



Runcorn State School

Student Code of Conduct 2024-2027


Equity and Excellence: realising the potential of every student

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


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|-------------------------|---|
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Endorsement

Principal Name: Meg McClure
Principal Signature: 
Date: 3/07/2024

School Council Chair: Jasmin Stewart
School Council Signature: 
Date: 18/07/2024

P&C President: Sandy Lokas
P&C President Signature: 
Date: 7/08/2024

School Council Statement of Support

As chair of the Runcorn State School Council, I am proud to support the new Student Code of Conduct.

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

We value your support as the school works to ensure all students are safe and appropriately supported to meet their individual social and learning needs. To this end, we encourage you to work collaboratively with school staff.

Consultation

The Runcorn State School Student Code of Conduct has been devised in consultation with members of the P&C, School Council and staff. A communication strategy has been developed to support the implementation including promotion through the school newsletter. Any families who require assistance to access a copy of the Runcorn State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the office or email admin@runcornss.eq.edu.au

Review Statement

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

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Principal Foreword

Runcorn State School has a commitment to providing high quality education to students from Prep – Year 6. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Runcorn State School has three core values that underpin our approach to teaching and promoting our high standards of behaviour.

- **Be Respectful**
- **Be Responsible**
- **Be Safe**

Wrapping around these values is our shared belief that we are all learners. This belief and these values are reflected in our Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people.

Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Runcorn State School staff take a positive approach to discipline. This is grounded in the belief that behaviour can be taught and that mistakes are opportunities for everyone to learn.

Our Student Code of Conduct provides an overview of the school's policies regarding behaviour for students. We have high expectations of all our students and they are explicitly taught the expected behaviours.

The Student Code of Conduct details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

The Runcorn State School Student Code of Conduct has been developed in consultation with members of our school community.

Purpose

All areas of Runcorn State School are learning and teaching environments. Runcorn State School is committed to providing a safe and respectful learning environment for all students, staff, parents and visitors. Behaviour management is an opportunity for valuable social learning as well as a means of maximising the success of academic programs.

The Runcorn State School Student Code of Conduct sets out the consistent, shared expectations for student behaviour responsibilities and processes we use in our school to promote a positive, effective whole school approach to behaviour management.

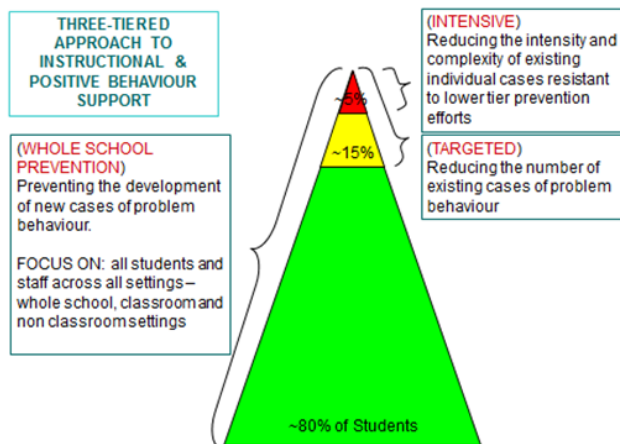
The purpose of the Runcorn State School Student Code of Conduct is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff are provided with a safe workplace.

Learning and Behaviour Statement

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 force us to reflect on our own understanding of what we consider acceptable and unacceptable.

Runcorn State School believes in supporting the whole child and strives to create an environment to support students in continuing their education, and to be respectful, active citizens who serve, problem solve and positively contribute to the community. We encourage any student or parent to make an appointment with the Principal or Deputy Principal to discuss the Runcorn State School model of behaviour support.

Tiered System of Support



Runcorn State School uses multi-tiered systems of support as the foundation for our integrated approach to learning and behaviour. This is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making.

Based on a problem-solving model, school staff match increasingly intensive interventions to the identified needs of individual students.

| Tier | Prevention Description |
|------|--|
| 1 | <p>All students (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 behavioural expectations. This involves:</p> <ul style="list-style-type: none"> teaching behaviours in the setting they will be used being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them asking students and their families for their perspectives on school culture, instruction, reinforcement, and discipline so improvements in Tier 1 may be made. |

2

Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of behavioural or social/emotional expectations. Social skills support is provided by Social Worker and Guidance Officer. The types of interventions offered at this level will vary according to the needs of our student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).

If the school data ever indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

3

Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student’s use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

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

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Student Wellbeing

Runcorn State School is focussed on student wellbeing because learning and wellbeing are inextricably linked and students learn best when their wellbeing is optimised. Students, Parents / Carers are encouraged to speak initially with the class teacher if they have concerns about mental health and wellbeing. Referrals can be made through the HOD Inclusion and School Based Inclusion Team (SBIT) to the Guidance Officer, or Speech Language Therapist or Social Worker if individual advice about accessing particular services or support are required. Runcorn State School builds the foundations for wellbeing and lifelong learning through the YCDI! Program and by imbedding the Australian Curriculum personal and social capabilities of self-awareness, self-management, social awareness and social management.

The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

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

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

Policy and expectations

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

Specialised health needs

Runcorn State School works closely with parents to ensure students 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 student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

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

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

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

Mental health

Runcorn State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Runcorn State School staff who notice suicide warning signs in a student 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, Runcorn 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
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student Runcorn State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Trauma

Runcorn State School is a Trauma Aware School. Staff are Trauma Aware trained and cognisant of the impact of trauma and have the skills to manage this behaviour effectively and compassionately. They understand that challenging classroom behaviour can be a symptom of trauma. They have the skills to manage this behaviour effectively and compassionately, aware of the impact of trauma and understand that challenging classroom behaviour can be a symptom of trauma.

