



Rangeville State School

Student Code of Conduct

2025–2028

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

Purpose

Rangeville State School is a Positive Behaviour for Learning (PBL) school dedicated to fostering a safe, respectful, and disciplined learning environment for students, staff, parents, and visitors. Our overarching PBL framework is supported by our focus on engagement which is guided by the Berry Street Education Model (BSEM).

Our Code of Conduct outlines the responsibilities and processes that underpin a consistent, whole-school approach to behaviour, engagement and wellbeing support. Our core focus is education, providing quality teaching and learning opportunities and instilling values that support lifelong success and wellbeing.

Through our motto, "Learning, Achieving and Growing Every Day," we aim to uphold high behavioural standards across the school community, ensuring students achieve success and staff enjoy a safe, supportive workplace.

This approach aligns with our Annual Improvement Plan and is guided by our school wide processes as detailed in the E-PBL Staff Handbook.

Contact Information

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Endorsement

Principal Name:	Skye Gabler
Principal Signature:	
Date:	8.5.26.
P&C President:	Andrew Rasmussen
P&C President Signature:	
Date:	08/05/2026

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Principal's Foreword

At Rangeville State School, we are committed to creating a safe, supportive and inclusive environment. Our student expectations of Be Safe, Respectful Learners guide the way we work and learn together each day. They remind us that school is a place where we are all Learning, Achieving and Growing every day.

We are proud of the way our students, staff and families embrace these expectations, as they provide the foundation for both academic success and personal growth. When our students are safe, respectful and engaged in learning, they are best positioned to succeed now and into the future.

Rangeville State School takes an educative approach to behaviour. We believe that positive behaviour can be explicitly taught, and that mistakes are opportunities for reflection and growth. The Student Code of Conduct outlines how we support students to understand and demonstrate expected behaviours, including clear processes for preventing and addressing issues when they arise.

This document also provides clarity around key policies, such as the use of mobile phones and technology, the management of student property, and the school's approach to responding to conflict. Importantly, it details the steps our staff take to teach, model and reinforce expected behaviours, as well as the range of supports and consequences that may apply when expectations are not met.

I sincerely thank our students, staff, parents and carers, and community members for their contribution to shaping this Code of Conduct. Your input has been invaluable in ensuring it reflects the values and aspirations of our school community.

This Student Code of Conduct is a shared agreement. It provides a clear understanding of what we expect from students and how we will work together to support them in meeting those expectations. By committing to these standards, we ensure our school remains a safe, respectful and thriving place of learning for all.

Kind regards,



Skye Gabler
Principal

P&C Statement of Support

As President of the Rangeville State School's P&C Committee, I am proud to support the newly reviewed Student Code of Conduct.

The inclusive, transparent consultation process led by Mrs Skye Gabler and her team has ensured that all parents have had the opportunity to contribute and provide feedback on the final product.

We encourage all parents to familiarise themselves with the Rangeville SS Code of Conduct, to take time to talk with their children about the expectations and to discuss any support they may need.

Any parents who wish to discuss the Rangeville SS Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Rangeville SS P&C Association.

With your support, we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

2025 P&C President: _____ Andrew Rasmussen

Date: 17 September 2025

Consultation

Rangeville State School has reviewed the previous Student Code of Conduct through ongoing collaboration with our school community by seeking feedback from the parent body via a Survey, by using the SOS results from the previous years, by conducting classroom walkthroughs and by seeking input from the Student Council. Our staff review and update our E-PBL practices annually during the Pupil Free Days at the start of each school year.

The draft 2025 – 2028 plan was made available to the staff for feedback in August of 2025 and to the parent community in the school office at the same time. The updated document reflecting feedback from all stakeholders was taken to the October 2025 P&C Meeting for endorsement.

The Rangeville State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A full review is conducted every four years in line with the scheduled Department of Education's Reviews and School Improvement (RSI) process.

Learning and Behaviour Statement

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

Rangeville State School's Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unexpected behaviours. Through our E-PBL framework, shared expectations for student behaviour are well known and agreed upon by everyone, assisting Rangeville State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community is guided by the following Motto and School Values (school expectations) to teach and promote our high standards of responsible behaviour:

Motto: 'Learning, Achieving and Growing Every Day.'

School Values: 'We are Safe, Respectful Learners.'

Our school values have previously been agreed upon and endorsed by staff and our school P&C. They are aligned with the values, principles and expected standards outlined in the Department of Education's Student Discipline procedure.

Rangeville State School has implemented school wide Positive Behaviour for Learning (PBL), an evidence based framework, as a common resolve and approach to discipline over the last six years. Recently, the Berry Street Education Model (BSEM) has been added to further enhance wellbeing and engagement. The addition of this trauma informed framework provides a practical approach that equips staff with strategies to increase engagement of students with complex, unmet learning needs and successfully improve students' self-regulation, growth and academic achievement.

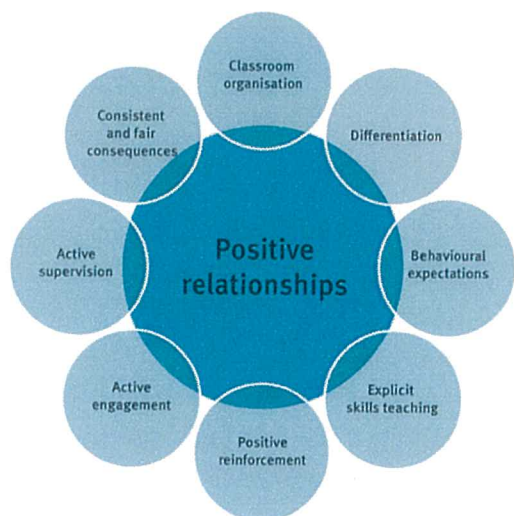
With the goal of developing socially skilled students in a culture that promotes learning, our E-PBL framework defines teaching and learning environments that have a:

- focus on explicitly teaching and reinforcing an agreed set of positively framed expectations
- focus on modifying contexts so that students are more likely to be successful in learning these expectations
- focus on framing behavioural success as the acquisition of skills, akin to learning and successfully demonstrating academic skills.

