



# Student Code of Conduct 2026

**Brighter Futures**

*Delivering excellence in every state school, for every student.*

Queensland Department of Education  
State Schools Strategy 2026

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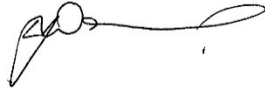
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## Endorsement

Principal Name: Leisa Wood (interim review)

Principal Signature:



28/04/2026

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## Purpose

Griffin State School is committed to providing a safe, respectful and disciplined learning environment for all learners, staff, parents and visitors. We aim to cultivate an environment where learners have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Griffin 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.

The purpose of the Student Code of Conduct 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.

Our school community actively nurtures each learner, supporting them to develop the character and competence to successfully take their place in the world. We believe strong, positive relationships between all members of our school community are the foundation to supporting the success of all students.

Griffin State School staff take an educative approach to managing behaviour and believe that appropriate behaviour can be modelled and taught, that mistakes are opportunities for everyone to learn and that all staff and students have a right to a calm, predictable learning environment.

## Principal's Foreword

Griffin State School has three core values, Humanity, Integrity and Grit.

These values are embraced and enacted in our community. They are not just words. They are values that have been carefully selected by our school community as timeless universal principles that when learnt and adopted are considered to be skills that will help shape, foster and nurture all of our young people to become responsible global citizens.

They have been used in the development of this Student Code of Conduct.

I thank all members of our community for their work in developing and reviewing in an ongoing capacity, the Griffin State School Student Code of Conduct. This document provides a clear explanation of student expectations and how we will support them to meet those expectations.

## Consultation

The consultation process used to inform the development of the Griffin State School Student Code of Conduct occurred in three phases.

In the first phase, the Positive Behaviour for Learning team held a series of internal meetings. During these meetings, a range of data sets were examined, with strengths and successes identified from our previous Responsible Behaviour Plan, as well as areas for further development.

In the second phase, feedback from learners, parents and staff was sought to gather the thoughts of the community around our strengths and areas for further development.

The third phase of consultation was completed in November 2020, and the finished version, incorporating suggested changes and feedback, was sent to the School Council in December 2020 for endorsement. The School Council endorsed the Griffin State School Student Code of Conduct for implementation in 2021. The document is currently being further reviewed by current staff members. This document version is an interim update.

A communication strategy has been developed to support the implementation of the Griffin State School Student Code of Conduct, including, promotion through the school website and Facebook site and fortnightly newsletter articles. Any families who require assistance to access a copy of the Griffin State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal.

### **Review Statement**

The Griffin State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

# Learning and Behaviour Statement

All areas of Griffin State School are considered teaching and learning environments. We view behaviour support to be an opportunity for valuable social learning as well as a means of maximising the opportunities for learning. At Griffin State School we embrace and implement the research validated *Positive Behaviour for Learning* framework to achieve our identified social, behaviour and academic outcomes, reflecting the school's learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all learners

Our Student Code of Conduct outlines our systems for promoting positive behaviour, preventing new cases of problem behaviour and providing targeted support to respond to unacceptable behaviours. Our school expectations for student behaviour are plain to everyone, assisting Griffin State School staff to create and maintain a positive and productive learning culture, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following three core school Values that underpin our school philosophy and promote high expectations of responsible behaviour. Learners are expected to demonstrate:

- **Humanity**
- **Integrity**
- **Grit**



Our school community has identified the following School wide Behaviour Expectations to teach and promote our high standards of responsible behaviour:

- **Organised**
- **Safe**
- **Caring**
- **A learner**
- **Respectful**



In order to facilitate appropriate standards of behaviour, Griffin State School aims to provide:

- a positive whole school culture;
- clearly defined expectations and consequences;
- quality, engaging learning and teaching practices;

- a balanced, locally relevant and engaging curriculum;
- supportive and collaboratively developed programs and procedures;
- proactive social / emotional programs.

Our school values and expectations have been agreed upon and endorsed by all staff and endorsed by our P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and forces us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage parents to speak with their child's class teacher to discuss any queries or concerns regarding daily issues. Classroom teachers should always be the first point of contact. If required, you are welcome to contact the office to make an appointment with the Sector Deputy Principal and if appropriate the Principal to discuss our model of behaviour support.

## **Multi-Tiered Systems of Support**

Griffin State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students. This whole school approach shapes, supports and recognises appropriate behaviour in all learners.

The MTSS system identifies three specific tiers regarding learner behaviour; Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive). Behaviour support across the MTSS system includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all learners.