Student Support Network

Runcorn State School is proud to have a comprehensive student support network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

| Role | Responsibility |
|---------------------------------------|--|
| Principal | <ul style="list-style-type: none"> • Leadership of the School Student Support Network to promote an inclusive, positive school culture • Provides support to students and their families to assist their educational engagement, along with social and emotional support • Nurtures a sense of belonging for the school community |
| Deputy Principal | <ul style="list-style-type: none"> • Provides leadership to promote an inclusive, positive school culture • Leads the coordination of the You Can Do It! Program • Provides support for staff and families to enhance the educational experience of students |
| HOD Inclusion Support Teachers | <ul style="list-style-type: none"> • Provides leadership to promote an inclusive, positive school culture • Administers student with disability documentation and liaises with families regarding this documentation • Monitors the process of student with disability Nationally Consistent Collection of Data (NCCD) and reasonable support provisions and required documentation • Liaises with DoE regional and state-wide support services to supplement school network |
| HOD Curriculum | <ul style="list-style-type: none"> • Provides leadership to promote an inclusive, positive school culture • Provides support for staff with curriculum planning to differentiate for student needs with reasonable adjustments. • Monitors attendance, behaviour and academic data to identify areas of additional need |
| Teachers | <ul style="list-style-type: none"> • Provide and promote an inclusive, positive school culture • Plan and deliver differentiated social and emotional support based on individual student needs with reasonable adjustments as required • |
| Teacher Aides | <ul style="list-style-type: none"> • Provide support that promotes an inclusive, positive school culture • Supports delivery of differentiated social and emotional support based on individual student needs and the reasonable adjustments as recommended by Class Teachers HODC, HODI, DP and Principal • |
| Guidance Officer Social Worker | <ul style="list-style-type: none"> • Monitors and supports social and emotional wellbeing of students • Provides some short-term support including social emotional and social skills for students on a one-to one or small group basis • Liaises with families, staff and external agencies regarding student disability assessment, documentation, mental health and well being • |
| DoE Nurse | <ul style="list-style-type: none"> • Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs including epilepsy and diabetes |

Consideration of Individual Circumstances

When teaching expectations, responding to inappropriate behaviour or applying a behaviour consequence, staff at Runcorn State School take into account student's individual circumstances including:

- behaviour history
- disability
- mental health and wellbeing
- religious and cultural considerations
- home environment and care arrangements

Considering the individual circumstances of each student, staff recognise that teaching, the support provided, and responses to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This means that not everyone will be treated the same, because treating everyone the same is not appropriate in all situations. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain behaviour consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that teachers and the Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Teachers are obliged by law to respect and protect the privacy of individual students and will not disclose or discuss information with anyone but the student's family. School staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that Parents / Carers and students will respect the privacy of other students and families. If Parents / Carers have concerns about the behaviour of another student at the school, or the way Staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter.

Whole School Approach to Discipline

Our staff know student learning is optimised when students 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. Parent / Carer positive engagement 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.



1. Leadership

Principals and school leaders play 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 participate 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 with the world around them and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

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

5. Support

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

OneSchool

OneSchool is the Department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes. OneSchool supports school staff in student management, curriculum and assessment management. OneSchool provides a framework for recording behaviour incidents, school actions and school disciplinary absences (SDA).

Under no circumstances should non-department employees be given access to OneSchool records.

OneSchool can be used to record:

- behaviour records
- health information
- Individual Curriculum Plans
- Personalised Learning Plans
- Student Support Provisions

The Runcorn State School framework for managing behaviour is based on the You Can Do It! Program (YCDI! Program) and School Rules. These are the shared expectations for behaviour to create and maintain a positive and productive environment. This is a whole-school approach, used in all classrooms and programs, including sporting activities and excursions. Runcorn State School staff explicitly teach positive behaviours and expectations with the aim to proactively prevent and respond to unacceptable behaviours.

The YCDI! Program and School Rules are used to:

- provide valuable social learning
- maximise the success of academic education programs to support all students
- continually support staff members to maintain a consistent, safe school

Runcorn State School staff ensure the YCDI! Program and School Rules are clear, provide supportive instruction and use behavioural incidents as opportunities to re-teach.

The development of the Runcorn State School Student Code of Conduct is an opportunity to share the YCDI! Program and School Rules framework with Parents / Carers and students to implement a consistent approach to teaching behaviour. The language and Keys of the YCDI! Program can be used in any environment, including the home setting for Parents / Carers to equip children for success. Any students or Parents / Carers who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the Principal.

The YCDI! Program and School Rules Expectations

Runcorn State School is committed to delivering a high quality education for every student and believes all adults in the school, whether visiting or working, should meet the same expectations in place for students through the following:

| School Rules | You Can Do It! (YCDI! Program) |
|--|--|
| Be Respectful Be Responsible Be Safe | Getting Along Organisation Confidence Resilience Persistence |

The first step in facilitating standards of positive behaviour is communicating those standards to all students and the community. At Runcorn State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school.

Our process is based on a school-wide set of expectations which apply in every circumstance and setting in which students are learning and demonstrating our core rules:

- Be Respectful
- Be Responsible
- Be Safe

From these core rules, a set of behavioural expectations has been developed for each school setting. The expectations aim to ensure that all students and staff share a common language to discuss behaviour and have a clear understanding of each of these expectations. The table below provides examples of our agreed rules and behavioural expectations attached to each of the three School Rules in a range of school settings. It is not intended to be an exhaustive list.

