

EIMEO ROAD STATE SCHOOL

Student Code of Conduct

2025 - 2026 (Revised)

Brighter Futures for Every Student

Delivering excellence in every state school for every student is the shared vision of Queensland state schools. The Department of Education's vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully and thrive academically, socially and emotionally.

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Endorsement

Principal Name - Rae Lee Cox	31/07/2025
P&C President - Kylie Shaw	31/07/2025
PBL Student Leader	31/07/2025
PBL Team Leader - Shannae McGurk	31/07/2025

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INTRODUCTION

Eimeo Road State School is committed to creating safe and respectful learning environments for all students, staff, parents and visitors. Our vision is for every student to realise their potential – learn, achieve and flourish. Our mission is to empower students to be **‘Good at learning and Good at life’** by building strong foundations in reading, writing, and mathematics. Through quality teaching, inclusion and wellbeing, we empower confident, capable learners with the knowledge and skills to contribute positively to their community.

Our Student Code of Conduct outlines the responsibilities and expectations for student learning and behaviour, aligned to the school’s vision and mission, whilst meeting school community expectations.

At Eimeo Road State School, we believe positive relationships is the foundation for successful learning and we look forward to working with parents to support your child’s learning and wellbeing journey.

- At Eimeo Road State School our core behaviour values are:
- Being a **learner**
- Be **respectful**
- Be **safe**.

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

CONSULTATION

Review of this document occurred during 2024 to ensure ERSS Code of Conduct aligns with the school and community values and beliefs. Consultation was led by the ERSS PBL team. Student, Parent/Community Members and staff feedback informed the review of the systems, processes and practices aligned with Policy and Procedures and the Human Rights Act. ERSS PBL team reviews data, systems and practices annually.

ERSS Student Engagement and Wellbeing data, student behaviour data and School Opinion responses were analysed by PBL team members to identify strengths and successes from our previous school behaviour plan, and areas for further development.

The ERSS PBL team are continually engaging in the development and refinement of a Learning and Wellbeing curriculum which embodies our key priorities and is a proactive approach to school discipline.

If required, the Student Code of Conduct will be available for translation, to accommodate any diverse language needs within our school community.

WHOLE SCHOOL APPROACH TO DISCIPLINE

Eimeo Road State School adopts a proactive, whole-school approach to discipline that promotes positive behaviours and reduces the likelihood of problem behaviours, our focus is on teaching, modelling, and reinforcing appropriate behaviours through a consistent and supportive framework.

We believe that:

- Behaviour is learned and can be changed through effective teaching and support.
- Positive relationships between students, staff, and families are essential to maintaining a safe and supportive environment.
- Clear expectations and predictable consequences help students make responsible choices.

All students are expected to:

- Act in accordance with our school values.
- Follow school expectations, rules and instructions from staff
- Respect the right of teachers to teach and others to learn and feel safe (demonstrate our school motto 'Consider Others')

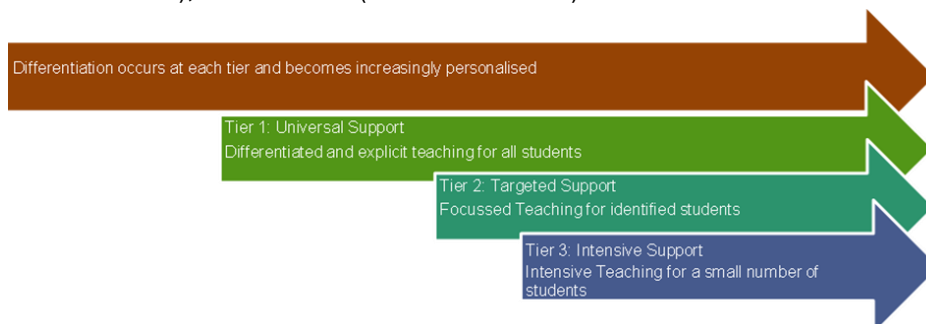
Staff members use consistent language, strategies, and predictable responses/consequences based on our Matrix of Expected Behaviours and Positive Behaviour for Learning framework (PBL).

STUDENT WELLBEING AND SUPPORT

Eimeo Road State School prioritises the wellbeing of every student. We recognise that wellbeing and learning are closely linked, and we aim to create school environments that support each student to thrive academically, socially and emotionally.