Tier	Prevention Description
1	<p><b>All learners</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> <li>• regular behaviour lessons conducted by classroom teachers and a fortnightly targeted school-wide focus from the behaviour matrix based on analysis of school wide data</li> <li>• reinforcement of learning through instructional feedback at school assemblies and during active supervision by staff during classroom and non-classroom activities</li> <li>• posters displayed in classrooms and other areas of the school, Engaged Learning Plans implemented in each classroom with regular review</li> <li>• comprehensive induction programs in Griffin State School's Student Code of Conduct delivered to new learners, as well as new and relief staff.</li> <li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account; there are no 'one size fits all' consequences applied when students make inappropriate behaviour choices.</li> <li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when learners need them.</li> </ul>
2	<p>Targeted instruction and supports for <b>some learners</b> (10-15%) are more intensive than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable learners to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports may be provided to small groups of learners with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. Tier 2 supports may also be provided more individually by the classroom teacher. This looks like more frequent check-ins and a more individualised approach to reinforcing the tier 1 teaching. The types of interventions offered at this level will vary according to the individual needs of students.</p>
3	<p>Individualised services for a <b>few learners</b> (2-5%) who require the most intensive support a school can provide. These may be delivered in small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming even more individualised and more intensive until teams can identify what is needed for a learner to be successful. Tier 3 supports are based on the underlying reasons for a learner's behaviour, are usually outlined in their PLP (Personalised Learning Plan) and include strategies to:</p> <ul style="list-style-type: none"> <li>• PREVENT problem behaviour</li> <li>• TEACH an acceptable replacement behaviour</li> <li>• REINFORCE the use of the replacement behaviour</li> <li>• MINIMISE the payoff for problem behaviour.</li> </ul>

Tier 3 supports exist along a continuum. Some learners may benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the learner achieve success. A smaller percentage of learners may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of learners may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

## Consideration of Individual Circumstances

Staff at Griffin State School take into account learners' 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 learner, we recognise that the way we teach, the support we provide and the way we respond to learners will differ. This reflects the principle of equality, where each learner 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 learners 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 learners, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to individual circumstances. These are all matters that our teachers and Principal consider with each individual learner 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 learners, so while we understand the interest of other students, staff and parents to know what consequences another child might have received, we are not permitted to disclose or discuss this information with anyone but the student's own 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 and learners will respect the privacy of other learners and families and trust that we have heard your concerns and have taken appropriate action.

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 Sector Deputy Principal or Principal to discuss the matter. Please keep in mind however, that the information shared will be limited to your own child and can not be about another student.

## Student Wellbeing

Griffin State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and learners to speak firstly with their class teacher and then if required, the Sector Deputy Principal to discuss concerns. Depending on the concern, it may be possible to make an appointment to meet with the school's Guidance Officer to gain individual advice about accessing particular services.

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

### Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [K-12 Curriculum, Assessment and Reporting Framework](#).

### Reboot Program

Griffin State School implements the Reboot social and emotional wellbeing program. The program integrates findings from developmental psychology, neuroscience, education and success research, mindfulness and change theories. It is a program designed to work for all ages, from the most engaged to those at-risk, for learners, parents and staff communities. Reboot creates a foundation for wellbeing and performance. It allows learners to engage positively with their learning and promotes habits of self-regulation, problem solving, curiosity, gratitude, collaboration skills, growth mindsets, learning tenacity and resilience.

Reboot helps schools create whole-brain classrooms that promote a set of success habits in learners. It encourages a culture of learning that values tenacity and education as an opportunity for each individual. Reboot allows staff to create engaged and empowered learning communities.

### The Three Brains

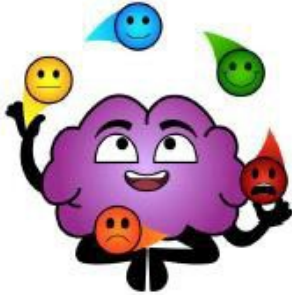
Psycho-educating young people about the impacts of stress on behaviour and learning is a powerful way to create effective self-management. Through Reboot staff explain the impact of trauma using Dr Paul MacLean's Triune Brain Theory. Metaphorically, our brains can be divided up into 3 different parts: the brain stem (Wild Brain), limbic system (Emotional Brain) and the cortex (Smart Brain.) Each part communicates with each other and has a different function and each brain is absolutely necessary.



**Wild Brain takes care of our basic survival needs:** breathing, movement, thirst and hunger. In situations of enormous stress, the Wild Brain shuts down to 'play dead' and freezes. This might feel like being 'zoned out', day-

dreaming, having blank moments or unconsciously holding your breath.

**The Wild Brain has an instinctive desire to feel:** safe, belonging, close relationships, attachment, rhythm, routine, repetition, and to have its basic physical needs met (sleep, water, food, exercise). Any absence of these needs creates stress. The Wild Brain has no capacity to conceive of the logic in things or construct a narrative of events or memory.



**The Emotional Brain:** is the part of our brain that has an unconscious instinctive drive to feel connected. It seeks emotional rewards, belonging, feeling valued and a desire to be comforted.

A mature Emotional Brain can be controlled by the Smart Brain.