| | Be Safe | Be Respectful | Be Responsible |
|---|---|--|--|
| Uniform Code | All Runcorn State School students are expected to follow the school dress code in all settings | | |
| Classroom (and all learning settings) | <ul style="list-style-type: none"> • Students to enter classroom only with staff supervision • Students gain staff permission before leaving the room • Walk safely in the classroom • Use furniture and equipment safely and correctly • Keep your hands, feet and objects to yourself • Walk around the school | <ul style="list-style-type: none"> • Follow staff instructions • Use active listening skills • Care for others and their property • Consider others' points of view • Speak kindly and at an appropriate volume • Be respectful and inclusive of everyone's differences • Care for school equipment and furniture | <ul style="list-style-type: none"> • Be at school before the bell and line up in Girraween Place • Be prepared with all equipment • Be an active participant in learning • Work to remain in the Learning / Green Zone • Ask for help when you need to • Know your learning goals • Use technology as a learning tool |
| All outdoor areas including playgrounds | <ul style="list-style-type: none"> • Keep your hands, feet and objects to yourself • Wear sunsafe hat when outdoors (no caps) • Walk on concrete surfaces • Play running games/activities on grassed areas • Walk bikes and scooters through grounds before and after school • Students are legally required to wear helmets when riding bikes and scooters • Remain off playgrounds before and after school | <ul style="list-style-type: none"> • Follow staff instructions • Play fairly and inclusively • Take care of borrowed equipment • Speak positively to others • Care for the environment • Be considerate of learners when you are outdoors during learning times • Throw rubbish in the appropriate bin • Display respectful actions and play in the Yarning Circle | <ul style="list-style-type: none"> • Help others during games • Problem solve respectfully • Consider others' play ideas • Wait for supervising staff to arrive on the oval, playground or basketball court before entering |
| Outdoor Transitions (moving between spaces through the school) | <ul style="list-style-type: none"> • Listen to and follow staff instructions at all times • Listen and respond to the bell immediately • Carry belongings safely – do not swing or throw them • Walk quietly around the school • Stay to the left of stairs/ paths | <ul style="list-style-type: none"> • Move quietly and with purpose throughout the school • Give way to adults, share pathways with others and wait for your turn • Acknowledge visitors and adults as you pass • Care for your own and others' property • Respect the environment- walk on pathways and collect rubbish | <ul style="list-style-type: none"> • Take the most direct route • Move in an orderly manner • Stay together as a group when required |
| Online/ iPad Environment | <ul style="list-style-type: none"> • Use iPads only with staff supervision • Demonstrate personal safety when interacting online; i.e. not sharing private/personal information. • Report unsafe online behaviours to a teacher | <ul style="list-style-type: none"> • Follow internet agreement terms • Only comment in a positive or kind manner online • Seek staff permission before taking photos on school iPad | <ul style="list-style-type: none"> • Use school apps only, and as instructed by staff • Use own login, username and passwords |

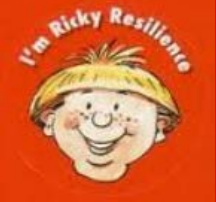

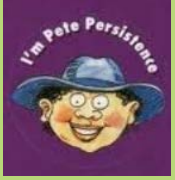


| | Be Safe | Be Respectful | Be Responsible |
|----------------------------|--|---|---|
| Eating Areas | <ul style="list-style-type: none"> • Sit down while eating • Eat only food sent from your home or ordered for you from the tuckshop • Do not share food and don't buy food from the tuckshop for others • Raise your hand to be released to play by the duty teacher once your area is tidy • Ask staff for permission to go to the toilet • Keep walkways and doorways clear • Keep sporting equipment still until in the playground | <ul style="list-style-type: none"> • Follow the duty staff instructions • Stay in your year level eating area • Use a quiet voice • Remain seated until you're dismissed • Keep your area clean and tidy • Use your manners at all times | <ul style="list-style-type: none"> • Eat healthy food first • Practise sustainability by using the correct bin • Take lunch box and drink bottle back to class after break time • Place all school bags, swimming bags, lunch boxes, water bottles and musical instruments out of high traffic areas. |
| Toilets | <ul style="list-style-type: none"> • Walk straight to the toilets and straight back with your buddy • One person per cubicle • Wait quietly for your buddy and return to class together • Keep the facility clean and dry | <ul style="list-style-type: none"> • Respect the privacy of others and remain in your own cubicle • One person in a cubicle at a time and lock the door • Wait patiently for your turn • Leave the toilet area when finished • Keep the toilet area clean and report when the toilet needs attention | <ul style="list-style-type: none"> • Use the toilet during your break time if possible • Practice good hygiene- flush the toilet, use soap to wash your hands |
| Parade | <ul style="list-style-type: none"> • Sit quietly with your legs crossed and follow staff instructions • Keep hands and feet to yourself | <ul style="list-style-type: none"> • Consider others' personal space when seated • Listen to speakers • Celebrate (clap) appropriately • Acknowledge everyone's successes • Stand quietly, with hands by your side during anthem | <ul style="list-style-type: none"> • Pay attention to all messages and presentations • Be prepared for your class presentation |
| Stop, Drop, Go Zone | <ul style="list-style-type: none"> • Always exit and enter your car on the side nearest to footpath • Look both ways before stepping into car zones • Move straight to STOP, DROP and GO zone after school | <ul style="list-style-type: none"> • Move to the collection point as quickly as possible • Be alert and ready for collection- keep your belongings in your bag • Listen to staff instructions | <ul style="list-style-type: none"> • Model safe and respectful behaviour for other students • Wait patiently in the appropriate place |
| Library | <ul style="list-style-type: none"> • Walk in the library • Pack away all items when you have finished with them | <ul style="list-style-type: none"> • Use quiet, inside voices • Return books to the 'returns box' when due • Use games and equipment respectfully and pack up when the bell rings | <ul style="list-style-type: none"> • Be an active listener during lessons • Bring appropriate library bag or folder for borrowing • Return books on time • Care for books and resources |
| Tuckshop | <ul style="list-style-type: none"> • Walk to the tuckshop when dismissed by duty teacher after eating time • Line up in a single, quiet line • Keep hands and feet to yourself | <ul style="list-style-type: none"> • Only line up if you are ordering or collecting food • Only collect your class tuckshop box and only take items that belong to you | <ul style="list-style-type: none"> • If you need to finish any food after the bell, discuss with your teacher • After purchasing over the counter food, return to your designated eating area |

The **YCDI! Program** “5 Keys are the social-emotional skills that are explicitly taught across Runcorn State School to motivate the attitudes, values and character strengths for academic and personal success, relationships and wellbeing. They are endorsed as behavioural expectations during Reflections to teach students positively appropriate ways to meet their needs. The **YCDI! Program** Scope and Sequence for each year level addresses aspects of the Australian Curriculum Personal and Social Capabilities explicitly to strengthen children’s self-belief and social-emotional capability required for higher levels of achievement and wellbeing. It is supported through digital lesson plans, worksheets, posters, songs and hand puppets.