Support for students includes:

- A dedicated Student Support team, including Guidance Officer, Senior Social Worker, Family Support Coordinator (P-2), Enhancement teachers and Community Education Counsellor.
- Access to programs that promote resilience, self-regulation, and emotional intelligence.
- Tiered levels of support to match student needs, including universal (for all students), targeted (for some students), and intensive (for a few students)



We work collaboratively with families, external agencies, and specialists to support students' learning and wellbeing, ensuring that interventions are timely, respectful and effective.

SOCIAL AND EMOTIONAL LEARNING

We promote social and emotional competence with the use of one or more of the following approaches:

- Freestanding lessons that provide explicit step-by-step instructions to teach students social and emotional competencies.
- General teaching practices which create classroom and schoolwide conditions that facilitate and support social and emotional development.
- Integration of school Instruction and practices that support social emotional learning within the context of an academic curriculum.

Relationships			
Relationship Building	Classroom Culture	Learning Environment	Character Development
Positive relationships support wellbeing and support positive emotions, self-regulation, co-regulation and a sense of security. Unconditional positive regards build trust and relationships. Considering the perspective of others. Recognising own character strengths and how to grow them.			
Learning Zone	Neuroscience	Mindfulness	Health
Growth Mindset	The brain – hand model Flipping your Lid	Mindfulness Practices (Smiling Minds App)	V9 Australian Curriculum
Learning Assets	Engagement Norms – Science of Learning	Interoception Curriculum	Personal and Social General Capability
The Learning Pit		Zones of Regulation	Heath – Respectful Relationships
Play is the way			External partners – Life Education; Deadly Choices; Stephanie Alexander Kitchen Garden

Relationships:

Positive Relationships support wellbeing, support positive emotions, self-regulation and a sense of security. Three key Ingredients to Psychological Wellbeing:

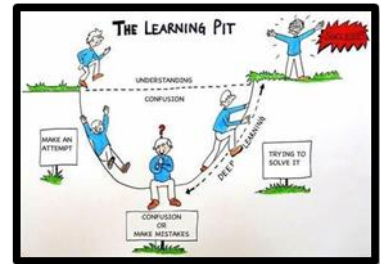
- Empathy
- Genuineness
- Unconditional Positive Regard is a term for being accepted, valued & treated positively regardless of one's behaviour. *Unconditional Positive Regard* builds trust and relationships.

Establishing warm, positive relationships and a calm learning environment is the foundation of every classroom. This is just as important as academic areas of curriculum because “unless children feel connected and emotionally secure, learning will not happen” (Sousa).

SIGNATURE PRACTICES (Pillars):

Learning Zone

- Growth Mindset (Dweck): Children with a growth mindset believe that their success comes from their efforts and persistence. These children tend to be more intrinsically motivated to study and learn.
- Learning Assets (Murdock): Are an essential set of skills and dispositions designed to empower students as active, capable learners. The assets help students to understand **how** they learn, not just what they learn. By naming and modelling assets such as thinking, researching, communicating, collaborating, self-managing and contributing, teachers empower students to take greater ownership of their learning and support the development of lifelong learners and strengthens their capacity to be confident, independent inquiries.
- The Learning Pit (Edwards): Working on the Learning Pit encourages students not to give up with their learning. Looking at the Learning Pit helps students understand that learning is challenging but we can get better at it (i.e. get out of the Pit) by using strategies that can help us.
- Play is the way: Play is the way is a social and emotional learning (SEL) methodology using physically interactive games & activities, 5 guiding concepts, an empowering self-reflective language and 6 key virtues that form a pathway to empathy.



Neuroscience

- Brain awareness: the language of neuroscience and knowledge of the brain helps students understand how an understanding of the brain informs how we see ourselves as learners and people. (Sousa)
- The Science of Learning: implementing intentional and consistent engagement norms to create the optimal conditions for student learning where learning environments become places of safety, engagement and success. (Swain)

Mindfulness

Mindfulness practices enhance emotional regulation and our ability to think and focus, remain calm and allow students and teachers to reset and refocus for learning readiness and teaching.

- Interoception Curriculum (Mahler) Provides a framework for building independent self-regulation, by sequentially teaching students to notice body signals, connect body signals to emotions, and then determine what action to take to promote comfort within the body.
- Zones of Regulation (Kuypers) A framework designed to help students understand and manage their emotions, energy levels, and behaviours. Four coloured zones are used to help students identify how they are feeling and develop strategies to regulate their responses. By recognising their zone, students can learn to make thoughtful choices that support social emotional wellbeing, social success, and readiness to learn.
- Smiling Minds (App) Versatile and practical mental fitness toolkit. Daily applications help students learn the skills that promote mental wellbeing and create the habits to thrive.
- Brain Breaks (Mindful movement): Integrating physical movement into classrooms and educational environments. The activities are a creative, fun and easy way to break up a lesson and allow students and teachers to build a connection whilst improving happiness and gratitude as well as refreshing their brain to optimise for learning. This includes a vegetable/ fruit snack.

