



Student Code of Conduct August 2025

Purpose

At Ipswich Central State School, our inclusive school community values respect for one another that is underpinned by a strong sense of belonging. Our community believes that students, parents and staff are lifelong learners and that we strive to be resilient, honest and committed to achieve our best. Through commitment to these values, we foster a learning environment where every individual can excel and prosper.



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Date: 29th July 2025

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Date: 29th July 2025



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Principal's Foreword

At Ipswich Central State School, we believe every child can learn and succeed when they feel safe, valued, and understood.

We are proud of our long-standing tradition of delivering high-quality education in an inclusive, respectful, and nurturing environment. Our work is grounded in the belief that all behaviour is a form of communication, and every behaviour—positive or challenging—presents an opportunity for connection, understanding, and growth.

Our four core values—**Inclusivity, Resilience, Kindness, and Respect**—underpin the way we interact, teach, and support one another. These values are brought to life through our school-wide expectations:

- **Be Safe** – Make responsible choices, resolve differences peacefully, and contribute positively to the community.
- **Be Respectful** – To self, others, and our environment.
- **Be a Learner** – Take ownership of your learning and ensure your behaviour supports the learning of others.

As a *Positive Behaviour for Learning* (PBL) school, we take a proactive, whole-school approach to behaviour, explicitly teaching and positively reinforcing the expectations we have for all students across all settings. We recognise that consistency, high expectations, and strong relationships are essential for student success.

We understand that some students may experience barriers to behaviour regulation, often rooted in past trauma or unmet needs. Our staff are committed to trauma-informed practices—responding with empathy, patience, and strategies that focus on regulation, repair, and restoring relationships.

At Ipswich Central, we see student behaviour through a restorative lens. When behaviour falls short of expectations, we respond with strategies that restore safety, repair relationships, and build students' capacity to make more positive choices in the future. Every choice has a consequence—sometimes positive, sometimes not—but all consequences are grounded in fairness, dignity, and the opportunity to reflect and grow.

This *Student Code of Conduct* outlines:

- How expected behaviours are taught, modelled, and reinforced.
- Our approach to supporting students to take responsibility for their actions.
- Key policies, including the use of mobile phones and technology, removal of student property, and our bullying prevention framework.
- A continuum of responses for behaviours that do not align with expectations, including restorative conversations, re-teaching, and, where required, suspension or exclusion in line with Department of Education policy.

We thank our students, staff, families, and community members for contributing to a safe, supportive learning environment. Together, we create a culture where every child is known, supported, and empowered to succeed—not just as a learner, but as a person.

Data Overview

Review of School-Wide Positive Behaviour for Learning (PBL) Practices: 2023–2024

This section reports on key measures related to student wellbeing, behaviour, and school climate, using established data sets available to all Queensland state schools. It offers a transparent summary of the perceptions held by students, staff, and parents about our learning environment, attendance, and disciplinary responses.

In 2023–2024, Ipswich Central State School undertook a comprehensive review of our whole-school approach to behaviour, wellbeing, and student engagement. This review built upon the foundational work established by our Positive Behaviour for Learning (PBL) Committee and reflected our school's ongoing commitment to fostering a safe, inclusive, and positive learning environment for all students.

As part of this review, our community—students, staff, and families—contributed through surveys, focus groups, and feedback sessions. Together, we refined and affirmed our four core values: **Inclusivity, Resilience, Kindness, and Respect**. These values underpin our school-wide expectations:

- **Be Safe** – Make responsible choices and resolve differences peacefully.
- **Be Respectful** – To self, others, and the environment.
- **Be a Learner** – Take ownership of your learning and support the learning of others.

Our PBL framework takes a proactive, educative approach to behaviour, recognising that all behaviour is a form of communication. We explicitly teach expected behaviours, provide regular opportunities for practice, and positively reinforce success. Where behaviour challenges occur, we use restorative and trauma-informed practices to repair relationships, rebuild trust, and support students in making more positive choices.

As an inclusive school, we recognise that students bring with them a wide range of experiences. Our systems and processes are designed to ensure that all students feel a sense of belonging, are supported to regulate their behaviour, and can access learning in a safe, respectful environment.

The results of our review have informed updates to our Student Code of Conduct and guided professional learning for staff, particularly in areas of behaviour support, social-emotional learning, and inclusive practice. These changes are part of our long-term commitment to creating a school climate where every student is empowered to succeed.