Whole School Term Focus YCDI! Program Key to Success and Positive will be explicitly taught in weekly health lessons, discussed on School Parade, in the school newsletter.

| Term 1 | Term 2 | Term 3 | Term 4 |
|---|-------------------------------|---|-----------------------|
| Ready Set Organisation Self-Manager | Getting Along Collaborator | Persistence Researcher Resilience Communicator | Confidence Thinker |

Below is a summary of the YCDI! Program descriptors:

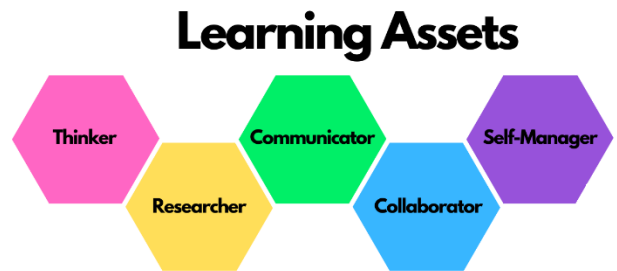
| Resilience | Getting Along | Persistence | Organisation | Confidence |
|---|---|--|---|--|
| <p>When faced with difficult and challenging situations and people I am able to:</p> <ol style="list-style-type: none"> 1) stop getting angry, down or worried 2) control my behaviour when I am upset 3) calm down 4) bounce back to work and play  | <p>Means being friendly with and nice to all people in all situations.</p> <p>I am able to:</p> <ol style="list-style-type: none"> 1) work in groups 2) solve problems without fighting 3) follow school rules 4) help make school a better place to be and learn  | <p>Means continuing to do something, working hard and not giving up when it is difficult. I am able to:</p> <ol style="list-style-type: none"> 1) not distract myself or others 2) continue to try to be successful when faced with setbacks 3) continue to try hard and work when I am tired  | <p>Means setting goals and working to achieve them. I am able to:</p> <ol style="list-style-type: none"> 1) think ahead and plan what I need to do and what I need to have to get it done 2) arrive at school before the bell so I can be organised and not rushed 3) have a neat school bag and desk  | <p>Means not being afraid to make mistakes or meet new people or try new things. I am able to:</p> <ol style="list-style-type: none"> 1) stand up tall and speak with a clear voice 2) try new things with a lot of effort 3) offer to be responsible without being asked  |

Inquiry Based Learning

In the Inquiry classroom, teachers encourage learners to perceive themselves as competent, inquisitive, resourceful individuals with a profound sense of empowerment. Traits such as curiosity, adaptability, resilience, alongside skills like self-management, collaboration, critical thinking, and effective communication, can be regarded as valuable "learner assets." Cultivating these assets in students for their learning lays the foundation for independence and instils a lifelong passion for learning.

The Learning Assets

Managing own learning and behaviour independently
Thinking logically, creatively, empathetically
Communicating effectively with others.
Researching in many different ways.
Collaborate with others and working effectively



Community Expectations and Standards

The table below outlines the expectations aligned to our School Rules and the standards we commit to as a Community:

| Respectful | |
|--|---|
| What School Staff expect from Parents / Carers | What Parents / Carers expect from School Staff |
| Make an appointment to speak with the class teacher or Principal to discuss any concerns. | Respond as soon as practicable to requests for an appointment and negotiate a mutually agreeable date and time. |
| Be respectful in conversations at home about school staff. | Ensure positive behaviours are role modelled for all students. |
| Seek out opportunities to provide positive feedback to the classroom teachers about their work with the class, a student or colleagues. | Give clear guidance about a designated area for Parents / Carers to leave and collect students. |
| Recognise people are different and be non-judgemental, fair and equitable to others in the school community and help children to see the strengths and benefits in diversity and difference in their classmates. | Work closely with families to reasonable accommodate their personal needs, including work commitments, finances and family structure. |
| Support all members of our community. | Promote every child's individuality and build a cohesive, inclusive classroom and school culture. |
| Take a positive, solution-focused approach to resolving complaints. | Respond reasonably to children's individual needs or support that families may require or request. |
| Respect school, student and staff privacy in all online communications. | |

| Responsible | |
|---|---|
| What School Staff expect from Parents / Carers | What Parents / Carers expect from School Staff |
| Respect the obligation of staff to maintain student and family privacy. | Maintain confidentiality about information relating to children and their families. |
| Share relevant information about children's learning, social and behavioural needs with school staff. | A welcoming, diverse school community with recognition of significant social, cultural and historical events. |
| Support children to meet the learning and behavioural expectations at school. | A safe, supportive and inclusive environment for every student. |
| Stay informed about school news and activities by reading the school newsletter and other materials sent / emailed / text / SMS home by school staff. | Clarity around the School's learning and behavioural expectations and feedback about children's progress. |
| Pay for excursions or camps and complete and return school documents by the due date | The electronic school newsletter to be the primary means of communication about school news, excursions or events. |
| Place Flexischools tuckshop orders before school starts | Any complaints or concerns about the behaviour of staff, students or other Parents / Carers to be addressed in a timely manner. |

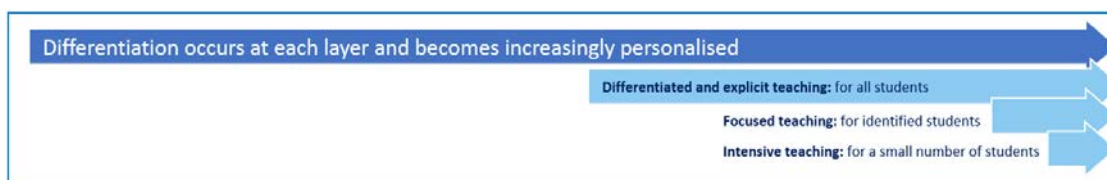
| Safe | |
|---|--|
| What School Staff expect from Parents /Carers | What Parents / Carers expect from School Staff |
| Leave and collect children from the designated area, time and manner at school. | To receive relevant information about child's learning, social and behavioural progress at school. |
| Ensure children attend school every day and notify the school promptly of any absences or changes in contact details. | To nominate a contact person who will work to resolve a school related complaint. |
| Approach the Principal with concerns about the behaviour of a staff member, another student or Parent / Carer. | Social media issues that affect staff, students or families to be addressed quickly. |

Differentiated and Explicit Teaching

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

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

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



Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the YCDI! Program and School Rules, as a basis for developing their behaviour standards. The class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in all learning contexts.