Health

Based on V9 Australian Curriculum – Personal and social general capability and health. Focus on healthy relationships: identities and change, interacting with others and making healthy and safe choices.

Collaborating with external agencies, support students and staff access specialist learning, health and wellbeing programs.

STUDENT VOICE AND ENGAGEMENT

At Eimeo Road State School, we believe that students are more engaged, motivated, and successful when they feel heard, valued, and involved in their learning community. We are committed to creating a culture where student voices are not only encouraged but actively share the life of our school.

Empowering Students as Leaders

We provide opportunities for students to develop leadership skills, take initiative, and contribute to positive school culture through:

- Student Council: Representatives from Years 3-6 meet regularly to discuss student ideas, organize events, and collaborate on school initiatives.

- **Student Leadership Roles:** Positions such as School Captains, House Captains and Peer Support Leaders give students the chance to represent and support their peers.
- **Classroom Responsibilities:** Students are given meaningful roles and decision-making opportunities within the classroom environment.

Involving Students in Behaviour and Wellbeing

Students are partners in shaping our school's culture and are actively involved in:

- Developing and reviewing class and school-wide behaviour expectations.
- Participating in restorative processes to build understanding and resolve conflict.
- Sharing feedback through surveys, discussions and student-led forums.
- Co-creating classroom agreements and learning goals with their teachers.

Celebrating Student Voice

We recognize and celebrate student contributions through:

- Assemblies and awards that acknowledge learning progress, engagement and behaviour
- Displays of student work and voice around the school.
- Opportunities for students to present ideas to staff (what I would like my teacher/school to know jars) and the wider school community.

By encouraging student voice and fostering engagement, we support our students to become confident, responsible community contributors – both within and beyond the school gates.

BEHAVIOUR EXPECTATIONS AND MATRIX

At Eimeo Road State School, behaviour expectations are explicitly taught and reinforced through our Positive Behaviour for Learning (PBL) framework. The behaviour matrix outlines what it looks like to be a Learner, be Respectful and be Safe in all areas of the school.

Matrix of Expected Behaviours					
	Consistently in all areas (around the whole school)	All learning areas	Play areas	Eating	In the community (online, excursions, all vehicles)
  Be a Learner	- We know appropriate strategies to solve problems. - We seek help when needed. - We are a positive role model. - We have a Growth Mindset. - We know our core strategies.	- We are: - Communicators - Collaborators - Self-managers - Reasoners - Thinkers - Contributors	- We play by the school rules. - We communicate our feelings appropriately to others. - We use appropriate strategies to solve problems.	- We know the eating area expectations. - We are self-managers by bringing and being responsible for our lunch boxes and water bottles to our eating spaces. - We know when our eating times are.	We actively engage in the learning experiences given to enrich our learning.
 Be Respectful	- We respect all staff members and visitors of the school. - We use our manners. - We are inclusive. - We respect the personal space of others. - We celebrate others' successes. - We keep areas clean for everyone to use. - We walk quietly around the school (during learning time). - We wear our uniform with pride. - We respond in full respectful sentences.	- We wait for our turn to talk. - We use appropriate noise levels. - We consider others' opinions. - We ask before we take or use other people's things and accept if they decline. - We respect the responsibility to create positive learning in the class.	- We take turns. - We use respectful and positive language. - We are a good sport. - We include others.	- We raise our hand to ask to move around the area. - We communicate respectfully with our peers and staff. - We respect our own and other people's property.	- We listen to trusted adults. - We celebrate others' successes. - We use kind words. - We listen to and follow the directions of the bus or taxi driver. - We use our manners. - We represent our school with pride.
 Be Safe	- We are in the right place at the right time. - We look where we are going and are aware of our surroundings. - We use the areas responsibly and for its intended purpose eg. toilets. - We use our 'I wish my teacher knew' jar to communicate our emotions or concerns with staff. - We leave toys, sporting equipment and treasures at home. - We report unsafe behaviours to an adult. - We walk and follow the pathways around our school. - We acknowledge and demonstrate school routines (bell, lining up, etc.)	- We are Safe. - We use all equipment in the learning area appropriately and safely. - We only enter the learning area when a staff member is present.	- We are sun smart and have our hats on. - We use our school problem solving strategies. - We safely use school sports equipment. - We protect our feet by wearing our school shoes. - We are at the correct play area.	- We place rubbish in the bin. - We sit and eat our own lunch. - We raise our hand and wait to be dismissed. - We calm our bodies down ready to go back to class.	- We are in the right place at the right time. - We are safe and respectful online users. - We exit and enter all vehicles safely. - We stay off play equipment before and after school.