Parent, Student, and Staff Satisfaction Data, drawn from the Department of Education's annual *School Opinion Survey*, provides valuable insights into key aspects of school performance, including:

- Student engagement and wellbeing
- School safety and behaviour
- Staff confidence and capability
- Parent satisfaction and school communication

At Ipswich Central State School, this data is not only reviewed but actively used to inform decision-making. It has guided the **refinement, updating, and, where appropriate, de-implementation of processes and procedures** to better address emerging needs and ensure our practices are responsive, effective, and aligned with our values.

These insights directly inform our school improvement agenda and priorities across teaching, learning, behaviour, and wellbeing. This ongoing cycle of review ensures our community remains engaged, our strategies remain evidence-informed, and our commitment to supporting every learner—every day—continues to strengthen.

Learning and Behaviour Statement

At **Ipswich Central State School**, our commitment is clear: *every student, in every classroom, every day*, is learning and achieving within a **safe, supportive, and inclusive environment**. Our school is built on the belief that **positive relationships, strong routines, and consistent expectations** enable all students to thrive — academically, socially, and emotionally.

We proudly promote a school community that affirms the rights of every person to feel safe, to be safe, and to be treated with dignity and respect. We recognise the **reciprocal relationship between student wellbeing and academic success**, and we understand that learning cannot flourish without connection, safety, and belonging.

At the heart of our school culture are our four core values: **Inclusivity, Resilience, Kindness, and Respect**. These values guide how we learn, work, and interact with one another. Our three school-wide expectations—**Be Respectful, Be Safe, and Be a Learner**—are explicitly taught, modelled, and reinforced across all settings to support our students in developing the skills they need for success at school and in life.

We believe all behaviour is a form of communication, and we approach student conduct with empathy, understanding, and high expectations. Through **trauma-informed and restorative practices**, we focus on building capacity, repairing relationships, and helping students learn from their choices. When behaviour does not meet expectations, we respond with consistency, fairness, and a commitment to personal growth.

This shared responsibility extends across our entire school community:

- **Students** are supported to understand and own their choices, contribute positively, and reflect our school values in all settings.
- **Staff** are committed to delivering high-quality, inclusive education while modelling ethical, respectful behaviour and maintaining strong professional standards.
- **Families** are valued partners in promoting and maintaining a culture of respect, safety, and learning, and are encouraged to work collaboratively with the school to support every child's success.

The **Student Code of Conduct** reflects our belief that behaviour can be taught and outlines how we foster a culture where students are empowered to learn, belong, and grow. It provides a clear framework for expected behaviours, support strategies, and responses to behaviour that align with the Department of Education's policies and our school community's shared values.

Together, we are creating a school environment where every student feels known, valued, and supported to become a confident, capable, and kind contributor to our community and beyond.

Student Wellbeing and Support Network

At **Ipswich Central State School**, we take a whole-school, proactive approach to student wellbeing, recognising that **wellbeing and learning are deeply connected**. When students feel safe, supported, and valued, they are more engaged, more confident, and more able to reach their full potential.

We offer a range of programs and services designed to support the social, emotional, and academic wellbeing of every student. This includes classroom-based social and emotional learning, targeted supports through our Student Support Team, and individualised interventions where needed. Our approach is grounded in the belief that **every child can succeed when provided with the right support, strong relationships, and a sense of belonging**.

We encourage families to speak directly with their child's teacher as a first point of contact. Teachers work closely with our Deputy Principals, Support Staff, Inclusion Team, Guidance Officer, and external agencies where appropriate. If more specialised advice or support is needed, appointments can be arranged through the school office to connect with the appropriate staff member.

As a **Positive Behaviour for Learning (PBL)** school, we embed personal and social capabilities into our daily practice, aligned with the *P–12 Curriculum, Assessment and Reporting Framework*. These include:

- **Self-awareness and self-management**
- **Social awareness and relationship skills**
- **Responsible decision-making**

These capabilities are explicitly taught and reinforced through curriculum, class discussions, and school-wide initiatives. Our focus on **restorative and trauma-informed practices** means we support students to regulate emotions, repair relationships, and build resilience through respectful, reflective processes.

Our work is also guided by the **Student Learning and Wellbeing Framework**, which supports us to create a school culture that connects curriculum, pedagogy, school environment, policies, and partnerships. This integrated approach ensures that wellbeing is focused on developing a sense of belonging and connection for all.

Policy and expectations

Supporting Student Health and Wellbeing

At **Ipswich Central State School**, the health, safety, and wellbeing of every student is a shared responsibility and an essential foundation for learning. We understand that **wellbeing is closely linked to engagement, achievement, and a strong sense of belonging**. As such, we take a whole-school, proactive approach that includes prevention, early intervention, and responsive support, aligned with departmental policies and our school's values of **Inclusivity, Resilience, Kindness, and Respect**.