Focused Teaching

Some students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

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

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

Runcorn State School has a range of Student Support staff to help arrange and deliver focused teaching to students who need more support to meet expectations. Evidence-informed programs to address specific skill development for some students may include:

- Guidance Officer lead social skills sessions
- Zones of Regulation

Intensive Teaching

A small number of students require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

For the small number of students who continue to display behaviours that are deemed complex and challenging the following may be required:

- individualised, function-based behaviour assessment
- support plans and multi-agency case management

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

Students who require intensive teaching will be assigned a case manager at the school who will oversee the coordination of their program, communicate with stakeholders and consult directly with the student wherever possible.

Legislation and Delegations

These are the 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 \(Cwth\)](#)

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

Only Principals have the power to make a decision about the use of suspension for an enrolled student.

Principals may authorise a Deputy Principal, Head of School or Head of Campus to tell a student and Parent / Carer of their decision to suspend.

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 behaviour consequences model used at Runcorn State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. In order to meet the needs of students, the use of consequences to teach appropriate ways to meet their needs is informed by the YCDI! Program and School Rules.

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

Some students will need additional support, time and opportunities to practise expected behaviours including focused teaching, in-class corrective feedback and rule reminders. A continued pattern of low-level problematic behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a behaviour consequence.

For a small number of students, 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. This Principal may determine that an out of school suspension or exclusion is a necessary consequence for serious behaviour including harm to others or self. Usually this course of action is only taken when the behaviour is so serious as to warrant immediate removal of the student, for the safety of others, or no other alternative strategy is considered sufficient to deal with the problem behaviour.

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

Disciplinary Consequences Differentiated

Class teachers provide in-class or in-school behaviour 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
- More positive to 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 the inappropriate behaviour
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- 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 the next step is, 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 students about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reflection

Disciplinary Consequences Focused

Class teacher, in conjunction with Parents / Carers and supported by other school-based staff, to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Reflection
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in / Check out strategy
- Time spent in neighbouring class
- Teacher coaching and debriefing
- Referral to the School Based Inclusion Team (SBIT) for team based problem solving
- Stakeholder meeting with Parents / Carers and external agencies

Disciplinary Consequences Intensive

School leadership team work in consultation with the SBIT to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with Parents / Carers and external agencies including regional specialists
- Temporary removal of student property
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

The **Majors and Minors** document is a tool designed for staff to clearly define and manage an incident in a fair and transparent manner.

| | |
|--|---|
| <p>Minor behaviour incidents are to be managed at the time of the situation by a staff member or teacher wherever feasible.</p> | <p>Major behaviour incidents are to be referred to the school leadership team. All major incidents must be recorded on OneSchool by the relevant representative. Consequences are usually given and managed by the school leadership team.</p> |
| <ul style="list-style-type: none"> • Minor incidents serve as a learning opportunity for students. • It is not necessary to input all minor incidents on OneSchool, but the information may need to be passed on to the class teacher or DP so that patterns of behaviour can be recorded. • If a pattern of repeated minor incidents emerges it will be necessary to record on OneSchool due to the possible escalation to a 'major' incident. <p>Possible consequences for a minor incident:</p> <ul style="list-style-type: none"> • 1:1 discussion / redirection/ reminder/ skill building/referencing the School Rules • student moved to another area • time out/cool down • Reflection • Parent / Carer contact | <ul style="list-style-type: none"> • All major incidents MUST be referred to the school leadership team. • Consequences are applied and managed by someone on the school leadership team. • Incident must be added to OneSchool. <p>Possible consequences that may be enacted by school leadership for a major incident include:</p> <ul style="list-style-type: none"> • restorative justice / mediation • apology, restitution • Reflection • Parent / Carer contact meeting • individual behaviour support plan • involvement of support staff • SDA / exclusion |

| OneSchool Behaviour Categories | <u>Definition</u> | Minor Description | Major Description |
|--------------------------------|---|--|---|
| Abusive Language | Inappropriate use of language to harm, injure or threaten others. | Swearing which may cause offense | Deliberate, threatening strong language with the intention to cause fear, intimidation or harm to others. |
| Academic misconduct | Using dishonest methods to gain academic advantage | Presenting work completed by others as ones own. Copying others' work. | Plagiarism with assessment tasks |

| OneSchool Behaviour Categories | <u>Definition</u> | Minor Description | Major Description |
|---------------------------------------|---|---|---|
| Bomb Threat/False Alarm | Communicating a threat, whether verbally, written, or electronically, claiming that there is an explosive device or dangerous materials present in a specific location to cause panic, disruption and emergency response when it is known that there no actual threat or danger posed | No minor, this is a major and very serious offence | |
| Bullying Harassment | Ongoing, deliberate, targeted, repeated verbal, physical, online, digital, social media behaviour intended to cause physical, social, psychological harm, embarrassment, social exclusion or discomfort to others. | First reported incident. Bystander to bullying behaviour. | Persistent incidents of the same targeted behaviours, particularly when requested to cease these behaviours. Filming incidents of bullying behaviour. |
| Defiance | Refusal to follow directions and comply with reasonable requests by school staff. Refusal to follow classroom and/or school rules | Low intensity, disrespectful, failure to follow instructions including walking away from staff, arguing with staff, leaving class without permission. | Persistent refusal to follow instructions. Frequent disrespectful behaviour. Repeated interruption to learning, including back chatting, arguing, inappropriate interactions, continual refusal to comply with reasonable requests. |

| OneSchool Behaviour Categories | <u>Definition</u> | Minor Description | Major Description |
|---------------------------------------|---|--|--|
| Disrespect | Displaying lack of regard for another's feelings, dignity or authority through words, or actions | Interrupting, ignoring, sarcastic remarks, dismissive tone, invading personal space, eye rolling, sighing, speaking negatively about someone | Insulting or belittling, publicly humiliating or shaming, discrimination, swearing at someone |
| Disruption | Behaviour causing interruption to the learning of others and self-right to learn | Repeated low intensity inappropriate disruption including getting out of seat, moving around the room, calling out, off task behaviour, making intentional noises, delayed compliance, back chatting and arguing | Deliberate, persistent behaviour that takes away from the learning of others or playground activities. Includes yelling, screaming, throwing small objects, not ceasing behaviours when warnings and redirection given |
| Dress Code | Not adhering to school dress code/uniform policy | Wearing non-regulation /inappropriate clothing or items to school. Not wearing a hat outside. Wearing inappropriate footwear including open toe shoes | Persistently wearing non-regulation items that do not adhere to the uniform policy |
| Falsifying documents | Intentionally altering, fabricating, or manipulating documents in order to deceive or mislead | Changing information on documents | Forging signatures, or creating fake documents to serve a fraudulent purpose |
| Fighting Physical aggression | Intentional physical actions to intimidate or causing injury or harm to others including hitting, slapping, poking, punching, elbowing, head butting, kicking, hair pulling, scratching | Inappropriate physical contact causing unintentional minor physical harm or injury including pushing, shoving, rough play, "dacking", standing in the personal space of others, unwanted tickling or hugging | Intentional aggressive actions directed at other to cause harm including punching, kicking, biting, spitting, scratching, hair pulling |