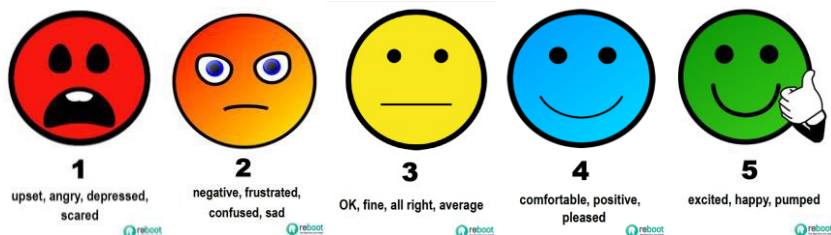
**The Smart Brain** is the top section (Cerebral Cortex) of the brain and it helps us to talk, make up new ideas, think rationally about things and be creative. Our Smart Brain longs for clarity, sense of purpose, appropriate levels of challenge, a sense of accomplishment and reward.

To be well, productive and successful we need to address the needs of all 3 parts of the brain intentionally. This is especially when working with individuals who have unaddressed Wild and Emotional Brain needs. A healthy brain needs all 3 parts, Wild, Emotional and Smart, working together in an integrated way.

### Five Faces

Reboot's 5 Faces helps learners to co-regulate and build their ability to self-regulate their emotions. Co-regulation is the act of supporting a person to self-regulate. Everyone requires this support to develop basic skills in self-regulation, and at challenging times we all require the support of another person to self-regulate. Self-regulation is one of the most important skills a child can develop. The capacity to know what you are feeling, what you need to feel better and respond appropriately to a life situation is a key determinant in outcomes socially, personally and at school.

Reboot's 5 Face's use of a combination of the simple visual, numbers and words across the span of 5 to help learners to identify how they are feeling now and what they will need to feel better. Staff use this language along with the resources when checking in with learners. They asks questions like "How do you feel?", "What do you need?" and "How can I help" to support learners with their ability to regulate their emotions.



Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific learners, or in certain circumstances.

### *Specialised health needs*

Griffin State School works closely with parents to ensure learners with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the learner's medical condition and that an appropriate number of staff have been trained to support the learner's health condition.

### *Medications*

Griffin State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to learners. For learners requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For learners with a long-term health condition requiring medication, parents need to provide the school with a written request to administer medication at school. This form is available from our school office and should be signed by the prescribing health practitioner.

Griffin State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

### *Mental health*

Griffin State School implements early intervention measures and treatments for learner where there is reasonable belief that a learner has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a student plan.

### *Suicide prevention*

Griffin State School staff who notice suicide warning signs in a learner should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Griffin State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- learners receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

### *Suicide postvention*

In the case of a suicide of a learner that has not occurred on school grounds, Griffin State School enacts a postvention response, by communicating with the family of the learner and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Griffin State School staff immediately enact the School Emergency Management Plan and communicate with the family of the learner and ensure immediate support is provided to students and staff who may be affected.

Students can approach any trusted school staff member at Griffin State School to seek assistance or advice. If they are unable to assist they will provide guidance and help to ensure the learner is connected to the appropriate staff member.

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

## Whole School Approach to Discipline

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

At Griffin State School we believe discipline is about more than consequences. It is a word that reflects our belief that learner 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 environments and instructions about how to meet these expectations. We strive to use behavioural incidents as opportunities to for learning.

The development of the Griffin State School Student Code of Conduct is an opportunity to explain the Philosophy of the school underpinned by 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 learners up for success is a shared goal of every parent and school staff member.

Any learners 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 Sector Deputy Principal.

## Positive Behaviour for Learning Expectations

Our staff are committed to delivering a high quality of education for every learner, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for learners, being Organised, Safe, Responsible, A learner and Responsible (OSCAR).



### Reinforcing expected school behaviour

At Griffin State School, communication of our key messages about behaviour are reinforced through quality 'instructional feedback' in a timely and responsive manner, for learners engaging in expected school behaviour. The system of 'feedback' includes both non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system attached to the environment in which it occurs. This acknowledgement system is designed to increase the quantity and quality of positive interactions between learners and staff. All staff members are expected to give consistent and appropriate acknowledgement as reinforcers.

### Values Awards

Staff acknowledge learners displaying positive behaviour in all learning areas by nominating them for a Values award for showing Humanity, Integrity or Grit. These values are explicitly linked to our five school wide behaviour expectations. Each class teacher will award two awards each fortnight, presented at each school assembly.






### Oscar's Flying High 5 cards

Staff acknowledge learners displaying positive behaviour in the playground by issuing them with an 'Oscar's Flying High 5' card showing which of the school's five positive behaviour expectations they have been spotted demonstrating. Teachers then use these cards in class for raffle draws and spot prizes.

### Positive Behaviour for Learning Matrix

Each learning area at Griffin State School uses the PBL Expectations Matrix, illustrated below, as a basis for expected behaviour. Using this matrix, staff work with all learners to explain exactly what each of the expectations look, sound and feel like in all environments. The matrix is on display in every classroom and is used as the basis for identifying and teaching behaviour expectations.

