 – 20 days</li> </ul>



	Area	Behaviour	Possible Strategies/Consequences	Behaviour	Possible Strategies/Consequences
<b>Being Safe</b>	<b>Classroom and Playground</b>	<p><i>Movement around the school:</i></p> <ul style="list-style-type: none"> <li>▪ Running on hard surfaces</li> <li>▪ Riding bikes/skateboards in the school grounds</li> <li>▪ Being in out of bounds areas ie. not in designated areas</li> <li>▪ Sitting on port racks or verandas</li> <li>▪ Incorrect use of play equipment</li> <li>▪ Sliding down bannisters, scaling side of buildings, gates etc</li> <li>▪ Not playing school approved games (eg. bull rush, red rover etc)</li> <li>▪ Playing in the toilets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will be required to make the situation safe</li> <li>▪ Detention may be issued</li> <li>▪ Persistent unsafe behaviour to be referred to PBST/HOSES/DP</li> </ul>		
		<p><i>Water/Food throwing/fights</i></p>	<ul style="list-style-type: none"> <li>▪ Students will clean up the mess made including any to their clothing. The space must be left safe.</li> <li>▪ Detentions to be issued</li> <li>▪ Referral to PBST/HOSES/DP if required.</li> </ul>	<p><i>Water/Food throwing/fights</i></p> <p>(Continued after staff redirect?)</p>	<p>Ongoing or major incidents of unsafe behaviour may result in:</p> <ul style="list-style-type: none"> <li>▪ Detention outside of school hours</li> <li>▪ Internal Withdrawal</li> <li>▪ 1-10 day suspension</li> <li>▪ 11-20 day suspension or Exclusion</li> </ul>
		<p><i>Possession of minor prohibited item/s</i></p>	<ul style="list-style-type: none"> <li>▪ Student to be directed to submit prohibited item to the office</li> <li>▪ Failure to submit items will be treated as wilful disobedience</li> </ul>	<p><i>Possession or using weapons</i></p> <p>(Or items wilfully used as a weapon, eg. Bat)</p>	<ul style="list-style-type: none"> <li>▪ Items that are considered unsafe may be confiscated</li> <li>▪ Students may be suspended for 1-10 days or 11-20 days or recommended for exclusion for possession of a weapon or if acting in a way that</li> </ul>

	(eg. unapproved personal items ie. chewing gum, aerosols, electronics)			endangers themselves or others, or has the potential to do so. <ul style="list-style-type: none"> <li>Police will be contacted if necessary</li> </ul>
	<i>Physical contact</i> <ul style="list-style-type: none"> <li>Minor pushing, shoving, tripping, kicking</li> </ul>	<ul style="list-style-type: none"> <li>Student will be required to apologise in a restorative manner</li> <li>Detention/withdrawal may be issued</li> <li>Persistent physical contact to be referred to HOSES/DP</li> </ul>	<i>Physical contact</i> <ul style="list-style-type: none"> <li>Major pushing, shoving, tripping, kicking, punching with intent to harm</li> </ul>	<ul style="list-style-type: none"> <li>Student will be required to apologise in a restorative manner</li> <li>Detention/withdrawal may be issued</li> <li>Persistent physical contact to be referred to HOSES/DP</li> </ul>
			<i>Violence/fighting</i>  <i>Similar consequences will occur if students are fighting at a school activity, in school uniform or easily identified as a student of Dalby State School or inciting fights or violence</i>	<ul style="list-style-type: none"> <li>Internal Withdrawal</li> <li>Suspension 1 – 10 days</li> <li>Suspension 11 – 20 days</li> <li>Exclusion</li> </ul>
			<i>Inappropriate or abusive material about staff, students or school in any public, online, or school domain</i>	<ul style="list-style-type: none"> <li>Students will be instructed to remove the material from view or the internet</li> <li>Suspension 1 – 10 days</li> <li>Major breaches Suspension 11 – 20 days or exclusion</li> <li>Police will be contacted if necessary</li> </ul>
			<i>Contacting media outlets without the authorisation of the Principal</i>	<p>Students who contact or supply information to media outlets or facilitate and this results in harm to students, staff or negative publicity for the school may result in:</p> <ul style="list-style-type: none"> <li>Internal Withdrawal</li> <li>Suspension 1 – 10 days</li> <li>Suspension 11 – 20 days</li> <li>Exclusion</li> </ul>