This document guides the ongoing work with existing staff, students and parents/carers but is also important in the induction of new staff and families to the Rangeville State School community.

The Rangeville SS 2025-2028 Student Code of Conduct defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

Whole School Approach to Discipline



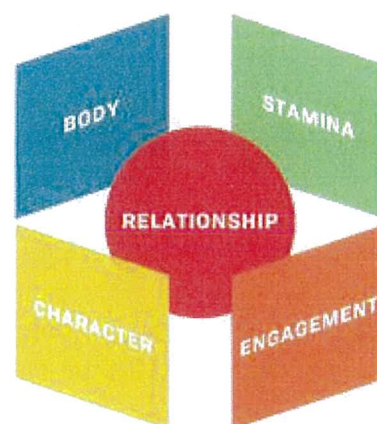
Rangeville State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting and cultural activities and excursions.

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.

The Berry Street Model of Education (BSEM) compliments PBL as it is an approach to teaching and learning that enables teachers to successfully improve all students' self-regulation, growth, and academic achievement. The model is comprised of practical strategies to increase engagement and proactively support all students, including those with complex, unmet needs.

BSEM provides a whole school approach for teaching and learning which encourages students to communicate and meet their own needs for learning in healthy ways each day. The model focuses on proactive, consistent school routines, healthy student-teacher relationships, and proactive intervention for students. The pedagogical strategies incorporate evidence-based trauma-aware teaching, positive education, and wellbeing practices.



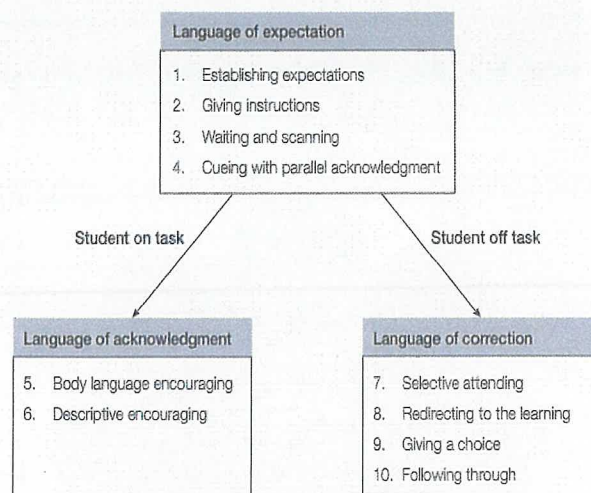
Together, these two frameworks form part of our Multi-Tiered Systems of Support (MTSS), which ties together everything we do to support students. MTSS allows us to provide a continuum of support to students according to identified needs.

MTSS establishes a safe, predictable and supportive school environment, which is good for all students, but especially those facing additional challenges. Data helps identify what support is needed and for whom.

MTSS helps us understand all the aspects of a "whole child's" educational journey: academics, behaviour, wellbeing, attendance, and family engagement.

At Rangeville State School we believe discipline is about more than punishment and behavioural incidents. Behavioural incidents are seen as opportunities to re-teach. Our belief is that student behaviour is a part of the overall teaching and learning approach in our school.

Our staff take responsibility for making their expectations clear and for providing supportive instruction about how to meet these expectations. Positive behaviour support strategies are used by staff to avoid escalation, Essential Skills for Classroom Management informs the language of expectation, acknowledgement and correction.



The development of the Rangeville State School Student Code of Conduct is an opportunity to re-introduce the PBL & BSEM Frameworks to parents/carers and students and gain their support to implement a consistent approach to teaching behaviour and engagement. The language and expectations of PBL & BSEM (E-PBL) can be used in any environment, including the home setting.

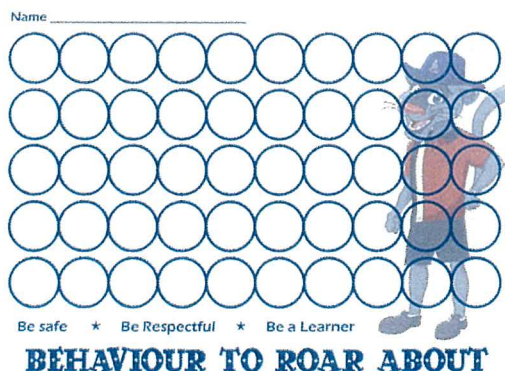
In responding to inappropriate behaviour and applying a disciplinary consequence, we will work with families to build a broad understanding of a student's individual circumstances. We will take into account their behaviour history, disability, mental health and wellbeing, religious and cultural background, home environment and care arrangements before making a final decision. We will consult with OneSchool records such as any Personalised Learning Plan or Support Provisions to assist with decision making and also to document support and intervention strategies.

Doing everything we can do to set students up for success is a shared goal of every family and school staff member. We value the input of parents/carers and we strive to support families to engage in students' learning and build their capacity as active learners. Any students or families who have questions or would like to discuss the Student Code of Conduct or PBL/BSEM (E-PBL) are encouraged to speak with the class teacher or make an appointment to meet with the Deputy or Principal.

Reinforcing Expected Behaviour

At Rangeville State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour.

A formal recognition and monitoring system has been developed. This reinforcement system, known as the 'Roar Paw Menu', is designed to increase the quantity and quality of positive interactions between students and staff and focuses on short, medium and long term rewards. All staff members are trained to give consistent and appropriate acknowledgement and rewards.