Guidance for Staff

Teachers and school staff play a critical role in modelling, teaching, and reinforcing behaviour expectations:

- *Teach expectations explicitly:* through PBL lessons and class routines.
- *Acknowledge positive behaviour:* use verbal praise, classroom reward systems, and school-wide recognition (e.g. Students of Week, PBL Hero, Happygrams)
- *Correct calmly and consistently:* when behaviour does not meet expectations, respond using consistent language, refer to the school's flowchart for minor and major behaviours and administer consequences
- *Respond to inappropriate or unacceptable behaviour by applying predictable consequences.*
- *Engage in restorative conversations:* help students reflect on their behaviour, its impact on others, and how to make positive choices moving forward.
- *Collaborate with families:* communicate regularly with parents/carers about positive progress as well as areas for growth.

Guidance for Families

Families are our partners in reinforcing expectations and supporting student success. You can help by:

- *Reinforcing expectations at home:* talk to your child about what it means to be a learner, being respectful and safe.

- Ensuring your child attends school daily, ready to learn.
- *Using consistent language:* mirror the school's language when discussing behaviour with your child to create continuity.
- *Celebrating positive choices:* acknowledge your child's efforts and successes at school.
- *Reinforce predictable consequences when your child's behaviour does not meet the school community expectations.*
- *Staying connected:* attend parent information sessions, read newsletter, access the ERSS Facebook page, and reach out to teachers to stay informed and involved.
- *Refer to the Parent Code of Conduct reference during your child's enrolment interview.*

RESPONDING TO BEHAVIOUR

At Eimeo Road State School, we understand that behaviour serves a function and that students benefit from clear, predictable responses when expectations are not met. Our response to behaviour focuses on:

- Teaching and reteaching expected behaviours.
- Maintaining student dignity and safety.
- Ensuring predictability of consequence and fairness across the school.
- Restoring relationships and promoting accountability for one's behaviour choices.

We use a tiered approach to behaviour intervention, ensuring responses/consequences are respond to the function, frequency, intensity and impact of the behaviour.

Minor and Major Behaviours

Behaviours are categorized as either minor (managed by staff in the moment) or major (requiring referral to leadership – serious, dangerous, illegal).

Behaviour	Definition	Major or minor
Abusive language	Student delivers (direct and intentional) verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Major
Academic misconduct	Students inappropriately and falsely demonstrate their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism	Minor
Bomb threat/False alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Major
Bullying (Ongoing, unwanted without provocation)	Students engage in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm . Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	Major
Defiance	Student refuses to follow directions given by school staff.	Minor
Disrespect	Students intentionally deliver socially rude or dismissive messages to adults or students.	Major
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Minor
Dress code	Students wear clothing that is not within the dress code guidelines defined by the school.	Minor
Falsifying documents	Students intentionally create, change, or modify a document with the intention of misleading. It includes signing a person's name without that person's permission.	Minor but parents to be contacted
Fighting	Students are involved in mutual participation in an incident involving physical violence .	Major
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics	Major
Other- charge-related suspension	Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.	Major (Principal use only)
Physical aggression	Students intentionally engage in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors, or animals; or flora or fauna	Major
Property damage	Students participate in an activity that results in destruction, damage, or disfigurement of property .	Major
Property misuse causing risk to others	Students engage in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involves throwing objects or using objects in an unsafe manner causing injury.	Major
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements	Major

Technology violation	Students engage in inappropriate (as defined by school) use of mobile phones, drones, smartwatches, cameras, computers, or other communication devices. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff, or other students, or accessing illegal social media platforms.	Minor/ major depending on the severity
Theft	Students are involved by being in possession of, having passed on, or being responsible for removing school or someone else's property .	Major
Use/ possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g., matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Major
Use/ possession of weapons	Students are in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm .	Major

BEHAVIOUR CONSEQUENCES AND SUSPENSION

While Eimeo Road State School focuses on proactive strategies, restorative practices, and positive reinforcement, **disciplinary consequences** teach students to understand an individual is responsible and accountable for their behaviour choices.