	Area	Behaviour	Possible Strategies/Consequences	Behaviour	Possible Strategies/Consequences
<b>Being a Learner</b>	<b>Classroom and Playground</b>	<p><i>Inappropriate classroom behaviours:</i></p> <ul style="list-style-type: none"> <li>▪ Unco-operative behaviour</li> <li>▪ Disobeying a reasonable request</li> <li>▪ Class/playground disruption</li> <li>▪ Failure to bring necessary materials</li> <li>▪ Unsafe behaviour that may cause an accident</li> <li>▪ Lack of courtesy and respect to fellow students and staff members</li> </ul>	<p>Teacher will employ a range of strategies to re-engage the student in learning. Where the student does not respond to these strategies, the teacher will take steps to ensure that the learning of others is not disrupted and the student receives the support they need to choose to re-engage. This support may include:</p> <ul style="list-style-type: none"> <li>▪ Learning support</li> <li>▪ Detention</li> <li>▪ Making up time</li> <li>▪ Daily monitoring</li> <li>▪ Class exit process</li> <li>▪ Contacting parent/guardian</li> <li>▪ Referral to HOSES/DP if persistent through OneSchool data</li> </ul>	<p><i>Consistent and/or repeated Inappropriate classroom behaviours after staff member correction:</i></p> <ul style="list-style-type: none"> <li>▪ Uncooperative behaviour</li> <li>▪ Disobeying a reasonable request</li> <li>▪ Class/playground disruption</li> <li>▪ Failure to bring necessary materials</li> <li>▪ Unsafe behaviour that may cause an accident</li> <li>▪ Lack of courtesy and respect to fellow students</li> </ul>	<ul style="list-style-type: none"> <li>▪ PBST/HOSES/DP places student on a monitoring card with consultation with the parents/carers</li> <li>▪ Detention outside of school hours</li> <li>▪ Internal Withdrawal</li> <li>▪ Flexible Learning arrangement</li> <li>▪ Suspension 1 – 10 days</li> <li>▪ Suspension 11 – 20 days</li> </ul>
		<p><i>Arriving late to class</i></p> <p>(From play or transition – singular offence)</p>	<ul style="list-style-type: none"> <li>▪ Teachers will discuss the absence with the student and the student will make up the lost time</li> <li>▪ Contact parent/Guardian if student is continually late to class</li> <li>▪ Students to be referred to HOSES/DP if persistent</li> </ul>	<p><i>Arriving late to class regularly</i></p>	<ul style="list-style-type: none"> <li>▪ Teachers will discuss the absence with the student and the student will make up the lost time</li> <li>▪ Contact parent/Guardian if student is continually late to class</li> <li>▪ Students to be referred to HOSES/DP if persistent</li> </ul>

		<p><i>Not completing classwork, not bringing requirements for learning (eg. Leaving laptops, books, diary, stationery at home)</i></p> <p>(Singular offence)</p>	<ul style="list-style-type: none"> <li>▪ Teachers will set new timelines for work completion, supervise the completion of work and contact parent/guardian as appropriate</li> <li>▪ Class exit procedure if persistent and referral to HOD Curriculum/HOSES (when a learning engagement concern has been flagged)</li> <li>▪ Contact home regarding student not bringing requirements for learning.</li> </ul>	<p><i>Not completing curriculum, teaching and learning and assessment requirements</i></p> <p>(Repeated refusal after staff member correction)</p>	<ul style="list-style-type: none"> <li>▪ Parent/Carer to be notified</li> <li>▪ Teachers and/or HOD Curriculum/DP will supervise the completion of work outside of normal learning sessions (breaks and afterschool)</li> <li>▪ Invitations to school events (extra-curricular, programs, excursions) may be withdrawn</li> </ul>
	<b>Compliance</b>	<p><i>Missing Detentions</i></p>	<ul style="list-style-type: none"> <li>▪ Where this was an oversight and the student attempted to communicate with the staff member concerned, the student may complete the original detention</li> <li>▪ An additional detention is usually added to the original. Repeated or blatant refusal to attend will be referred to the HOSES/DP</li> </ul>	<p>Consistent and/or repeated wilful disobedience</p>	<p>Continued failure to comply with a reasonable request or instruction will result in:</p> <ul style="list-style-type: none"> <li>▪ Detention outside of school hours</li> <li>▪ Internal Withdrawal</li> <li>▪ Suspension 1 – 10 days</li> <li>▪ Suspension 11 – 20 days</li> </ul>
	<b>Attendance</b>	<p><i>Late to school</i></p> <p>(arriving after 9:00am unexplained)</p>	<ul style="list-style-type: none"> <li>▪ Students marked as late in OneSchool.</li> <li>▪ Parent/guardian of persistent offenders will be contacted. A meeting will take place to develop a support strategy to address persistent lateness. Students may face: Detentions, Withdrawal of privileges, Daily monitoring</li> <li>▪ Parent/Guardian informed of unexplained lateness through weekly monitoring letter (Office Staff)</li> </ul>	<p>Repeated truancy and/or Refusal to attend class</p>	<ul style="list-style-type: none"> <li>▪ Detention during break times to make up the equivalent time truanting</li> <li>▪ Detention outside of school hours</li> <li>▪ Internal Withdrawal</li> <li>▪ Suspension 1 -10 days,</li> <li>▪ Suspension 11 - 20 days</li> <li>▪ May be placed on flexible learning arrangement</li> </ul>