Our PBL & BSEM (E-PBL) Expectations

Purpose Statement:

The Rangeville way is to be safe, respectful learners so that each student is learning, achieving and growing every day.

At Rangeville State School we expect all members of the school community to behave in a way that reflects our purpose and values. We explicitly teach our students the expectation that:

“We are Safe, Respectful Learners.”

In classrooms we explicitly teach the Foundation 5:

1. Follow adult instructions promptly
2. Be on task and do your best
3. Allow others to learn
4. Actively participate in lessons
5. Be a problem solver and ask for help when needed.

We are Safe Respectful Learners

Rangeville State School believes that proactive, positive behaviour support creates a climate for academic achievement (being a Learner), co-operation and consideration (being Respectful) and security (being Safe).

These expectations provide the pathways to student success and we use the visuals listed on the following pages and on our Behaviour Walls to make expectations clear and noticeable.



Learners are:	ALL AREAS	CLASSROOMS	AT PLAY
Be SAFE	Keep hands and feet and objects to yourself	Sit correctly	Hats on outside.
	Use equipment and facilities as intended	Ask permission to leave and enter.	Leave sticks and stones on the ground.
	Report any problems/concerns	Be eSafe.	Play by the rules.
	Right place right time		
	Walk on all hard surfaces		
Be RESPECTFUL	Wear school uniform with pride	Listen attentively	Follow directions/ instructions given by school staff.
	Tell the whole truth and own your behaviour.	Allow others to learn without disruption	Avoid physical contact with others where injury may occur (hitting, kicking, scratching, using an object to hurt)
	Use kind words and kind actions	Follow directions/ instructions given by school staff.	
	Bullying! No way.		
Be a LEARNER	Be a problem solver and ask for help when needed	Be on task and do your best	Manage yourself, not others
	Follow adult instructions promptly	Actively participate in lessons	Use the Playground High 5
	Be organised and look after your belongings.	Participate to your ability in the learning without copying, collusion or plagiarism.	
		Avoid use of generative AI that does not uphold academic integrity.	

WE ARE SAFE

- * We move safely
- * We keep our hands and feet to ourselves
- * We consider others' safety and wellbeing
- * We stay in our own space
- * We are bully free
- * We take ownership of our behaviour
- * We move safely both indoors and outdoors
- * We get permission before leaving the supervised areas
- * We follow adult instructions that are fair, reasonable and safe
- * We use our Ready to Learn/Play Plan to self-regulate.



WE ARE RESPECTFUL

- * We use kind words when speaking to all people
- * We use positive language
- * We take turns to speak during discussions and allow others to have their say
- * We keep our hands and feet to ourselves
- * We follow teacher instructions
- * We ask to borrow other people's things
- * We are honest
- * We manage our distractions
- * We play safely and respect others' boundaries
- * We respect school property.

WE ARE LEARNERS

- * We notice and ask questions
- * We are confident and courageous
- * We explore and investigate
- * We solve problems
- * We use our imagination
- * We are creative
- * We collaborate and share
- * We are reflective
- * We have a growth mindset towards learning
- * We stick with a task even when it is difficult.



Learning Areas Behaviour Wall



At Rangeville State School, the three core BSEM expectations are:

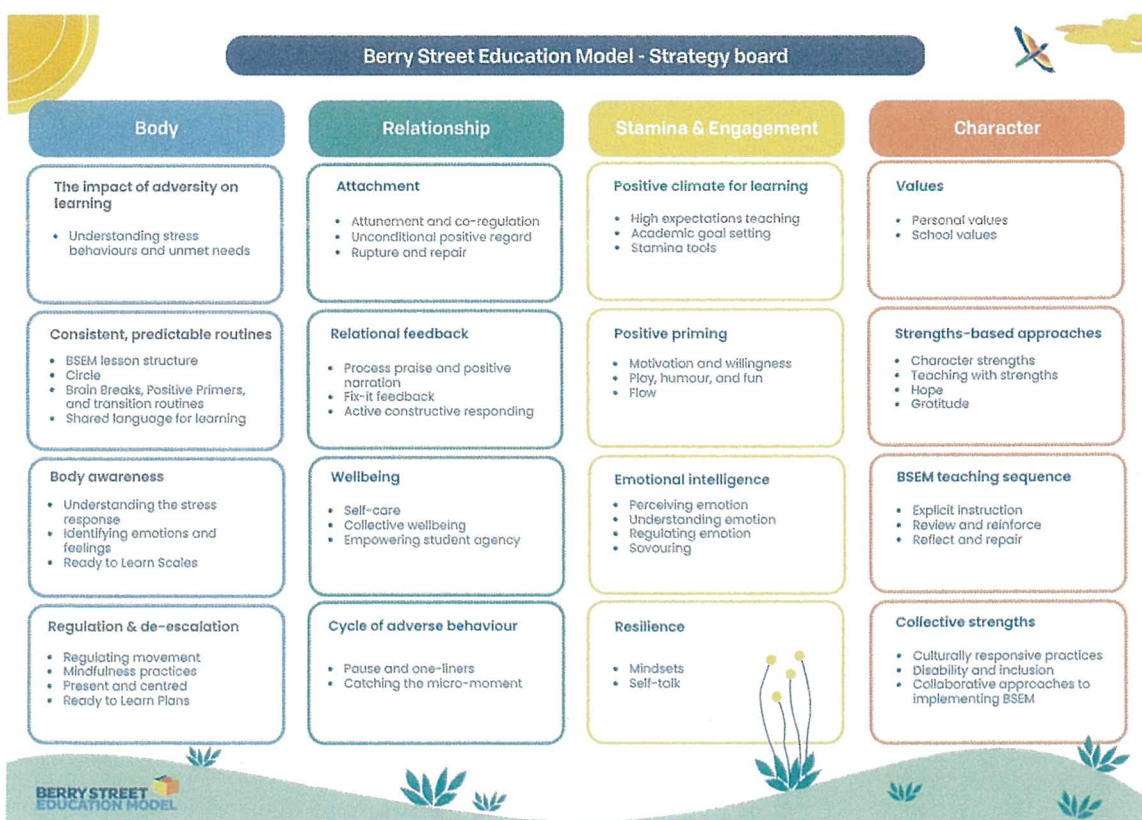
1. Come to school prepared to learn
2. Allow others to learn
3. Everyone has the right to feel safe.