We recognise that certain health and wellbeing matters will require individualised planning and support—either for specific students, in response to emerging needs, or in unique circumstances affecting the wider school community.

Students with Specialised Health Needs

Ipswich Central State School works closely with families to ensure that students with specialised health needs—including those requiring routine or emergency medical procedures—are supported to access learning in a safe and inclusive environment.

In consultation with parents and medical practitioners:

- **Individual Health Plans**, including various Health Plans and Risk Management Plans, are developed and regularly reviewed.
- **Key staff are informed and appropriately trained** to support students' medical needs at school and during school-based activities.
- Ongoing communication ensures that plans reflect the student's current needs and align with departmental guidelines.

To discuss your child's health support needs, please contact a **Deputy Principal** or the **Head of Program – Inclusion**.

Medication Management

Ipswich Central State School follows the Department of Education's policy for the administration of medications at school. To ensure the safety and wellbeing of students:

- **Parent consent and medical authorisation** from a prescribing health practitioner are required for all medications, including over-the-counter medications.
- A completed *Request to Administer Medication at School* form must be provided for students requiring regular medication.
- Medications must be supplied in the original container with the pharmacy label and stored securely at the school office.

For students attending camp who require multiple medications, we recommend requesting **blister packs** from your pharmacist to ensure safe and accurate administration.

The school also maintains an emergency supply of an **adrenaline auto-injector (EpiPen)** and **asthma reliever (Ventolin)** in the first aid kit for emergency response situations.

Mental Health and Wellbeing

Supporting mental health is a core part of our inclusive and trauma-informed practice. Ipswich Central State School:

- Implements **early identification and support** for students with emerging mental health concerns.
- Collaborates with families and specialists to develop **Personalised Learning Records (PLRs)** that support emotional regulation, safety, and re-engagement in learning.
- Utilises a **multi-disciplinary team approach** to meet individual needs, including support from our Guidance Officer, Inclusion team, Deputy Principals, and external providers where appropriate.

Suicide Prevention and Response

Ipswich Central State School is committed to ensuring the safety and wellbeing of every student. Staff are trained to recognise **suicide warning signs** and follow departmental procedures for seeking support and intervention.

If a student expresses suicidal thoughts or distress:

- Immediate support is provided by the **Guidance Officer** and **Deputy Principal**.
- The **Supporting Students' Mental Health and Wellbeing** procedure is followed, ensuring safety planning, parent notification, and documentation.
- If there is an imminent threat to a student's life or safety, **000 is called immediately** and first aid is administered as required.
- Students are not left alone, and their emotional and physical safety is prioritised at all times.

Suicide Postvention

In the tragic event of a student death by suicide:

- If the incident occurs **off school grounds**, Ipswich Central State School activates its **postvention response**, in consultation with the Department of Education, to support affected students, staff, and families.
- If the incident occurs **on school grounds or during a school event**, the **School Emergency Management Plan** is enacted immediately, ensuring the safety of others and coordinated support for the school community.
- Ongoing support is provided to staff and students through counselling, debriefs, and connection to appropriate services.

At Ipswich Central, our collective aim is to ensure every student is supported to thrive—not just academically, but socially and emotionally. We are committed to working in partnership with families to uphold the dignity, safety, and wellbeing of every child, every day

Student Support Team

Ipswich Central 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.

Students can approach any trusted school staff member at Ipswich Central State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Team.

| Role | What they do |
|--|---|
| Principal | Provides strategic leadership to drive whole-school improvement and ensure a safe, inclusive, and supportive learning environment for all students. Oversees all school operations, including teaching, learning, wellbeing, and community engagement. |
| Deputy Principal Prep – Year 2 | Leads student welfare and support for students in Prep to Year 2. Coordinates successful transitions into Prep. Monitors attendance, behaviour, and academic data to identify emerging needs. Collaborates with staff and families to implement targeted supports for student success. |
| Deputy Principal Year 3 - 6 | Leads student welfare and support for students in Years 3 to 6. Coordinates transition to secondary school for Year 6 students. Monitors attendance, behaviour, and academic data to identify and respond to student needs. Leads the implementation and monitoring of Positive Behaviour for Learning (PBL) across the school. |
| Guidance Officer | Provides counselling and emotional support to students individually and in groups. Supports students with personal, behavioural, or social challenges. Works with families, staff, and external professionals to develop student support strategies. Supports mental health and wellbeing planning, including safety and re-engagement plans. |
| Head of Program - Inclusion | Drive inclusive education practices aligned with departmental and school priorities. Facilitate Student Support Services Committees (SSSC) to allocate and monitor targeted support. Coach and mentor teachers and teacher aides in inclusive and differentiated practices. Lead the school's contribution to the NCCD including evidence collection and moderation. |
| Head of Program - Curriculum | Guides the implementation of the Australian Curriculum. Supports teachers to differentiate and plan for the diverse learning needs of all students. Collaborates with inclusion staff to develop curriculum resources for students accessing the curriculum at individual levels. |
| Speech and Language Pathologist (SLP) | Assesses and supports students with communication challenges (speech, language, fluency, voice, and social interaction). Assists in identifying language-based learning difficulties that impact reading and writing. Designs and delivers individual and small group programs. Works with teachers to implement classroom communication strategies. Provides professional learning for staff on language development and inclusive communication practices. Collaborates with families and allied health professionals to support student outcomes. |
| Social Worker | Supports student wellbeing through early intervention in social, emotional, and behavioural concerns. Provides individual and group sessions to build social skills, resilience, and emotional regulation. Assists families facing hardship, trauma, or crisis, and connects them with external services. |