## Griffin State School Positive Behaviour for Learning Matrix

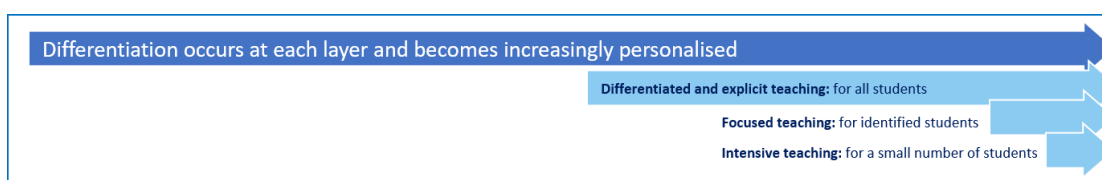
	ALL AREAS	BEFORE/AFTER SCHOOL	LEARNING AREAS	PLAY AREAS	OUTDOOR AREAS	TOILETS	ONLINE	COMMUNITY
<p><b>We are organised.</b></p> 	<ul style="list-style-type: none"> <li>✓ I am on time.</li> <li>✓ I bring all necessary school equipment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I pack/unpack my equipment carefully</li> <li>✓ I go to the toilet and get a drink before class.</li> <li>✓ I walk promptly to my pick up area.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I return to class on time after breaks, prepared for learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I move directly to the designated play areas.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I look after my own lunch and hat.</li> <li>✓ I walk on the left side of pathways.</li> <li>✓ I sit down to eat during eating time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I wait for my turn to use the toilet and sink.</li> <li>✓ I go to the toilet at every break.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I bring my iPad to school in my bag, charged, turned off and with all apps closed.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I wear my full Griffin uniform with pride.</li> </ul>
<p><b>We are safe.</b></p> 	<ul style="list-style-type: none"> <li>✓ I move around the school in a safe manner.</li> <li>✓ I am in the right area at the right time.</li> <li>✓ I enter and exit rooms and play areas, in a safe and orderly manner, with permission.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I wait patiently in the correct area and follow the school expectations.</li> <li>✓ I keep my iPad in my bag before and after school.</li> <li>✓ I sign in my mobile phone to the office.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I move safely in and around classrooms.</li> <li>✓ I use equipment and furniture for the correct purpose.</li> <li>✓ I only enter a room when a staff member is present.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I play safely in the correct areas.</li> <li>✓ I use the High 5.</li> <li>✓ I keep my hands, feet and objects to myself.</li> <li>✓ I wear our school hat.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I walk on concrete.</li> <li>✓ I only eat my own food and drink.</li> <li>✓ I use a quiet voice in the eating area.</li> <li>✓ I sanitise/wash my hands before and after eating.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I wash my hands after going to the toilet.</li> <li>✓ I use toilets, taps and bubblers sensibly.</li> </ul>	<ul style="list-style-type: none"> <li>✓ When I recognise a problem online, I react and report it to a responsible adult.</li> <li>✓ I act Cyber Smart.</li> <li>✓ I only use school appropriate apps.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I follow road safety rules.</li> <li>✓ I follow community rules and expectations.</li> </ul>
<p><b>We are caring.</b></p> 	<ul style="list-style-type: none"> <li>✓ I use my humanity and consider the feelings of others.</li> <li>✓ I speak kindly.</li> <li>✓ I embrace diversity.</li> <li>✓ I engage cooperatively with others.</li> <li>✓ I encourage others.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I follow the instructions of the staff member on duty.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I share equipment and ideas.</li> <li>✓ I listen actively to others without interrupting.</li> <li>✓ I celebrate everyone's success and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I invite others to play.</li> <li>✓ I play fairly and take turns.</li> <li>✓ I share and return equipment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I walk on pathways and protect gardens.</li> <li>✓ I keep areas clean and tidy by putting rubbish in the correct bin.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I dispose of paper towel in the bin.</li> <li>✓ I turn taps and bubblers off properly.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I consider the impact of online actions to myself and others.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I care for our environment and wildlife.</li> <li>✓ I value and embrace the diversity of all members of our school and the wider community.</li> </ul>
<p><b>We are a learner.</b></p> 	<ul style="list-style-type: none"> <li>✓ I show my grit.</li> <li>✓ I accept challenges and learn from my mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I am on time to class and ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I try my best and attempt all tasks.</li> <li>✓ I ask for help.</li> <li>✓ I set goals for my learning.</li> <li>✓ I collaborate with others.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I learn, accept and follow the rules of games.</li> <li>✓ I am a good sport.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I walk quietly on pathways during learning time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I return promptly to class.</li> <li>✓ I use the correct toilet block.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I follow set school protocols for online behaviour.</li> <li>✓ I turn off airdrop/messaging functions at school, unless instructed by my teacher.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I strive to be a positive role model to others.</li> </ul>
<p><b>We are respectful.</b></p> 	<ul style="list-style-type: none"> <li>✓ I respect the personal space, privacy and property of others.</li> <li>✓ I show respect to all staff and visitors.</li> <li>✓ I use appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I interact with everyone in a friendly manner.</li> <li>✓ I sit patiently in the designated area before school.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I use an appropriate voice and manners.</li> <li>✓ I understand and respect the learning needs of others.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I use the High 5 to attempt to solve problems and am willing to forgive.</li> <li>✓ I follow the instructions of the staff member on duty.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I wait to be dismissed by the staff member on duty.</li> <li>✓ I sit quietly and raise my hand when the whistle is blown.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I respect other peoples' privacy.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I use responsible language.</li> <li>✓ I act respectfully during online activities.</li> <li>✓ I seek permission to take/send any text or images.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I am polite, respectful and courteous to community members.</li> <li>✓ I represent our school with pride and show school spirit.</li> </ul>

## Differentiated and Explicit Teaching

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

Teachers at Griffin State School vary what learners are taught, how they are taught and how learners 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 learners. This enables teachers to purposefully plan a variety of ways to engage learners; assist them to achieve the expected learning; and to demonstrate their learning in meaningful ways.