Our BSEM approach is structured around five key domains that help students develop self-awareness, emotional regulation, and a sense of purpose:

- **Body** – Teaching self-regulation and de-escalation strategies to support emotional and physical wellbeing.
- **Relationship** – Strengthening connections between students, staff, and the broader community to create a culture of belonging.
- **Stamina** – Encouraging persistence, resilience, and sustained attention to learning.
- **Engagement** – Fostering curiosity, motivation, and meaningful learning experiences that keep students actively involved.
- **Character** – Helping students develop their personal strengths, self-awareness, and a sense of direction.



Each of the strategies are explicitly taught across our different settings using the BSEM teaching sequence.



BSEM teaching sequence



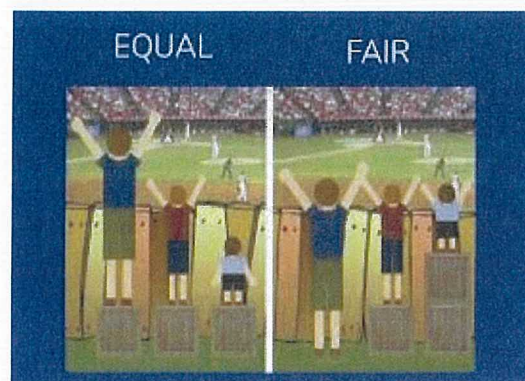
Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ.

This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour.

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



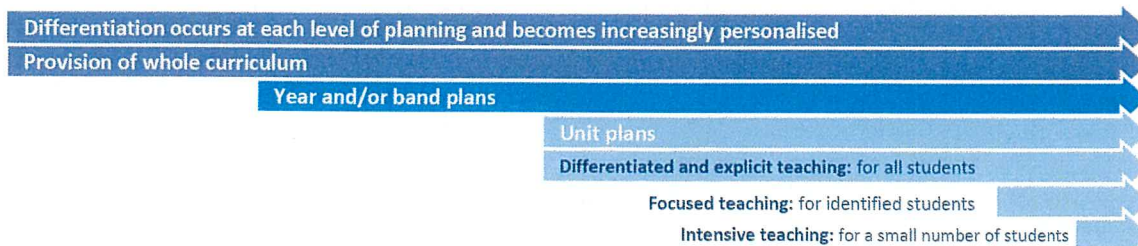
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents/carers to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident involves your child.

You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents/carers 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 a member of the Leadership Team to discuss the matter.

Differentiation and Explicit Teaching

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



In order for students to be successful in following the school's **PBL expectations**, teachers at Rangeville State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour.

The three expectations are broken down into their individual components, related to specific areas in the school including classrooms, at play and those behaviours that are considered part of the expected school routines. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students.

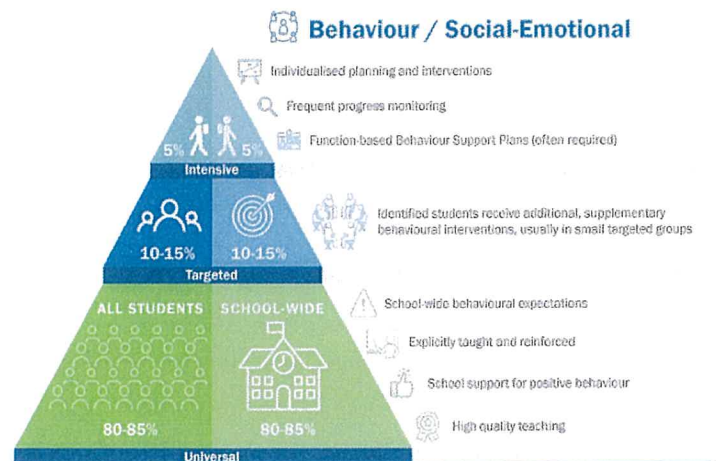
The Berry Street Education Model (BSEM) provides strategies for teaching and learning that enable teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students': self-regulation, relationships, wellbeing, growth and academic achievement.

The pedagogical strategies used by teachers incorporate:

- trauma-informed teaching
- positive education
- wellbeing practices.

This intersection of our systems, known as E-PBL, allows our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

The three main layers to differentiation, as illustrated in the diagrams above and to the right align to the model used for differentiation for academic learning.

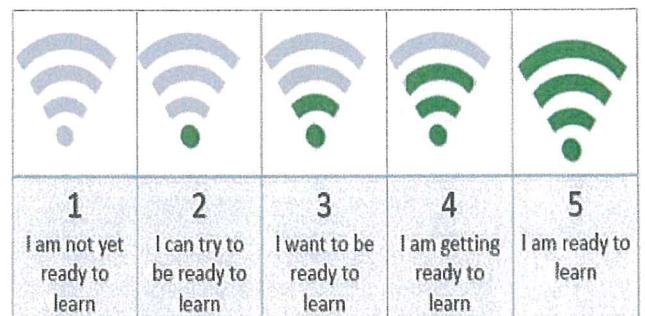


Focussed Teaching

Some students at Rangeville State School, 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 as part of a learning area/subject/environment.