| | |
|--|--|
| | <p>Collaborates with staff to develop behaviour support strategies and inclusive interventions.</p> <p>Facilitates social skills and play-based programs to support positive peer relationships.</p> <p>Advocates for students by liaising between school, families, and community agencies.</p> |
|--|--|

Support Services within the School

Student Support Services Meeting

Each week, our school holds a Student Support Services (SSS) meeting where staff come together to discuss how we can best support students who may be experiencing challenges with their learning, wellbeing, or behaviour. This team includes leadership staff, the Guidance Officer, Social Worker, Speech Language Pathologist, and Inclusion Teachers who work collaboratively to identify needs, plan appropriate supports, and ensure every student has the opportunity to succeed. Referrals to this team may be made by teachers or support staff, and families are consulted when additional supports are being considered.

Families may request that school staff complete letters, surveys, or medical questionnaires to support their child's needs. To ensure consistency and timely processing, all requests must be emailed along with relevant details to the external requests email address found in every school newsletter. Requests are reviewed and allocated at the weekly Student Support Services meeting. Please allow up to three weeks for completion. Any requests sent directly to teachers will be redirected to the External Requests process. The Guidance Officer oversees this process and, along with the Head of Inclusion, is available to answer any questions.

Additional Support Services Beyond the School

At Ipswich Central State School, we recognise that supporting the diverse needs of students sometimes requires collaboration beyond the school gates. In addition to our on-site wellbeing and support team, we have access to a range of **regional and state-wide specialist services** provided by the Department of Education. These professionals work in partnership with our staff to provide expertise, coaching, and targeted support where needed.

These services include:

- **Principal Advisor – Student Protection**
- **Mental Health Coach**
- **Autism Coach**
- **Inclusion Coach**
- **Principal Advisors Education Services**
- **Advisory Visiting Teachers (AVTs)**
- **Senior Guidance Officers**
- **Occupational/Physiotherapy Services**

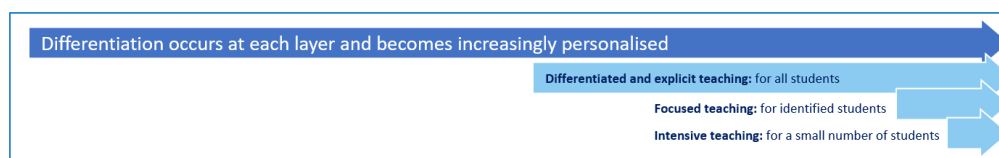
These team members may assist with behaviour support, inclusion planning, mental health interventions, and specialist learning needs. Their involvement helps ensure that students receive the **right support, at the right time, from the right people**.

To learn more about how these services work or how they may support your child, please contact the **Principal** or a **Deputy Principal** for further information. We are committed to working together to support every student's wellbeing, learning, and success.

Whole School Approach to Discipline

Multi-Tiered Systems of Support

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



A Whole –School Approach to Behaviour and Differentiated Support

At **Ipswich Central State School**, we are committed to creating a learning environment that is safe, respectful, inclusive, and supportive of every student. Our approach to behaviour is proactive, educative, and embedded in our belief that all behaviour is learned—and that positive behaviour can be taught, modelled, and reinforced just like any other skill.

We understand that every student brings their own unique experiences, needs, and strengths. As such, we provide **differentiated teaching and behavioural support** to meet students where they are and help them grow. This involves:

- **Explicitly teaching expected behaviours** through our Behaviour Expectations Matrix;
- Providing regular **opportunities to practise**, reflect, and receive feedback;
- **Monitoring behaviour data** to inform targeted teaching and timely support.