| OneSchool Behaviour Categories | <u>Definition</u> | Minor Description | Major Description |
|---|--|---|---|
| Property damage Property misuse causing risk to others | Damaging equipment or property including personal or school through deliberate misuse | Low intensity misuse of property without intent to damage including littering, breaking pencils, tearing books, scribbling on desks and walls | Intentional misuse of equipment or property with the intent to cause damage including graffiti, vandalism, carving or hacking into of property, throwing objects at windows with intent to smash the. |
| Refusal to participate in the education program of the school | Active refusal to engage or participate in learning and/or activities | Low intensity refusal to participate and engage with education program including leaving the classroom verbal refusal, delayed compliance | Continue and persistent refusal to participate and engage with learning including refusal behaviour, no attempt to engage or respond to instructions of program of instruction |
| Substance misconduct involving illegal substances | The possession distribution and/or use of illegal substances | Not considered minor. Immediately considered Major | Drug use and/or selling, buying, holding, storing drugs, consume alcohol at school, arriving to school under the influence of alcohol or drugs |
| Substance misconduct involving tobacco and other legal substances | The possession, distribution and /or use of cigarettes, tobacco, Vapes or other legal but dangerous products | Not considered minor. Immediately considered major | Smoking, vaping, distribution or selling cigarettes, and /or over the counter drugs or medication |
| Technology Violation | Inappropriate use of mobile phone, drone, smartwatch, camera, computer or other communication device. Fraudulent or illegal Technology activity. | Unauthorised device use. Accessing websites that are not educational. Using technology devices for non-educational purposes. Sharing login credentials. Improper handling/misuse/damaging school-owned technology devices | Cyberbullying with intent to deliberately harass or intimidate others. Sharing or distribution of inappropriate content. Hacking or malicious software installation, DoS attacks, use of key loggers, |

| OneSchool Behaviour Categories | <u>Definition</u> | Minor Description | Major Description |
|--|--|---|---|
| Theft | Being in possession of, having passed on, or being responsible for removing school or someone else's property with the intent to deprive them of it permanently or temporarily | Taking or using a classmates, teachers or classroom items or food/resources without permission | Stealing or significantly vandalising or damaging valuable items such as electronic devices, money, sports equipment or redistributing stolen items |
| Truancy = unauthorised absence Out of class and Out of school | Present at school, but absent for one or more scheduled classes with out permission or appropriate reason Absent from school (morning, afternoon or entire school day) without permission or appropriate reason. | Out of Class Truancy minor: absent from one or more individual classes within the school day Out of School Truancy minor: pretends to be sick to stay home | Unexplained and without proper authorisation, consistently misses multiple classes throughout the week/term Skips school altogether, often leaving home without permission and spending the day elsewhere, such as at a friend's house or in public places |
| Use / Possession of Weapons | In possession of knives or guns or other objects, real, replica or look alike, readily capable of causing bodily harm. In possession of substances/objects readily capable of causing bodily harm and/or property damage including matches, lighters, firecrackers, ignitable liquids, aerosols. | Student brings small pocket knife or toy gun to school to show to friends without intent to harm anyone | Student brings firearms, knives, explosives, clubs, items to cause fire and any object adapted for use in causing harm, assault, casualty or injury with intent to threaten, scare, intimidate or physically harm others |

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 student behaviour that does not meet the agreed code of conduct. 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 Runcorn State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents / Carers and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal. The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Runcorn 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 / Carer, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend as the student has already received a consequence through their SDA 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 / Carers to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

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

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-entry 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 / Carer at a later date and time. This meeting should be narrowly focused on making the student and their family feel welcome back into the school community.

Possible agenda:

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

Reasonable adjustments

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

School Policies

Runcorn State School has tailored school behaviour management policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. The responsibilities for students, staff and visitors are 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

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. Students are reminded that they are not permitted to bring toys from home to school. If they need to bring items for Show and Share, they are to be handed to the teacher at the start of the school day and remain there until the 3.00pm bell. 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 Runcorn State School and will be removed if found in a student's possession:

- illegal items or weapons including imitations
- potential dangerous items (e.g. blades, rope, knives, handcuffs)
- 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).

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

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

Responsibilities

Staff at Runcorn State School

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a Parent / Carer or calling the police
- consent from the student or Parent / Carer 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 / Carers (e.g. to access an EpiPen for an anaphylactic emergency)
- consent from the student or Parent / Carer 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 / Carers should be called to make such a determination.

Parents / Carers of students at Runcorn State School

- ensure children 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 Runcorn 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 Runcorn 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 Runcorn 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

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 are 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. From January 2024 a new policy was introduced and all Queensland state school students must keep their mobile phones switched off and **'away for the day'** during school hours (exception is if required for medical monitoring such as diabetes). At Runcorn State School phones are to be left at the Office before school, Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

The knowledge and confidence to navigate and use mobile phones and other devices safely while developing digital literacy is a responsibility shared between Parents / Carers, school staff and students.

- Mobile phones are to be left at the office before school and picked up at the end of the school day.
- Wearable technology/devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.
- Personal tablets, slates, laptop computers or iPads are to remain out of sight and in school bags during the school day
- The school is not responsible for any personal items such as mobile phones, tablets and devices that are brought to school and become lost, stolen or damaged
- Students are not to take photos of other students or staff on their mobile phones at school

Responsibilities

The responsibilities for students using school ICT at school or during school activities, are outlined below.