Focused teaching is provided to help them achieve success. Focused teaching involves revisiting key behavioural concepts and/or skills. Teachers use explicit and structured teaching strategies in particular aspects of a behaviour skill.

The use of BSEM strategies helps students develop an understanding of behaviours that are 'expected' and 'unexpected', creating a range of 'toolbox' strategies that can be utilised to ensure they are ready to learn.



Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour. We have a range of Student Support Services (SSS) staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. Support staff include Diverse Learning Teachers, Guidance Officer (GO), Social Worker (SW) and Chaplain. Support staff work collaboratively with class teachers to provide focused teaching.

- no longer require additional support.
- require ongoing focused teaching.
- require intensive teaching.



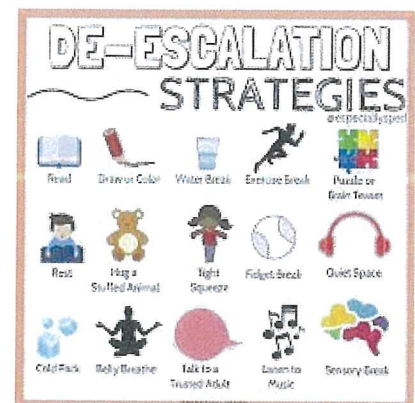
- Berry Street Education Model
- Functional Based Assessment
- The Zones of Regulation.

Intensive Teaching

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.

Our goal is for all students to attend school on a full timetable, participating in school with the support of adjustments outlined in their ICPs, PLRs and Focus Plans. To achieve this, some students require adjustments to their timetable and learning program so that we can provide additional time to work with teachers and support staff to build their capacity in the following areas when on a modified timetable or Part Time Education Plan (PTEP):

- stamina for learning
- engagement with learning
- relationship building
- self-regulation.



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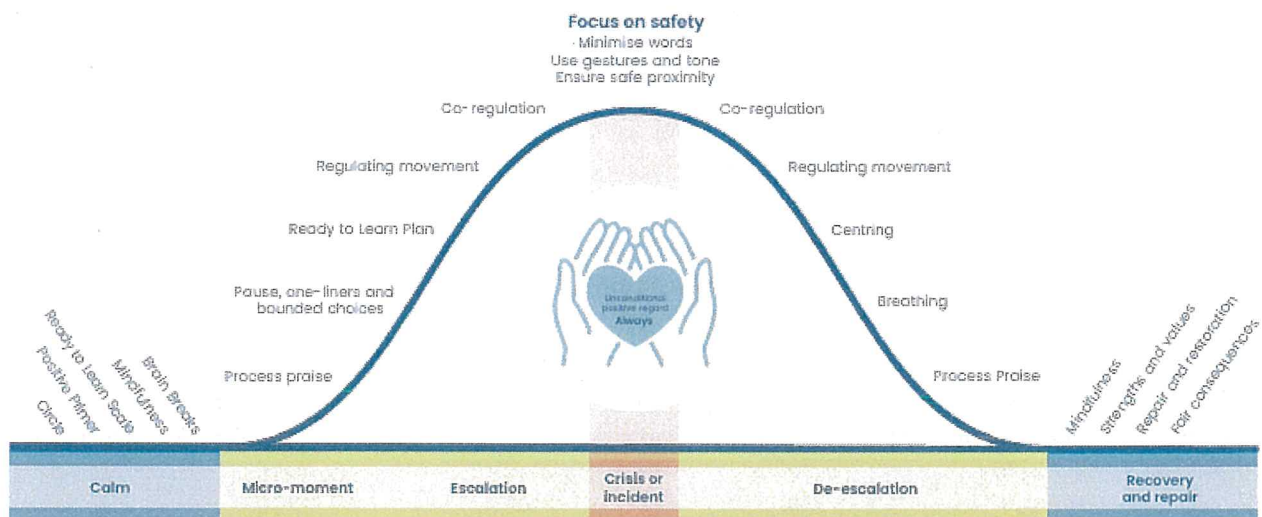
All teachers involved in the intensive teaching program can call upon the following BSEM strategies to support student wellbeing and promote a safe and inclusive learning environment:

- Maintaining unconditional positive regard
- Maintaining high learning expectations
- Utilising a strengths-based approach when providing feedback.

Decisions about targeted approaches will be made based on data collected from a student's teacher or teachers, the Student Support Services (SSS) staff 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, individualised, function-based behaviour assessment and support plans, safety plans and multi-agency collaboration may be provided to support the student.

This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues. Students who require intensive teaching will be referred to the sector aligned Deputy and the Student Support Services Team (SSS) to oversee the coordination of their program, communicate with stakeholders and directly consult with the student and external agencies.

Strategies for unconditional positive regard



Steps to fix-it feedback

- Be sincere**
only say it if you mean it!
- Be specific**
what is it that you notice?
- Support with evidence**
use a 'because'

Staying in my power

- I am present and centred.
- I am in my thinking self.
- I am ready to communicate calmly, to repair and to negotiate positive outcomes.

5 steps to self-regulation

- 1. Identify**
Name the feeling and emotion
- 2. Goal**
What is my personal learning goal and why?
- 3. Input**
What do I need?
- 4. Action**
What strategy can I use to meet this need?
- 5. Reflect: Has this helped me?**

Legislative Delegations

Legislation

In this section of the Student Code of Conduct, Rangeville State School provides links to relevant legislation that informs the overall Student discipline procedure.

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

Disciplinary Consequences

The disciplinary consequences model used at Rangeville 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 may 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 sector aligned Deputy immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis.