Teachers vary what is taught, how it is taught, and how students demonstrate their learning—academically and behaviourally—based on data and ongoing classroom observations. This enables purposeful planning to engage all learners and respond to individual behavioural learning needs.

Behaviour Expectations

Every classroom at Ipswich Central uses our school-wide **Behaviour Expectations Matrix** as a foundation for establishing clear behavioural standards. With their class, teachers co-

construct what it means to **Be Safe, Be Respectful, and Be a Learner** across different settings.

Our Expectations are:

- Displayed prominently in every learning space;
- explicitly taught;
- Revisited regularly to address emerging patterns, reteach routines, and celebrate success.

This consistent approach empowers students to understand not only *what* is expected of them, but *why* these behaviours matter for their own success and the wellbeing of others.

Our Tiered Approach to Behaviour Support

At **Ipswich Central State School**, we believe that **every student can succeed** when provided with the right support. Research tells us that a strong, positive school culture—combined with clear expectations and differentiated supports—leads to better outcomes for all students.

Our school uses a **three-tiered model of behaviour and wellbeing support**, based on the **Positive Behaviour for Learning (PBL)** framework. This model is backed by national and international evidence and is designed to help students develop the skills they need to learn, grow, and thrive.

Tier 1 – Universal Support for All Students

All students benefit from high-quality teaching, clear routines, and explicit instruction in our school-wide expectations:

Be Safe, Be Respectful, Be a Learner.

At this level:

- Behaviour expectations are **taught just like academic skills**, through modelling, practise, and feedback.
- Staff use **consistent responses** to behaviour to create a safe and predictable environment.
- Our **Behaviour Expectations Matrix** is used in every classroom and across all school settings.
- Regular data collection helps us understand what's working and where we can improve.

Tier 1 supports meet the needs of about **80–90% of students** in any school setting.

Tier 2 – Targeted Support for Some Students

Around **10–15% of students** may need additional help, even after receiving high-quality Tier 1 support. These students might find it difficult to manage certain times of the day or specific settings (e.g. playground, transitions, group work).

At this level, we provide **targeted support**, such as:

- Small group programs to teach skills like self-regulation, social skills, and problem-solving;
- Structured check-in/check-out routines with trusted adults;
- Short-term behaviour plans or additional coaching within the classroom.

These supports:

- Are based on data and daily teacher observations;
- Provide **more time and more practise** to help students succeed;
- Are coordinated by our **Student Support Team**, including classroom teachers and specialist staff.

Targeted supports are designed to **prevent challenges from escalating** and to keep students connected to learning and peers.

Tier 3 – Intensive Individualised Support for a Few Students

A small percentage of students (**approximately 2–5%**) may experience more complex or ongoing challenges that impact their learning or behaviour. These students require a more **intensive, personalised approach**.

At Tier 3, students may receive:

- One-on-one or very small group support;
- Individual Behaviour or Wellbeing Support Plans;
- Assistance from trained staff in our **Engine Room, to provide students with support for emotional regulation and/or movement breaks to support focus and engagement**.
- Access to the **Guidance Officer, Social Worker, or Chaplain**;
- Support from external agencies where appropriate.

Plans at this level are built using **Functional Behaviour Assessments**, which help us understand the reason behind a student's behaviour. We focus on:

- **Preventing triggers;**
- **Teaching alternative behaviours;**
- **Reinforcing positive choices;**
- **Reducing the payoffs for challenging behaviour.**

Research shows that even in highly effective schools, a small number of students will always need **intensive, wraparound supports** to fully participate in school life. These supports are coordinated by the **Head of Program – Inclusion**, with input from families, classroom teachers, and specialists.

Working Together

Our approach is designed to be flexible, responsive, and compassionate. If more students begin to require targeted or intensive support, we review and strengthen our **Tier 1 practices** to ensure they are reaching all learners effectively.

At Ipswich Central, we are proud of our inclusive and positive school culture, and we are committed to ensuring that **every student feels safe, supported, and set up for success**.



every day. If you would like to learn more about our supports, please speak with a **Deputy Principal** or the **Head of Program – Inclusion**.

Responding to Behaviour with Equity, Understanding and Respect

At **Ipswich Central State School**, we are committed to understanding the whole child. When teaching behaviour expectations or responding to inappropriate behaviour, our staff consider each student's **individual circumstances**, including:

- Behaviour history
- Disability or learning needs
- Mental health and wellbeing
- Cultural and religious backgrounds
- Family and care arrangements
- Social-emotional development

We recognise that **fair does not always mean equal**. Every student has different needs, and therefore the way we teach, support, and respond will look different for different children. For example, some students may need:

- Additional time to practise and internalise behaviour skills
- Visual supports or language adjustments to understand expectations
- Adjustments to the way feedback or consequences are delivered

This approach reflects our belief that **every child deserves the opportunity to be successful**—and that means giving them what they need to learn and grow, not treating everyone the same.