Consequences are:

- Proportionate to the misbehaviour
- Predictable and fair
- Clearly communicated to students and families
- Teaches students to understand they are accountable for their actions
- Used as a learning opportunity to support behavioural change

Types of consequences may include:

- Redirection and warning
- Additional 1:1 teaching in student free time
- Make up missed or incomplete work/homework in student's own time
- Restitution e.g. replacing or repairing items damaged or taken without permission, picking up litter
- Written or verbal apology
- Dress Code – students provided preloved clothing and personal care items
- Time out of play for playground misconduct
- Disruptive or unsafe personal items surrendered to the office for the day
- Walk and talk – accompanying staff on duty
- Goal setting and behaviour reflection activities with class teacher during play
- Time out or withdrawal from class activities to complete work or reflection activity in buddy class or in C Block reflection room or Admin Building during class or play time.
- Playground contract
- Play plans in response to student's data

- Loss of privileges (example iPad) or participation in extracurricular activities
- Pause Days – A strategy that provides students with a break when they are overwhelmed and unable to cope. Pause days prelude suspensions and apply primarily to students with disabilities.
- Behaviour Improvement Plan
- In- school Suspensions – student remains in the admin building completing class work (if they can demonstrate independence and self-control), isolating them from the rest of the student body to ensure the safety of others and allow for teaching and learning to continue for all.
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
 - Fact sheet: <https://ppr.qed.qld.gov.au/attachment/fact-sheet-suspension-1-10-days-and-11-20-days.pdf>
- 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)

Suspension decision making

Suspension is a serious disciplinary response and will only be used when the principal considers it necessary, fair and reasonable. In making a decision, the principal will consider the circumstances of the incident, the seriousness of the behaviour, the impact on the safety, wellbeing and learning of others, the student's individual circumstances and support needs, and any previous supports or interventions. Decisions are made on a case-by-case basis in line with Queensland legislation and Department of Education policy.

Examples of behaviour that may lead to suspension include serious or repeated behaviour that threatens safety, involves aggression or serious harassment, significantly disrupts learning, seriously misuses technology, damages property, involves prohibited or unsafe items, or involves serious refusal to follow reasonable staff directions. These examples are a guide only. They are not exhaustive, and each matter will be considered individually by the principal in line with the circumstances, the student's individual needs and relevant legislative and departmental requirements.

After suspension, students participate in a re-entry process that includes:

- A restorative meeting with a member of the leadership team and student's family
- Behaviour supports planning or adjustments
- Ongoing monitoring and staff support

Support for Students

Support strategies for students may include:

- Facilitated restorative conversation to rebuild relationships

- Parent/student/teacher conference
- Individual Support Plans (ISPs).
- Daily check-ins and check-outs with key staff.
- Access to wellbeing programs and staff to acquire or develop fluency with skills or strategies
- Adjustments to routines or environments where necessary.

BULLYING PREVENTION

Eimeo Road State School does not tolerate bullying in any form. Bullying impacts wellbeing, safety, and learning, and we are committed to creating a culture where everyone feels respected and safe.

Bullying is defined as repeated, intentional behaviour that causes harm, distress or fear. It may be:

- Physical (hitting, pushing, damaging property)
- Verbal (name-calling, threats, insults)
- Social (exclusion, spreading rumors)
- Cyber (online harassment, hurtful texts or posts)

Prevention Strategies include:

- Explicit lessons to teach “I’m a Hero’ strategies and the responsibilities of being an upstander
- Respectful relationship education
- Student/staff-led initiatives promoting kindness and inclusion
- Active Staff supervision
- Clear reporting procedures for students and families

Response to Bullying:

- Immediate investigation by teacher and or Line Manager (within 48hours of reporting)
- Support for the targeted student
- Consequences and behaviour support for the student engaging in bullying behaviour
- Ongoing monitoring to ensure resolution



LEGISLATIVE DELEGATIONS

Legislation

In this section of the Eimeo Road 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”.

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](#)

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 inappropriate and unacceptable 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 Eimeo Road State School, the use of any SDA is considered a serious decision.