The determination of the need will be made by the sector aligned Deputy 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 Consequences:

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Use of Zones of Regulations to self-identify what zone of emotions a student is currently experiencing
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- BSEM strategies including Ready to Learn Plans
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Walk on hard surfaces")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives/ Reminders of incentives or class goals
- Calm Corner
- Break Card
- Movement/sensory breaks - prompt student to take a break or time away in class
- Adjusted work expectations
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language; increase non-verbal communication
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- 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 to Buddy Class)
- 'Time In' to complete missed work

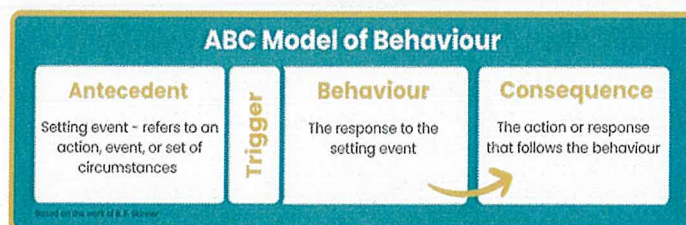
LOGICAL CONSEQUENCES

Logical consequences are consequences for actions that are reasonable, respectful, and related to the action. They may be natural or imposed by an authority figure.

Focussed Consequences:

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted academic or social skills teaching in small group
- Individual goals/currency
- Classroom/Playground withdrawal
- Restitution/Community Service/Make up work
- Send Home
- Playground Support & intervention Plans
- 'Time In' to make up missed work
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Teacher coaching and debriefing
- Referral to Student Support Services or Classroom Problem Solving Team (CPST) for team based problem solving
- Internal suspension
- Part Time Education Plan
- Stakeholder meeting with parents and external agencies

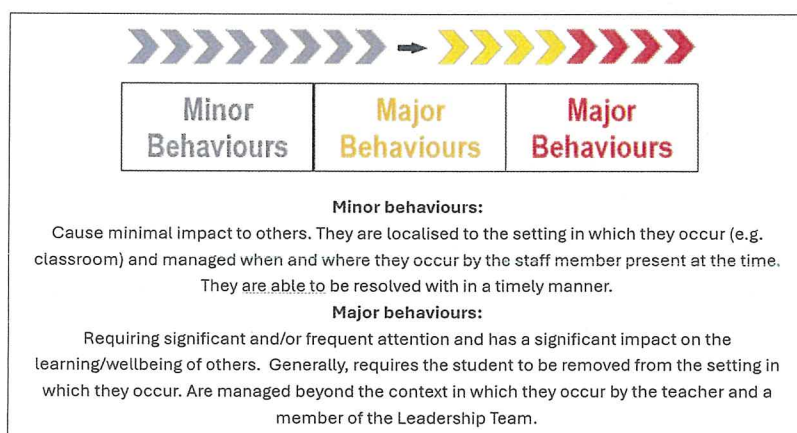


Intensive Consequences:

School Leadership Team work in consultation with a range of stakeholders to address persistent or ongoing serious problem behaviour.

This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents/carers and external agencies including 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)



In some circumstances the following consequences may be considered:

- 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 Absence

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 Rangeville 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/carers and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal. The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family.

It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Rangeville State School are invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parents/carers, back to the school.

It is not a time to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

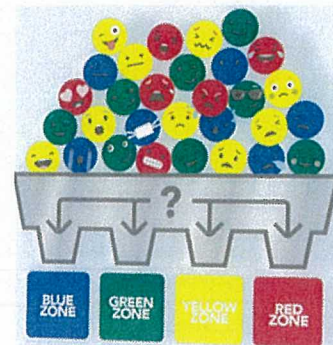
The invitation to attend the re-entry meeting will be communicated in writing. Re-entry meetings are short and kept small with only the Principal or their delegate and where possible the class teacher attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, as outlined below. If additional items are raised for discussion, a separate arrangement should be made to meet with the parents/carers 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
- Offer to 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. translator), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as Guidance Officer or the Social Worker, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Rangeville 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:

1. Temporary removal of student property
2. Use of mobile phones and other devices by students
3. Preventing and responding to bullying
4. Appropriate use of social media

1. 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 Rangeville 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 and vapes)
- alcohol

- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at Rangeville State School:

- do not require the student's consent to search school property such as 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 Rangeville 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 Rangeville 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 Rangeville 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 Rangeville 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.

2. 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.

Queensland state schools are committed to reducing the distraction of mobile devices to provide optimal learning environments for all students. For the purpose of this procedure, 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/carers may apply for an exemption from this requirement based on certain criteria.

Responsibilities

In accordance with the Student use of mobile devices procedure, at Rangeville State School the following is an expectation:

- it is a requirement for all students (except for those with recorded exemptions) to keep their personal mobile phones switched off and 'away for the day' and/or disable notifications on wearable devices during school hours;
- formal exemption can be sought from the Principal from this policy for students who require access to their personal mobile phone or wearable device during school hours for medical, disability and/or wellbeing reasons;
- students are expected to present their personal mobile phones at the office for safe storage on arrival to school and collect from the office at the end of the day;
- no devices allowed for educational activities such as sport, camps and excursions;

The responsibilities for students using mobile phones or other devices at school or during school activities for learning, are outlined below. It is acceptable for students at Rangeville State School to:

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



3. Preventing and responding to bullying

The nature of conflict

A common misunderstanding often exists among parents and students that conflict and bullying are the same. They are in fact, quite different. However, conflict often precedes bullying and if unresolved, conflict can lead to bullying.

In relation to incidents of conflict at Rangeville State School, we take a positive, solutions-focused approach and stay low on the ladder of inference.