In some situations, particularly where students have experienced complex trauma or significant life challenges, certain consequences may not be appropriate or effective. In these cases, our team—including classroom teachers, school leaders, and support staff—work closely together, using a **trauma-informed and restorative lens**, to determine the most constructive path forward.

Respecting Privacy and Building Trust

Our staff are legally and ethically bound to protect the privacy of all students. While we understand that parents and students may want to know how others have been disciplined—especially in situations like bullying—we will never share personal information or disciplinary outcomes with anyone other than the student's family.

Please know that **every behavioural concern is taken seriously**, and we will always work to ensure your child feels safe, heard, and supported. If your child is impacted by another student's behaviour, we will communicate what we can about the steps being taken to support your child and maintain a safe environment, without disclosing private details about others.

We ask our school community to uphold these same values of **kindness, discretion, and respect** when talking about school matters, whether in person or online.

If You Have Concerns

If you have concerns about a behavioural incident or how it has been handled, we encourage you to speak directly with us. Please make an appointment with the **Principal** to discuss the matter calmly and confidentially. We are committed to working with you in partnership to ensure all students feel supported, respected, and safe.

Legislation

In this section of the Ipswich Central State School Student Code of Conduct are links to the legislation which influences Queensland state school discipline procedures.

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

Delegations

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

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

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

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

A Differentiated Approach to Behaviour Consequences

At **Ipswich Central State School**, our response to student behaviour is grounded in the same **differentiated, proactive approach** we use to teach behavioural expectations. We understand that all students are capable of learning and meeting expectations—but some may need additional time, support, or guidance to do so.

Responding to Minor or Infrequent Behaviour

Most students are confident and capable of meeting our clearly defined expectations when they are explicitly taught, modelled, and reinforced. When minor behaviours occur, teachers respond with in-class strategies such as:

- Gentle reminders
- Rule reinforcement
- Redirection or reflection time
- Logical consequences where appropriate

These approaches help students quickly reset and continue participating in learning without disruption.

Supporting Students Requiring Targeted Intervention

Approximately **10–15% of students** may experience ongoing difficulty meeting behavioural expectations, even after receiving explicit teaching and in-class support. These students may need **additional time and targeted opportunities to practise and apply expected behaviours**.

When low-level behaviours begin to **impact learning for others or persist despite classroom strategies**, the student may:

- Participate in a reflective conversation about their behaviour
- Consider how their actions have affected others
- Develop a proactive plan to support more appropriate choices

If a student requires more ongoing support to maintain safe and respectful behaviour, the classroom teacher may refer them to the **school leadership team** to determine further consequences or support strategies.

Intensive Support for Complex Behaviour

A small group of students (**around 2–5%**) may require a high level of **individualised or intensive support** to consistently meet expectations. This may be needed on a short-term basis or throughout the school year, depending on the student's needs.

A Tiered Model of Response

Our disciplinary response system follows the **three-tiered model** of Positive Behaviour for Learning (PBL), with increasing levels of support and intervention:

- **Tier 1** – Universal supports for all students, including teaching of expectations and classroom routines
- **Tier 2** – Targeted supports for students who need additional opportunities to practise and apply behaviour skills
- **Tier 3** – Intensive, individualised supports for students with complex needs or significant behavioural challenges

At every level, our focus remains on **teaching and reinforcing positive behaviour**, building student capacity, and maintaining a safe, respectful environment for all learners.

School Disciplinary Absences (SDA)

At **Ipswich Central State School**, the use of disciplinary consequences—such as **suspension, exclusion, or cancellation of enrolment**—is guided by a commitment to maintaining a **safe, respectful, and inclusive environment** for all members of our school community.

These consequences are only used **as a last resort**, and only when a student's behaviour is **serious enough to significantly impact the safety or wellbeing of others, or to disrupt the learning environment in an ongoing or severe way**.