It is **acceptable** for students at Runcorn State School to use school iPads 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 / Carers or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias etc.
- researching and learning through the Department's eLearning environment

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

- use a mobile phone or other at school
- 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 stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- deliberately commit plagiarism or violate copyright laws
- ignore teacher directions for the use of internet including social media, email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments

At all times while using ICT facilities and devices supplied by the school, students will be required to act in line with the requirements of the Runcorn State School Student Code of Conduct. In addition students and their Parents / Carers should:

- understand the responsibility and behaviour requirements (as outlined by the school ICT Agreement) 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 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.

Preventing and responding to bullying

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still taken seriously and may need to be addressed and resolved as appropriate. At Runcorn State School our staff will work to quickly respond to any matters of this nature.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the School Rules: Be Responsible, Be Respectful, Be Safe and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas during school hours. This means that duty staff members are easily identifiable as they are wearing fluoro vests during playground duty and are frequently moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

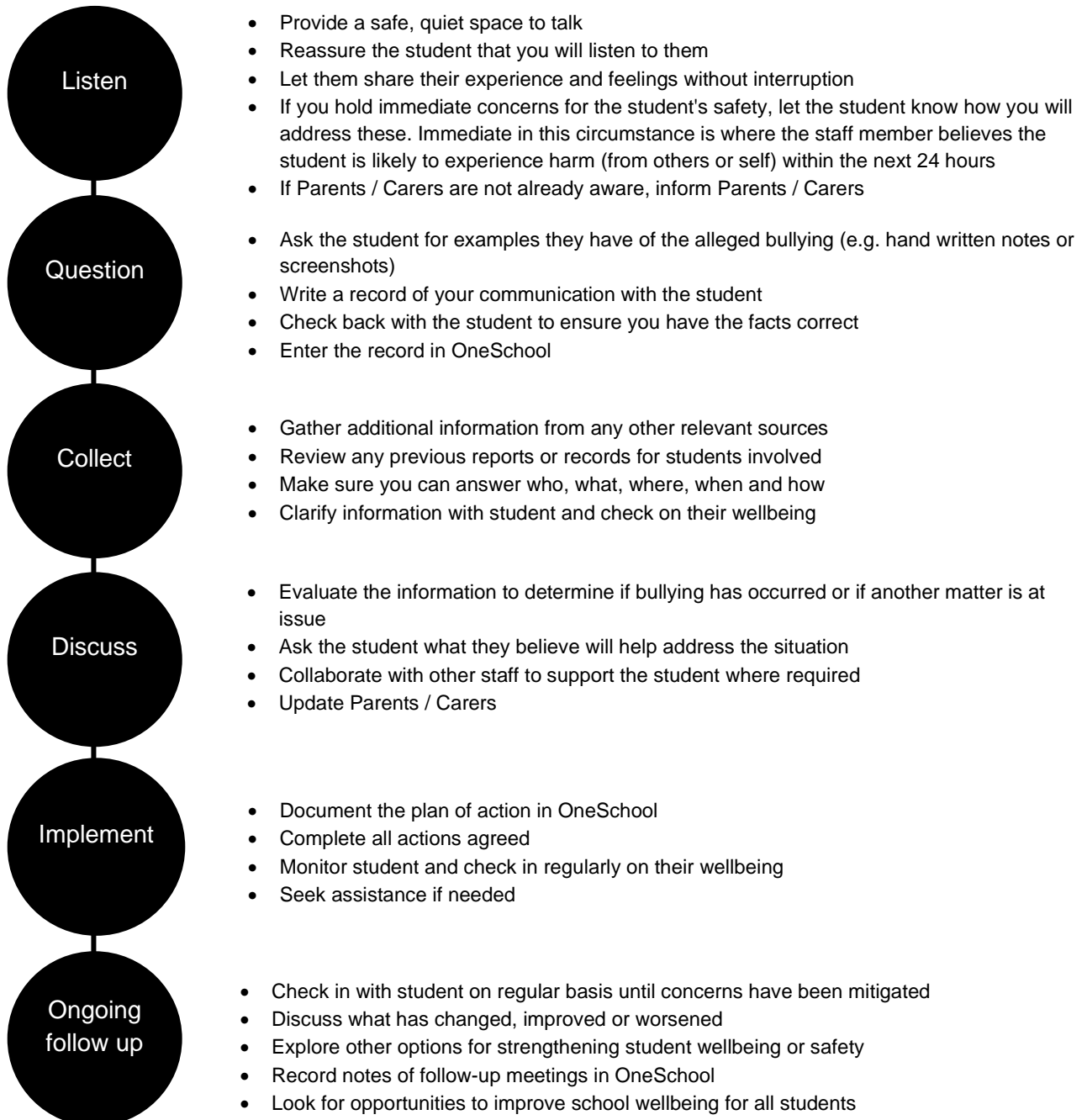
Runcorn State School - Bullying response

Runcorn State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying. Students are encouraged to approach a staff member with whom they feel comfortable sharing their concerns. All staff at Runcorn State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed.

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. School behaviour strategies may also be used to reinforce the seriousness with which the community takes all incidents of bullying.

Runcorn State School Bullying response flowchart

The following flowchart explains the actions Runcorn State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside the school setting.



Cyberbullying

Cyberbullying is treated at Runcorn State School with the same level of seriousness as in-person bullying. Runcorn State School will investigate and respond to any incident of cyberbullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms. This gives them no opportunity to escape the harassment or abuse during the evening, weekends or holidays. Students are explicitly taught Cybersafety including

- how to safely conduct an internet search
- what cyberbullying is
- not responding to and immediately reporting unwanted messages
- reporting any instances they see as a bystander of cyberbullying

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

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

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

Parents / Carers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other Parents / Carers may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Runcorn State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