## APPENDIX 5 – Student Use of Mobile Devices



**DALBY**  
**STATE SCHOOL**  
 RESPECT • SAFETY • LEARNING

*Independent Public School*

### Dalby State School Student Use of Mobile Devices

Feb 2025

#### Purpose

This procedure outlines the responsibilities and processes for student use of mobile devices in Queensland state schools, to support safe and productive learning environments.

#### Overview

Queensland state schools are committed to reducing the distraction of mobile devices to provide optimal learning environments for all students.

Mobile devices include:

- ✓ mobile phones,
- ✓ wearables such as smartwatches,
- ✓ handheld devices and
- ✓ other emerging technologies which have the ability to connect to telecommunication networks or the internet.

All state school students must keep mobile phones switched off and 'away for the day' during school hours. Wearable devices, such as smartwatches, must have notifications switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

*Students and their parents may apply for an exemption from this requirement based on certain criteria. Students with pre-existing school approval to use a mobile device on an ongoing basis to support certain medical, disability and/or wellbeing needs will not need to reapply under this procedure.*

#### Responsibilities

##### State school staff

- ensure familiarity with the school's local policy approach for student use of mobile devices, as outlined in the *Student Code of Conduct*
- ensure familiarity with, and implement approved exemptions for students
- implement expectations for student mobile device use consistent with the school's *Student Code of Conduct*.

##### Parents

- support their child to meet expectations of the school's local policy approach for student use of mobile devices, as outlined in the *Student Code of Conduct*
- support implementation of the local policy approach by using the school's preferred communication channels to contact their child during school hours
- if required, apply for exemptions for medical, disability and/or wellbeing reasons in accordance with the school's local policy approach, outlined in the *Student Code of Conduct*
- work with the school to resolve issues regarding student compliance with the school's local policy approach.

##### Students

- keep mobile phones switched off and away for the day, and notifications disabled on wearable devices during school hours, from the time a student arrives at school, until the conclusion of the school day
- if required, apply for exemptions for medical, disability or wellbeing reasons in accordance with the school's local policy approach, outlined in the *Student Code of Conduct*

- if permitted to use a mobile device at school under an approved exemption, only use it for the intended and agreed purpose.
- Students to store the device/s in their school bag or in a secure location in the school (ie: School Office)

### Exemption process

Students with pre-existing school approval to use a mobile device on an ongoing basis for specific medical, disability and/or wellbeing needs will not need to reapply for an exemption under this procedure.

The process for requesting a new exemption include:

- the mobile device is used by the student to monitor or manage a medical condition (in accordance with the [Managing students' health support needs at school procedure](#))
- the mobile device is used as an agreed reasonable adjustment for a student with disability or learning difficulties
- Students, if permitted to use a mobile device at school under an approved exemption only use the device for the intended, agreed purpose.
- Principal and school staff support students to meet the stated expectations of the local policy approach, and respond promptly when the approach is not followed, in accordance with the school's *Student Code of Conduct*.



*The Dalby State School Student Use of Mobile Devices has been endorsed by the Dalby State School P&C.*

Scott Bach  
A/Principal  
Dalby State School

Peter Forbes  
President  
Dalby State School P&C

Review Date Feb 2026