The principal considers a range of factors before making a decision, including:

- The seriousness and context of the behaviour
- The individual circumstances and needs of the student
- The impact on other students, staff, and the broader school community
- The effectiveness of previous supports and interventions

Suspension or exclusion may be considered when:

- A student's behaviour involves violence, threats, or serious harm
- There has been ongoing, disruptive behaviour that significantly impacts teaching and learning
- Other proactive and restorative strategies have been unsuccessful
- An immediate response is required to maintain a safe environment

All Queensland state schools are required to report **School Disciplinary Absences (SDAs)** in their **School Annual Report**. There are four main categories of SDA:

- **Short Suspension** (1–10 school days)
- **Long Suspension** (11–20 school days)
- **Charge-related Suspension** (student charged with a serious offence)
- **Exclusion** (removal from the school or all state schools)

At Ipswich Central, we use SDA only when necessary and always in alignment with the **Department of Education's Student Discipline Procedure**. Our goal remains to support every student's learning, growth, and wellbeing—while ensuring the safety and rights of all members of our school community.

Responding to Behaviour: A Tiered and Differentiated Approach

At **Ipswich Central State School**, our response to student behaviour is **differentiated**, meaning we adjust our strategies based on student needs, behaviour patterns, and the impact on others. Our approach follows the **Positive Behaviour for Learning (PBL)** framework and is organised into three tiers of increasing support and intervention.

Tier 1 – Universal Strategies for All Students

Classroom teachers use a range of proactive, in-class strategies to support positive behaviour and address low-level or minor behaviours. These strategies are embedded in daily routines and align with our school-wide expectations: **Be Respectful, Be Safe, and Be a Learner**.

Tier 1: Proactive Strategies Include:

- **Pre-correction:** Giving reminders before a behaviour is expected (e.g., “Remember to walk quietly to your seat”).
- **Non-verbal and visual cues:** Using gestures or posters to reinforce expectations.
- **Whole-class practice:** Rehearsing routines during weekly PBL focus lessons.
- **Positive feedback ratio:** Maintaining at least 5 positives to 1 corrective feedback.
- **Corrective feedback with praise:** Acknowledging positive behaviour while redirecting (e.g., “Great job raising your hand. Let’s all remember to wait our turn.”).
- **Explicit instructions:** Giving clear directions for expected behaviour.
- **Proximity and tactical ignoring:** Moving closer to prompt behaviour or tactfully ignoring minor disruptions.
- **Seating adjustments:** Changing seating to support focus and engagement.
- **Incentive systems:** Using class and personal rewards aligned with PBL goals.
- **Take-up time and calm tone:** Providing processing time and reducing verbal overload.
- **Task chunking and choice:** Breaking tasks into parts and offering task order choices.
- **Encouraging breaks and modelling problem-solving:** Teaching regulation through example.
- **Private discussions and clear warnings:** One-on-one feedback and reminders about potential consequences.

These Tier 1 strategies support approximately **80–90% of students** to meet behavioural expectations consistently.

Tier 2 – Targeted Support for Some Students

When a student shows a continued pattern of low-level or disruptive behaviour, **targeted support** is introduced. These students (approximately 10–15%) may require small group interventions or additional support within the classroom.

Tier 2 Support May Include:

- Functional Behaviour Assessment (FBA)
- Individual Behaviour Support Plans
- Targeted skills instruction (e.g. emotional regulation, social problem-solving)
- Token economies or behavioural contracts
- Counselling support (e.g. Guidance Officer or Social Worker)
- Self-monitoring tools and Check In–Check Out strategies
- Parent/carer engagement and team-based problem solving

- Referral to Student **Support Services**
- Safe People, Safe Places planning
- Coaching and mentoring for teachers

These supports are coordinated collaboratively with the class teacher, student, and support staff, and are closely monitored for effectiveness.

Tier 3 – Intensive Individualised Support

For approximately 2–5% of students with **ongoing or complex behaviour needs**, more intensive, individualised support is required. These students may need long-term, multi-agency involvement and individual planning to ensure they are supported to re-engage in learning.

Tier 3 Support May Include:

- Functional Behaviour Assessment and individualised support planning
- Complex case management involving multiple stakeholders
- Regular review meetings with families, school staff, and regional specialists
- **School Disciplinary Absences (SDAs)**, including:
 - **Short Suspension:** Up to 10 school days
 - **Long Suspension:** Up to 20 school days
 - **Suspension Pending Exclusion:** While a decision is made
 - **Exclusion:** Removal from a state school site or all Queensland state schools
- **Referral to Metro South:** One Line Referral for external advice and support

These responses are always used in line with **Department of Education policy** and only when other strategies have been trialled or when behaviour presents a serious and immediate risk.

At every level of this framework, the goal remains the same: To **support students to learn from their behaviour, repair relationships**, and make positive choices that align with our shared values of **Inclusivity, Resilience, Kindness, and Respect**.