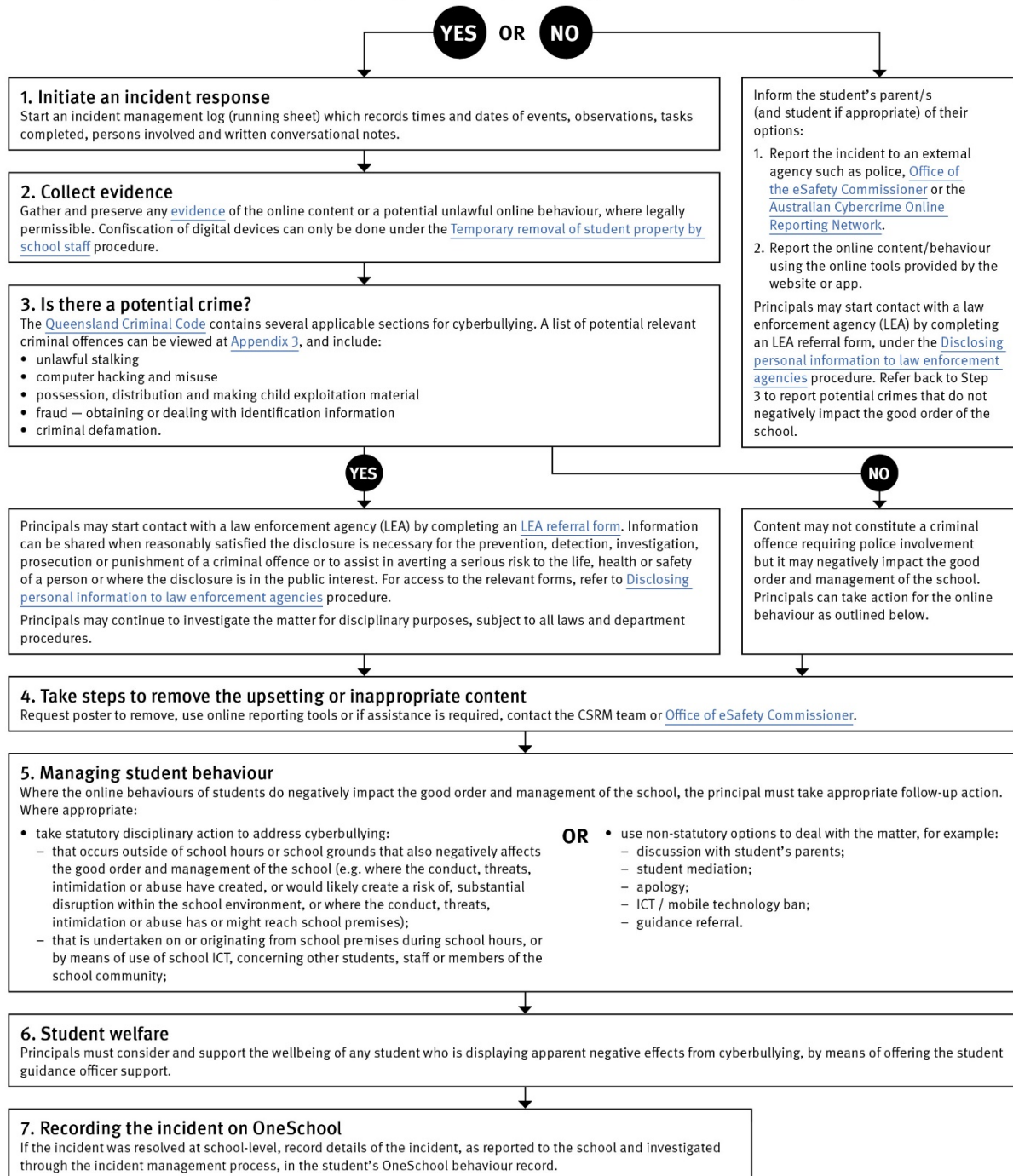
Explicit images

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

Report

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

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 families can do if they believe their 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.

Runcorn State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Runcorn State School works together to establish a safe and supportive school environment. This compact is provided to all students and their Parents / Carers upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

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

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
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- 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.

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

The School Community will:

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

Appropriate use of social media

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

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, and schools, Principals and even Parents / Carers 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:

Students

- Before posting something online, consider if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what anyone posts online is a direct reflection of who they are and the values they represent. People will potentially form lasting opinions based on what people 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, keep posts general and avoid posting anything that could identify individuals.
- Take a few moments to think about the content of a post to save upset, embarrassment, and possible legal action.

Parents / Carers

- Parents / Carers have a role in supervising and regulating their children's online activities at home and its impact on the reputation and privacy of others. Parents / Carers are their child's first teachers — this is who they will learn online behaviours from.
- Parental and community feedback is important for schools and the Department. Any compliment, complaint or enquiry about an issue at school, is best approached by speaking directly with the school about the matter, rather than discussing it in a public forum.
- While many schools use social media to update Parents / Carers of school notices. Parents / Carers should contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

- If families have raised an issue with a school or know that another person has, they should refrain from discussing those details on social media, particularly the names of anyone involved.
- Keep comments calm and polite. Negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, should be referred to 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).

Privacy of other students

Before uploading photos that feature images of other students or staff obtain consent from all parties.

Restrictive Practices

School staff at Runcorn State School need to respond to student behaviour that presents a risk of physical harm to the student, themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. 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 regulate their emotional 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 behaviour consequences.

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

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with Parents / 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 used where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

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

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

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

Critical Incidents

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

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

The documented plan for any student involved in regular critical incidents will be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should remove other children from the immediate area and use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour students should adopt, stay calm and controlled, use a serious measured tone, choose language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

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

Other 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](#)

Feedback and Complaints

Runcorn State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school and underpinned by section 46 of the Education (General Provisions) Act 2006 (Qld), Education Queensland's Complaints Management - State Schools and Making a Complaint located on the department's website. There may be occasions where Parents / Carers want to raise a concern or make a complaint about an issue they feel adversely affects their child. 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. Community members 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.

Complaints should:

- Include a clear outline of the issue or concern and desired solution
- all the relevant information when making the complaint
- understanding that addressing a complaint can take time
- respectful cooperation and understanding that unreasonable, abusive, or disrespectful conduct will not be tolerated
- inform if something changes, including if help is no longer needed.

The Department of Education may not proceed with complaints if complainant 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 / Carers and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. Make an appointment at the school to discuss the complaint with child's teacher or the principal. Or lodge complaint in writing or over the phone or 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, dissatisfaction remains with the outcome of the complaint or how the complaint was handled, the local [regional office](#) can be asked to conduct a review by submitting a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
If still dissatisfied after an internal review, 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 handled in a different way to school matters and will be referred to other areas in the department. These include:

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