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 learners, Tier 2 is focused teaching for identified learners and Tier 3 is intensive teaching for a small number of learners. Each layer provides progressively more personalised supports for learners.

## Focused Teaching

Approximately 15% of all learners in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These learners 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 learners 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 Griffin

State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and learner 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.

Griffin State School has a range of staff who plan and implement focused teaching to learners who need more support to meet expectations.

## Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the learner 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 learners may require intensive teaching for a short period, for particular behaviour skills. Other learners 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 learner's family.

For a small number of learners 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 learner. This approach will seek to address the acute impact of barriers to learning and participation faced by learners who are negotiating a number of complex personal issues.

Learners who require intensive teaching will be assigned a Case Manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the learner.

# Legislative Delegations

## Legislation

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

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

## Delegations

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

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

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

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

## Disciplinary Consequences

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

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

Some learners will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the learner population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, rule reminders and classroom level disciplinary consequences, 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 learner to the school administration team for further support measures.

For a small number of learners, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a learner may be so serious, such as causing harm to other learners or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the learner's behaviour. This course of action is taken when the behaviour is either so serious as to warrant immediate removal of the learner for the safety of others and another alternative discipline strategy is considered insufficient 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.

### General responses to redirection

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

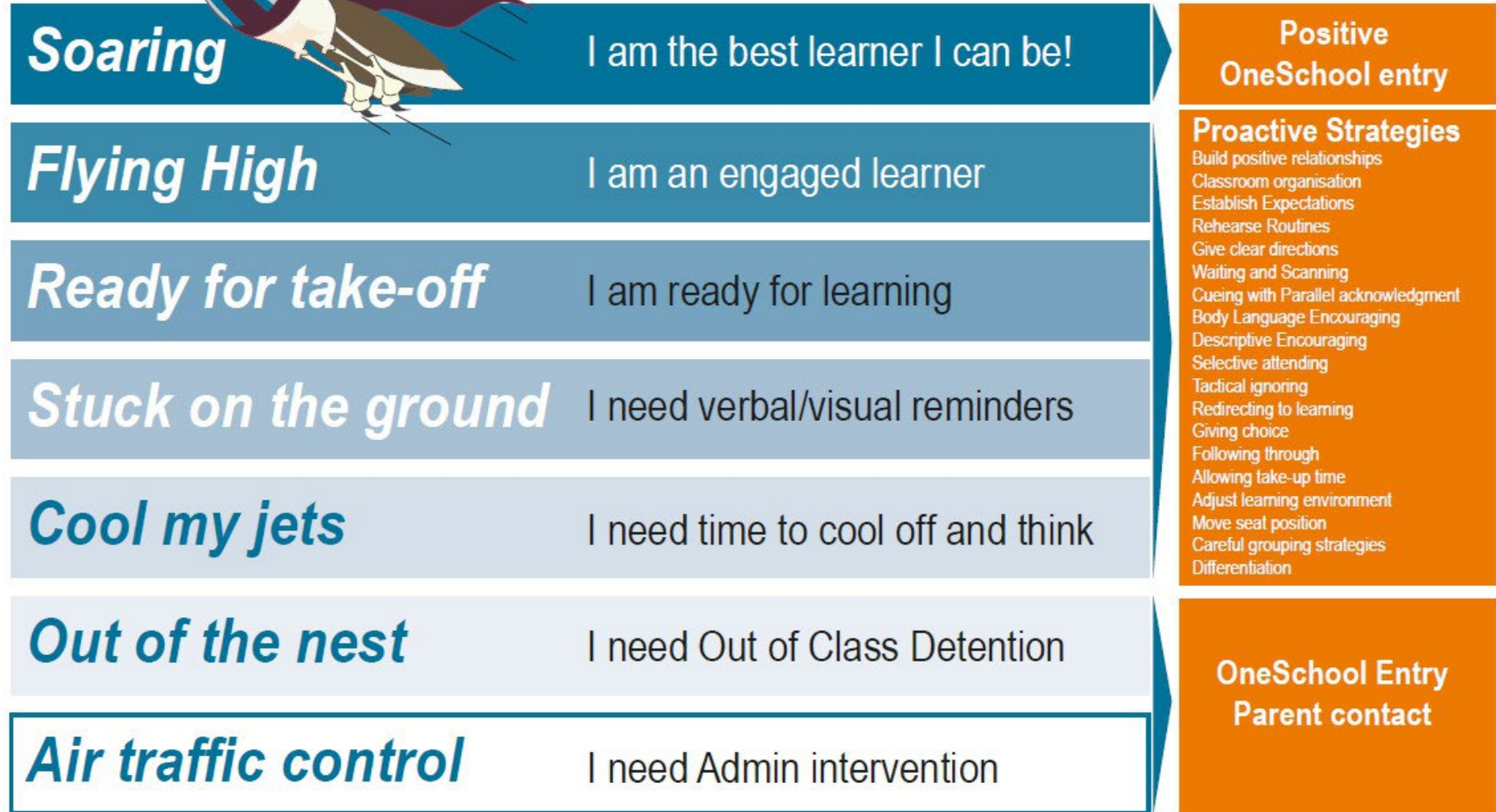
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")

- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- 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 learner about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Lunchtime Reflection (Detention)

The Griffin State School Behaviour Expectations Flowchart (over) outlines the process that staff follow when dealing with classroom behaviour.



# Griffin State School Behaviour Expectations Flowchart



## Focussed

Class teachers are 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. Learner on a Page plan)
- 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
- Classroom Profile
- Referral to Case Management for team based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

The school leadership team work in consultation with school/regional staff and external agencies to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based Individual Behaviour Support Plan, Risk Management Plan and Individual Student Safety Plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of learner property (e.g. iPad)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (learner 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 (learner is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)
- Exclusion (learner 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)

## 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 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 Griffin 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 learner'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 learners 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 learners can continue to access their education while completing their SDA.

### **Re-entry following suspension**

Learners who are suspended from Griffin State School may be invited to attend a re-entry meeting prior to 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 learner's behaviour or the decision to suspend, the learner 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 learner up for future success and strengthen home-school communication.

Parents are expected to attend a re-entry meeting where deemed appropriate or necessary by the school for their learner's successful return to school.

### **Arrangements**

The invitation to attend the re-entry meeting will be communicated to parents. Re-entry meetings are short, taking approximately 10 minutes, and kept small with only the Principal or their delegate attending with the learner 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.

### **Reasonable adjustments**

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

## School Policies

Griffin 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 learner property
- Use of mobile phones and other devices by learners
- Preventing and responding to bullying
- Appropriate use of social media

### Temporary removal of learner property

The removal of any property in a learner'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 learners. The *Temporary removal of learner property by school staff procedure* outlines the processes, conditions and responsibilities for state school Principals and school staff when temporarily removing learner property.

In determining what constitutes a reasonable time to retain learner 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 learner from whom the property was removed, other learners or staff members
- good management, administration and control of the school.

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

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

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

- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where learners 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 learners (**including over-the-counter medications such as paracetamol or alternative medicines**).

## Responsibilities

### State school staff at Griffin State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the learner through the school;
- may seize a student's bag where there is suspicion that the learner 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 learner or parent is required to examine or otherwise deal with the temporarily removed learner property. For example, staff who temporarily remove a mobile phone from a learner 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 learner's property without the learner's consent or the consent of the learner's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the learner or parent is required to search the person of a learner (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the learner's parents should be called to make such a determination.

### Parents of learners at Griffin 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 Griffin 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 Griffin 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 Griffin 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 learners

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, Griffin State School has determined that explicit teaching of responsible use of iPads 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 learners.

### Responsibilities

The responsibilities for learners using devices at school or during school activities, are outlined below.

It is **acceptable** for students at Griffin State School to:

- use iPads or other devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects

- communicating or collaborating with other learners, teachers, parents or experts in relation to school work only and as approved by class teacher
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment.
- be courteous, considerate and respectful of others when using a mobile device
- place the iPad in the classroom lockable storage area when not in use and during lunch breaks, unless the device is being used in a teacher-directed activity to enhance learning
- store the iPad's in their bag before and after school, seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for learners at Griffin 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
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching/bypassing the department's network security
- use 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 device (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.

Please note that iPad's or mobile devices may be confiscated by the school, in line with the school's Temporary Removal of Learner Property policy.

At all times learners, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Griffin 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 learners and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by learners on departmentally-owned computers or mobile devices
  - schools may remotely access departmentally-owned mobile devices for management purposes
  - learners 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.

### **Mobile Phones**

Mobile phones are expensive items of technology and are not covered by any Education Queensland insurance policy if lost or stolen. It is inappropriate for students to have a mobile phone in class and very risky if left in bags. It is for these reasons that we strongly discourage the bringing to school of mobile phones by our students.

If it is necessary for your child to bring a mobile phone to school our policy states that the mobile phone must be presented to the school office at the beginning of the school day. The item will then be stored in a secure location until the end of the school day when your child will be able to collect in from the school office.

If a mobile phone is seen on a learner's person or in their bag, learners will be required to take the device to the office for collection by the student after school. Repeated infractions will result in parents being contacted and possible disciplinary action.

## **Preventing and responding to bullying**

Griffin State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all learners, staff and visitors at the school.