When incidents are discussed at home, please be mindful of assumptions being made or getting caught up in emotions, particularly around the perspectives of younger children. The best thing parents can do when conflict is reported at home is to apply an adult lens and filter the information: **Step back, listen, ask clarifying questions if necessary or see this as an opportunity for personal growth.**

Chirnside (2015) encourages parents to:

- Listen to your child – be available and encourage them to express their feelings and the problem. Don't escalate the problem;
- Communicate with the school – the child's class teacher is the first point of contact. Prepare the facts and share your concerns with a willingness to hear another perspective;
- Manage your emotions – calm down and don't react in ways that can maximise or minimise the issues. Be patient;
- Understand the power of your words – don't speak harshly or judgementally about the school or others (students, teachers) in front of your child. It only makes it harder for them to cope;
- Talk to the right people from the start – avoid gossip. Work with the school to find a solution.

How we respond as adults and manage emotions in this space plays a critical role in developing and building a child's resilience. There are systems, structures and processes in place to support individuals and the general population, both academically and socially.

Your classroom teacher should always be your first point of contact.

Chirnside, J (2015) Empowered for Life: Equipping children to deal with everyday conflict and bullying. Michael Hantahan Publishing, Australia

Our Approach

Rangeville State School uses the Australian Student Wellbeing Framework and BSEM 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.



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 Rangeville State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents/carers.

Strategies taken from the Berry Street Education Model are also implemented by school staff to enhance positive relationships with and between students across the school. The following flowchart explains the actions Rangeville State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.



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



Cyberbullying

Cyberbullying is treated at Rangeville 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/carers who wish to make a report about cyberbullying should approach the regular class teacher. It is important for students, parents/carers 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/carers 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 Rangeville 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/carers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/carers 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 or Deputy Principal.



How to manage online incidents that impact your school

Student protection

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

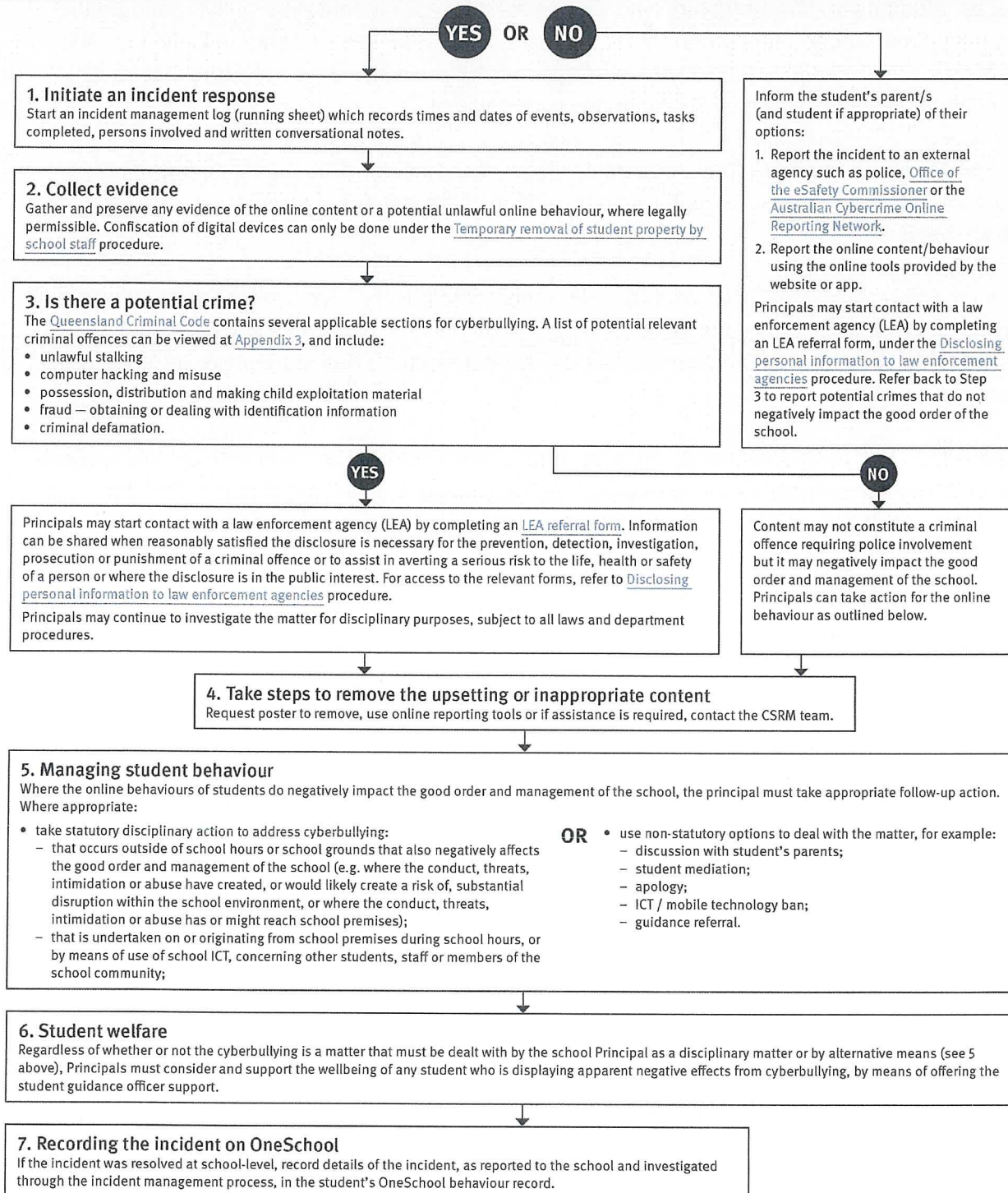
Explicit images

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

Help

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

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



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/carers 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 Cybersafety 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 Cybersafety and reputation management team (Department employees only).

Student Intervention and Support Services

Rangeville 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 Rangeville State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed.

Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy.

School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social or co-curricula events or celebrations or more severe punishments such as suspension or exclusion from school.

4. 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.