Parents and students may appeal a long suspension, charge-related suspension, or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within forty 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 Eimeo Road State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

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

Structure

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

Agenda:

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

Reasonable adjustments

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

Restorative meeting

Following a suspension or serious behaviour incident, affected students/staff will be invited to participate in a restorative meeting. These meetings will focus on building, maintaining, and restoring positive relationships between students and staff, particularly when conducted in response to incidents

that involve interpersonal conflict or when wrongdoing has occurred. The restorative approach is an educational process in which the students/staff are supported to recognise mistakes, be accountable for actions and agree on future strategies

DISCIPLINARY POLICIES

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Physical Restraint procedures
- Critical Incident response

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 Eimeo Road State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives¹ throwing stars, brass knuckles, chains)
- imitation guns or weapons

- potentially dangerous items (e.g. blades, rope)
- drugs² (including tobacco, e-cigarettes, pod vapes, vape pens, box mods, and vaporizers)
- 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)

¹ 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 subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

² 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 Eimeo Road State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife, vaping products) 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 Eimeo Road State School:

- ensure your children do not bring property onto the school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Eimeo Road State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, 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 at Eimeo Road 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 Eimeo Road State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, 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

II. USE OF MOBILE PHONES AND OTHER DEVICES BY STUDENTS

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

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

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

Responsibilities

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

It is **acceptable** for students at Eimeo Road State School to:

- use mobile devices (iPad or laptop) 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 schoolwork
 - accessing online references such as dictionaries, encyclopaedias, etc
 - researching and learning through the department's eLearning environment
- be courteous, considerate, and respectful of others when using a mobile device
- switch off and store the mobile device in designated storage areas in the classroom during the school day, in your school bag before and after school
- seek teacher's approval where they wish to use a mobile device under special circumstances

It is **unacceptable** for students at Eimeo Road State School to:

- have in their possession or use a mobile phone and/or a smart watch that does not have parental enabled call blocking during the school day. (Mobile phones and/or smart watches without parent enabled call blocking are to be stored in the office during the day)
- use a mobile phone or device 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, devices, printers, or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email, and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- take into or use mobile devices during class assessment unless expressly permitted by school staff

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Eimeo Road State School Student Code of Conduct.

In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices
 - schools may remotely access departmentally owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous, or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

III PREVENTING AND RESPONDING TO BULLYING

Eimeo Road State School refers to the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social, and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance, and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Eimeo Road State School has a **Student Council**, with representatives from each year level from Year 3 to 6 meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Council forum are the core elements of the Australian Student Wellbeing Framework:

1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

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 are 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 Eimeo Road State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Eimeo Road State School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative times will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Eimeo Road State School - Bullying response flowchart for teachers

Bullying Response Flowchart for Teachers

Please note that timelines can be included in the steps below 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, when required.