Our staff know learning is optimised when they feel connected to others and experience safe and trusting relationships. Learners 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 learners 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.

Griffin State School implements the High 5 anti-bullying program. Learners are taught to use the High 5 strategies to develop problem solving skills, foster better relationships and improve well-being.



## **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.

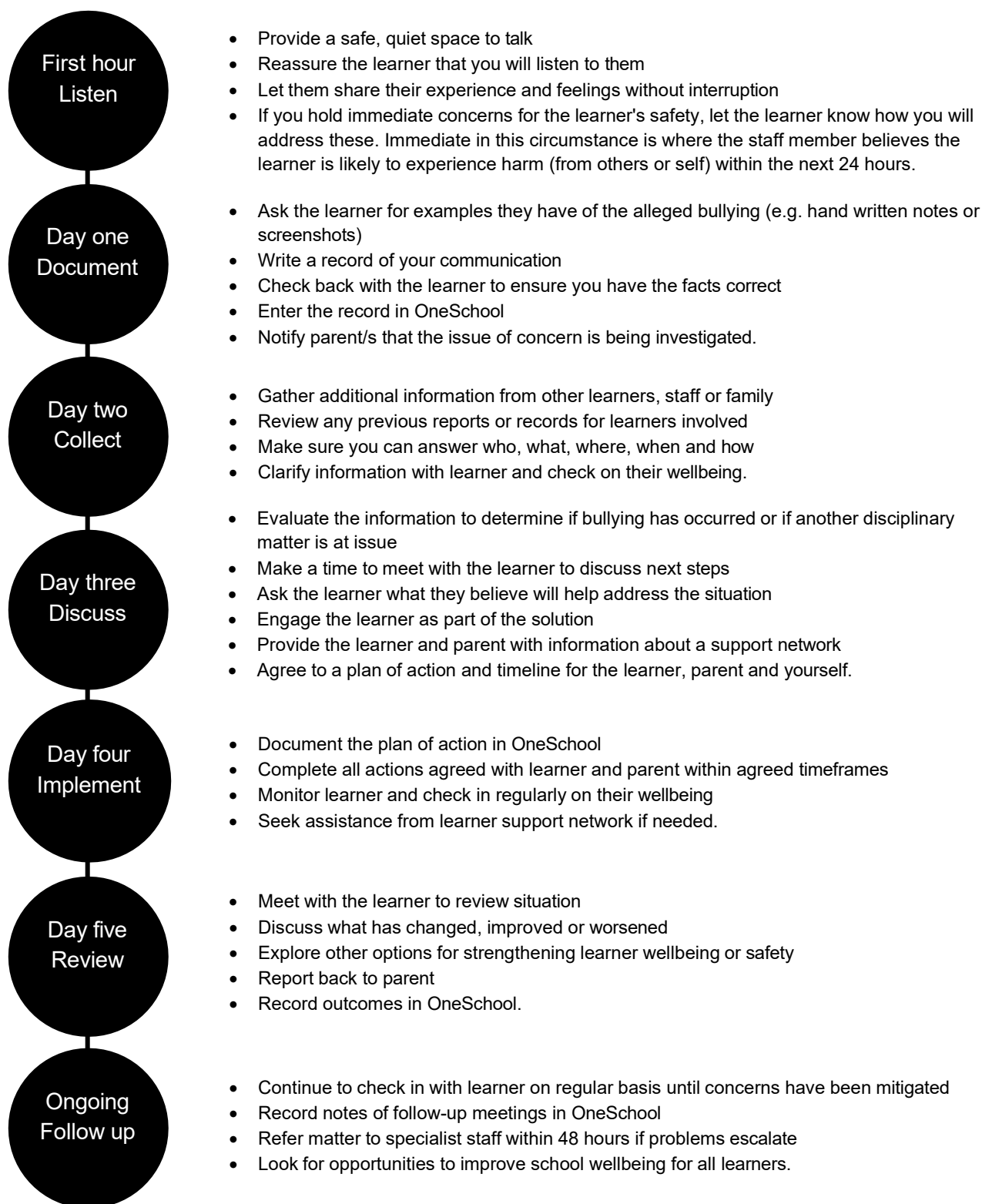
Behaviours that do not constitute bullying include:

- 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.

At Griffin State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and where needed parents.

The following flowchart (over) explains the actions Griffin 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 learners.

## Griffin State School - Bullying response flowchart



## Cyberbullying

Cyberbullying is treated at Griffin 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 learners into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

It is important for learners, parents and staff to know that state school Principals have the authority to take disciplinary action to address learner behaviours that occur outside of school hours or school grounds. This includes cyberbullying, where the impact flows into the school setting. Parents and learners 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 Griffin 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 learners that is directed towards other community members or students from other school sites.

Parents can help minimize the possibility of cyber bullying by being aware when your child is using internet devices and monitoring their online activity at home. Parents can also talk to their children about 'blocking' and removing themselves from chat groups that are causing upset.

Parents or other stakeholders who engage in inappropriate online behaviour towards learners, 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.