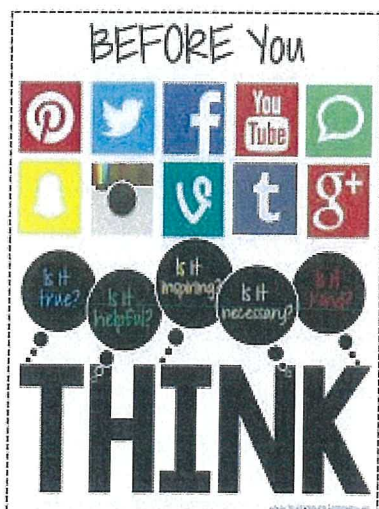
A few years ago parents/carers may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.

- 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/carer 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/carers 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/carers contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved. Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.



Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17).

School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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

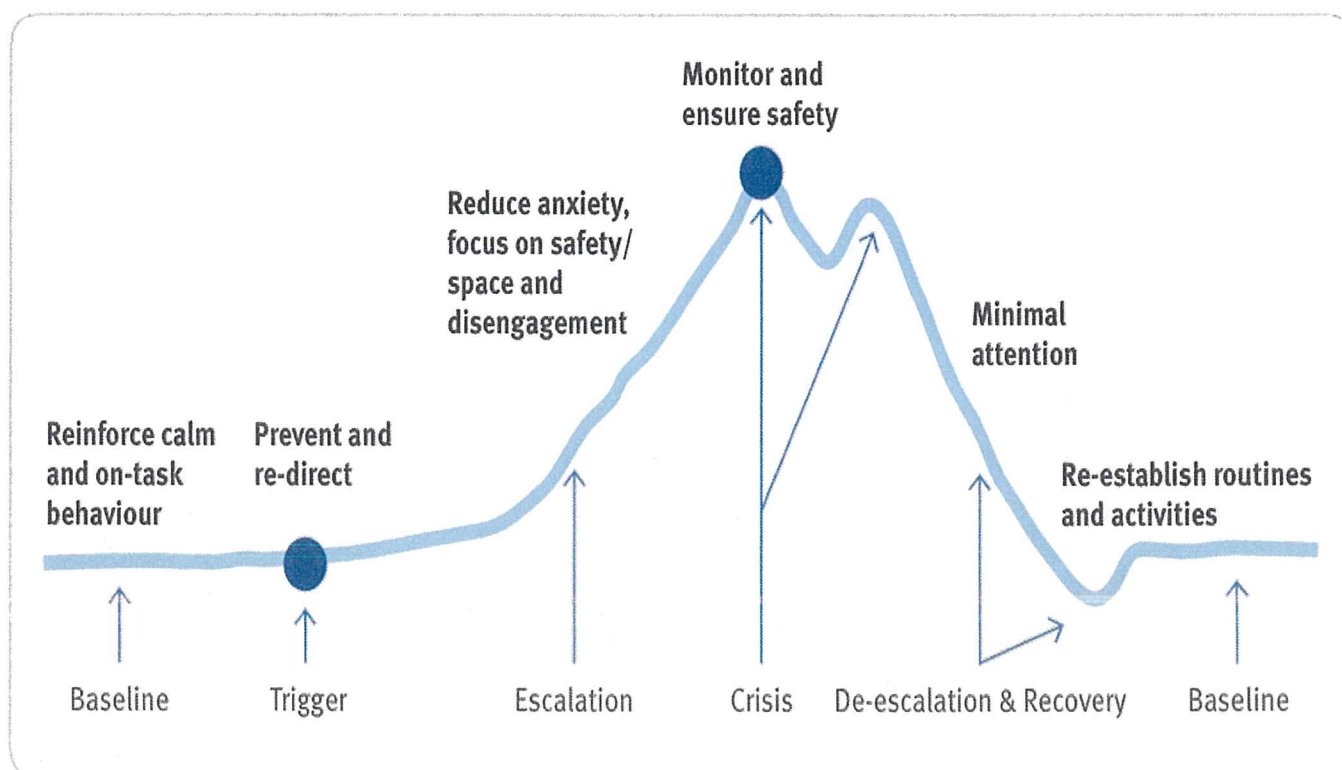
For unexpected critical incidents, staff should use basic defusing techniques:

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.

Checklist reminders for de-escalation

- Remain calm and use measured voice, volume and tone.
- Monitor your own body language and ensure it is non-confrontational.
- Communicate respect and a desire to help.
- Acknowledge the student's feelings, "I can see you are upset".
- Keep verbal interactions brief, calm and respectful.
- Avoid power struggles, it is not about who wins the argument.
- Give the student space.
- Move other students and the audience away.
- Allow the student to move away, if safe to do so.
- Calmly provide a direction that you know the student is more likely to comply with.
- Allow processing time for the student when you give instructions.
- If escalation occurs, move further away if possible and make the area as safe as possible.
- Make sure you have an exit plan, so you can safely leave the situation if necessary.
- Send for help if necessary.

When to use specific approaches



Source: adapted from Colvin & Sugai, 2005, 2018, Kaplan & Wheeler 1983

Related Procedures and Guidelines (Optional)

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

Welcome to Rangeville

All who enter are expected to
• be safe • be respectful • be a learner

Learning, Achieving and Growing every day

www.rangevilless.eq.edu.au



Conclusion

Rangeville 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 approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

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 <https://www.qld.gov.au/contact-us>

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

If you're unhappy with the service or action of the department, or its staff, and you are directly affected by what has occurred, you can make a customer complaint.

If you are unhappy about something that occurred at a state school, you should first raise your issue with the school. The Schools Directory External link provides contact information. Alternatively, you can make a complaint by contacting Queensland Government on 13 74 68 or via the contact on the website.

You can find more information on our customer complaints page or our customer complaints management procedure.

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 policy.