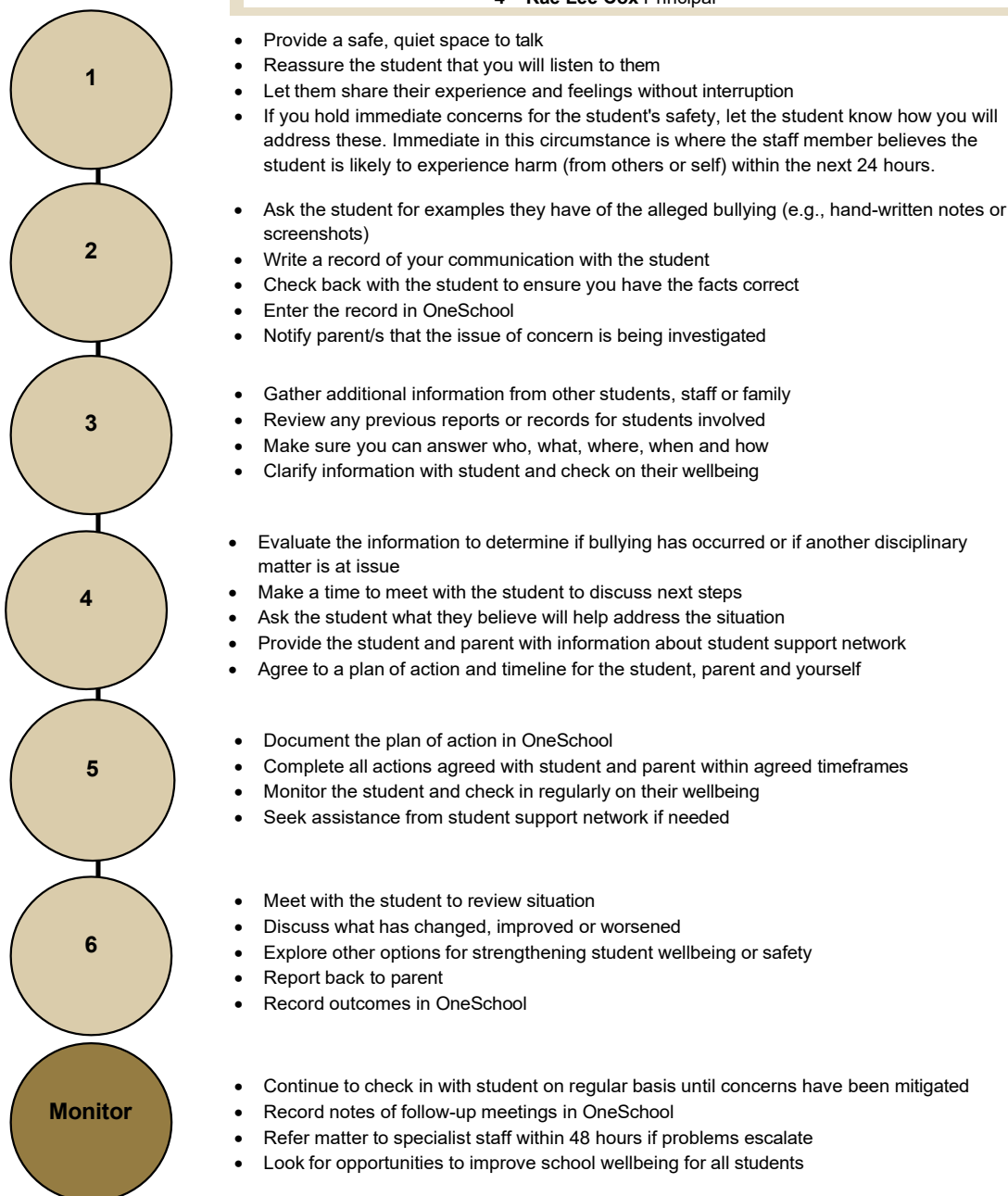
Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Year Level Line Managers: P, 1 and 5 – Kristine Fettell Deputy Principal

2, 3 and 6 – Cameron Brown Deputy Principal

4 – Rae Lee Cox Principal



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. Students, parents, or staff can speak directly with Executive Leadership Team – Line Manager for assistance in preventing and responding to cyberbullying.

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

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

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

Eimeo Road 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](#).