# Griffin State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

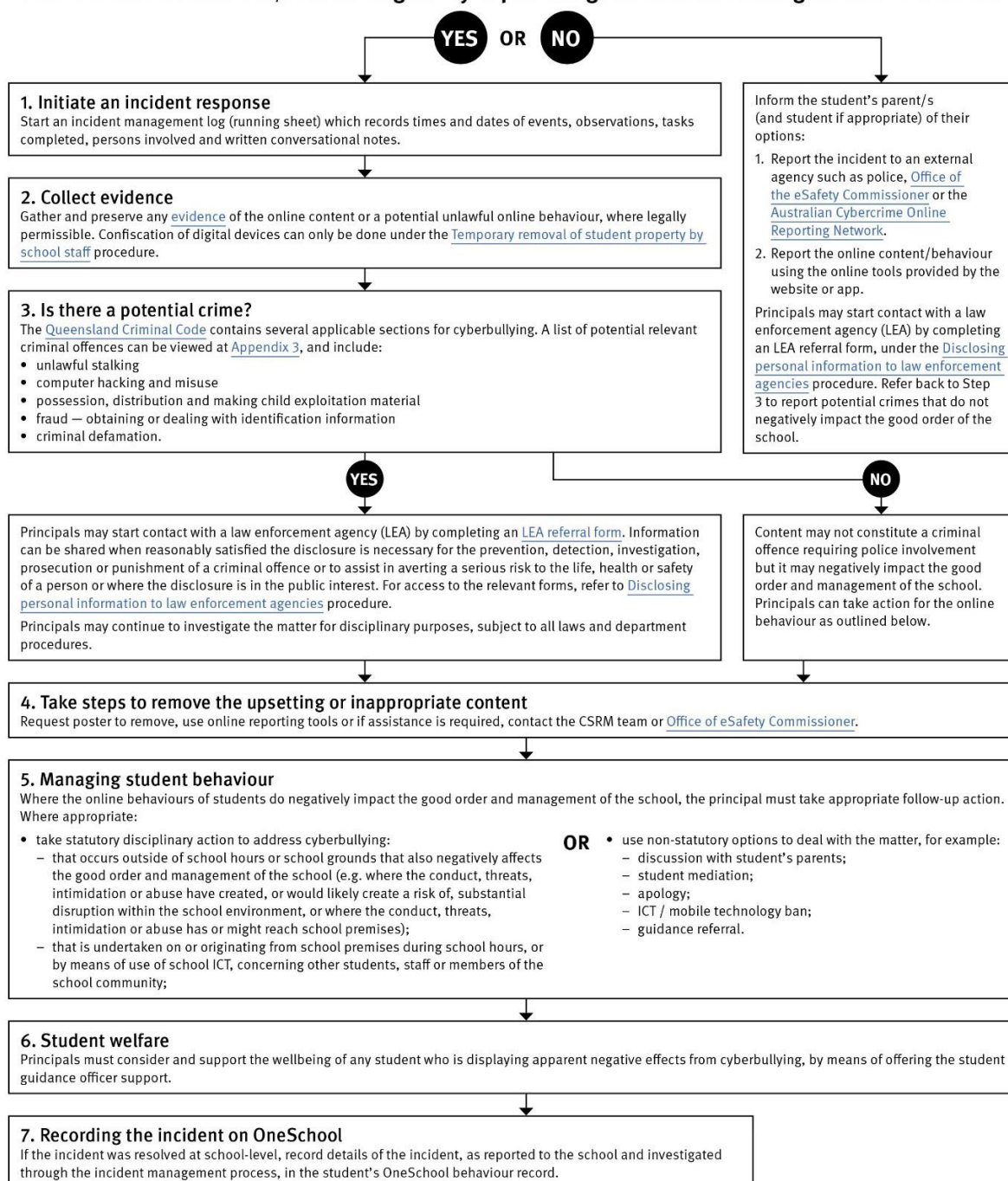
### Explicit images

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

### Report

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

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



## Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for learners 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 learners, 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 learners?**

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

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

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

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

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

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

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

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming learners, 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 Griffin State School need to respond to student behaviour that presents a risk of physical harm to the learner themselves or others. It is anticipated that most instances of dangerous behaviour can be de-escalated and resolved quickly. On some rarer occasions, a learner's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the learner to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the learner 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 learner, 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 learners
2. Safeguards learners, 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 learner 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 learner behaviour that seriously endangers the learner or others. This consistency ensures that appropriate actions are taken to ensure that both learners 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 learner under rapid and safe control. It is not a time to try and to punish or discipline the learner; it is a crisis management period only.

Staff should follow the documented plan for any learner 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 learner, moving into the learner's space, touching or grabbing the learner, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want learners to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the learner, be matter of fact and avoid responding emotionally.
3. Approach the learner in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the learner/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 learner starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other learners' attention towards their usual work/activity. If the learner 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 learner 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 learners' wellbeing, behaviour and learning.

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

## Resources

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

## Conclusion

Griffin State School staff are committed to ensuring each 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, Deputy Principal 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 learner 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](#).