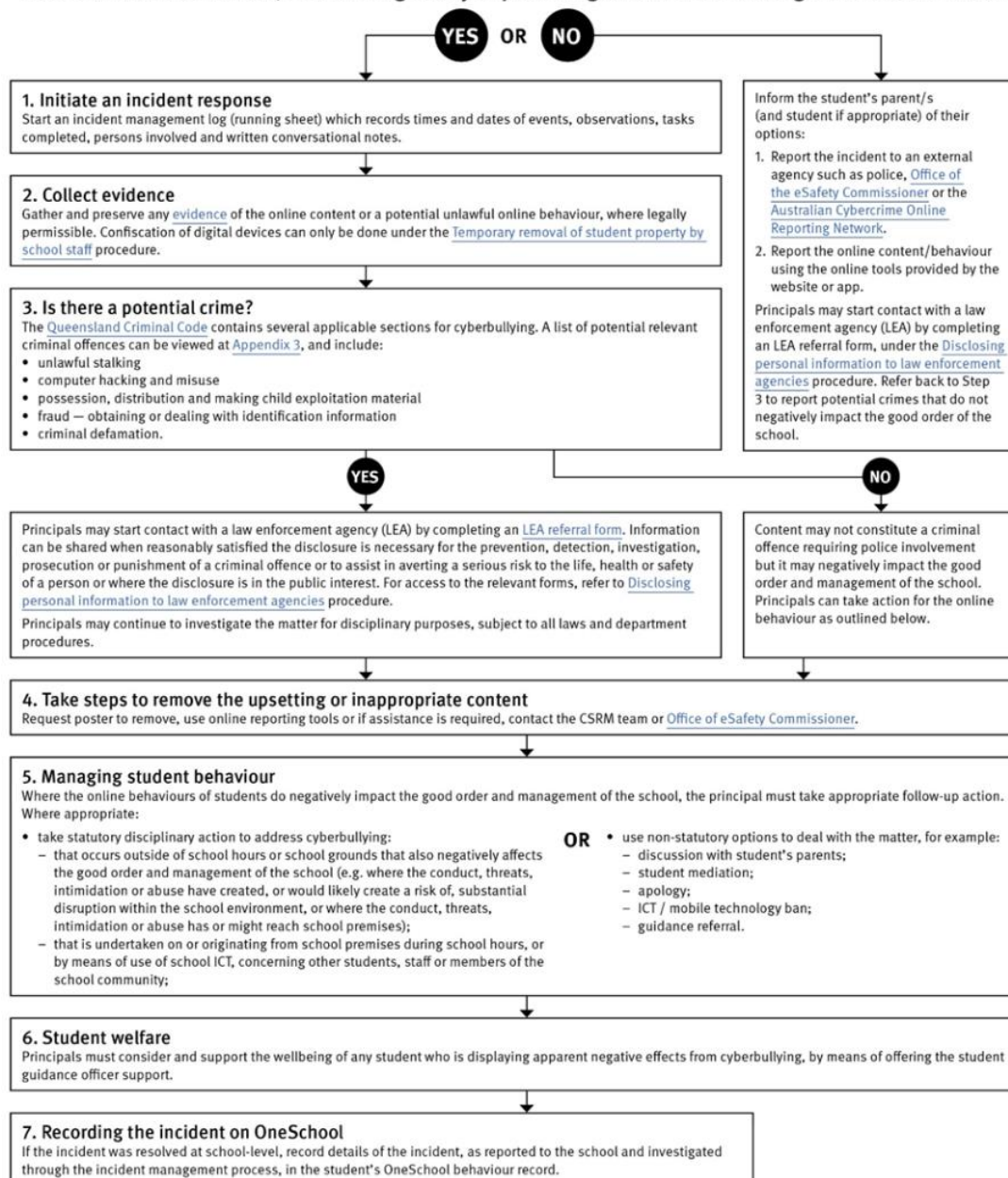
Explicit images

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

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

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

Student Intervention and Support Services

Eimeo Road 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. 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 Eimeo Road State School are familiar with the response expectations to reports of bullying and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

IV APPROPRIATE USE OF ONLINE PLATFORMS BY

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

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

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

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

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

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 or report the content to the social media provider and ask the post to be removed.

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

V RESTRICTIVE PRACTICES PROCEDURE

Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student.

The *Restrictive Practices Procedure* prescribes:

- when restrictive practices are permitted to be used in state schools
- the reporting, notification and oversight obligations of state schools' staff, principals and the principal's supervisor or delegate

- the obligations of state schools' staff and principals to manage at risk behaviours of students with the aim of preventing the use of restrictive practices.
- Generally, restrictive practices permitted under the procedure must only be used where:
- the restrictive practice is reasonable in the circumstances; and
- there is no less restrictive measure available to respond to the behaviour in the circumstances.

School staff at Eimeo Road State School need to respond to student behaviour that presents a risk of physical harm to the students themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rare 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. Ensure transparency and accountability
4. Places of 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 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 always observe the student 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.

VI CRITICAL INCIDENT RESPONSE

It is important that all school staff have a consistent understanding of how to respond to 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 of 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.

Staff immediately contact Admin for assistance and direct other students away from the situation. The principal may implement a school lockdown procedure to maintain the safety of other students, staff or visitors onsite whilst the incident is managed. DP will contact family of person/s involved for immediate assistance. Qld Police will be contacted if required for further support.

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

1. Avoid escalating the problem behaviour: Use de-escalating strategies. 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. Do not engage in conversation or ask questions. Allow students to calm down, give time.
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. Acknowledge student emotion.
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 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

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

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

SUPPORT RESOURCE LINKS

- [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](#)

COMPLIMENTS OR COMPLAINTS MANAGEMENT PROCESS

Eimeo Road 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 make a complaint i.e. an expression of dissatisfaction about a service or action of the school or its staff, made by someone directly affected.

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.

- 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 or vexatious

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

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

1. Early resolution: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an **appointment** at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone by requesting to speak with the school's complaints management officer or email admin@eimeoroadss.eq.edu.au. Your complaint will be acknowledged within three school days, and a response/outcome will be provided within thirty school days, or for complaints involving human rights or privacy complaint within forty-five business days.

2. Internal review: contact the local Regional Office

If 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 20 days of receiving the complaint outcome.

3. External review: contact a review authority

If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#)

complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#)