Appeals Process

Parents and students have the right to **appeal a long suspension, charge-related suspension, or exclusion** decision. Appeals are reviewed by the **Director-General (or delegate)**, who will examine all relevant information and make a determination to:

- Confirm the decision,
- Amend or vary the decision, or
- Set aside the decision.

The appeal process includes a thorough review of documentation and provides both the school and family the opportunity to present their perspectives. Time is provided for the fair collection, review, and response to information. During this period, the student's access to learning is considered, and support strategies are offered to maintain engagement.

It is important that families understand the purpose of the appeal is **not to revisit the behaviour itself**, but to determine whether the SDA decision was made fairly and in accordance with policy.

Re-entry Following Suspension

When a student returns from a suspension, they may be invited to attend a **re-entry meeting** on their first day back. The purpose of this meeting is not to revisit the behaviour or the suspension decision, but to:

- **Welcome the student back to school,**
- **Support a successful return,** and
- **Strengthen communication between school and home.**

Re-entry meetings are an opportunity to re-establish expectations, rebuild positive connections, and ensure that the student is supported to engage safely and successfully in learning.

Attendance at a re-entry meeting is **not mandatory but** is encouraged as a positive step in the student's re-engagement with school life.

Meeting Arrangements

Re-entry meeting details are communicated via phone and confirmed in writing, usually via the suspension paperwork provided to parents at the time the student is collected from school or within 24 hours of the suspension.

Meetings are:

- Short (typically under 10 minutes),
- Led by the Principal or their delegate,
- Attended by the student and their parent/carer,
- Documented in **OneSchool** under the Contact tab, including any key outcomes or support actions agreed upon.

Reasonable Adjustments

We are committed to ensuring that re-entry meetings are **accessible and inclusive** for all students and families. Reasonable adjustments may include:

- Accessible meeting locations,
- Provision of written, visual, or translated information,
- Access to interpreters (e.g. AUSLAN or language support),
- Involvement of key support staff such as the **Guidance Officer** or **Head of Program – Inclusion.**
- Support to engage in restorative conversations as appropriate.

These supports help ensure that every student feels safe, supported, and set up for success upon their return to school.

School Policies

Ipswich Central State School complies with Queensland Department of Education school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Please see [Temporary removal of student property by school staff procedure](#) for more information.

Temporary removal of student property

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

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

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

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

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

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

* No knives of any type are allowed at school, including butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for

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

**** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**). Please contact the school office for further information regarding labelling of over-the-counter medications. The school recommends when attending camps and other extended activities where students require multiple medications to have the pharmacy create blister packs for correct dosage for administration.**

Responsibilities

State school staff at Ipswich Central State School:

- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise temporarily remove student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- require consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Ipswich Central State School:

- ensure your 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 Ipswich Central State School Student Code of Conduct
 - ✓ is illegal and/or 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 Ipswich Central 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 Ipswich Central State School Code of Conduct
 - ✓ is illegal and/or puts the safety or wellbeing of others at risk
 - ✓ does not preserve a caring, safe, supportive or productive learning environment
 - ✓ does not maintain and foster mutual respect;

- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

Responsibilities

The responsibilities for students with mobile phones are to store them in the office on arrival at school. After school, students are to collect their mobile phones from the office. Mobile phones are stored in individual cases clearly labelled with an identifying number that corresponds to a phone check-in form.

In some exceptional circumstances students may be permitted to use their phones during activities and events. When students are away on excursions including camps, students will store their personal devices with a staff member for safe keeping. Students attending sporting events are able to keep their mobile devices in their bags if they are not returning to school for departure.

It is **acceptable** for students at Ipswich Central State School to:

- seek teacher's approval where they wish to use a mobile device under special circumstances.
- be courteous, considerate and respectful of others when using a mobile device.

It is **unacceptable** for students at Ipswich Central State School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

Wellbeing at Ipswich Central State School

At Ipswich Central State School, we understand that **student learning is optimised when students feel safe, connected, and supported**. When students experience trusting relationships and a sense of belonging, they are more likely to engage in their learning and achieve positive physical, emotional, social, and academic outcomes.

Similarly, when **teachers feel valued and supported**, they are more likely to form strong, positive relationships with students and contribute to a connected and caring school environment. When **parents are actively engaged** in their child's education, students demonstrate higher self-esteem, better attendance, and improved behaviour.

We believe that supporting the wellbeing of our students, staff, and families not only enhances learning outcomes—it also delivers long-term social, health, and economic benefits for the wider community.

Our Commitment to Student Wellbeing

Ipswich Central State School is deeply committed to promoting the wellbeing of all students. Through our **Positive Behaviour for Learning (PBL)** framework, we foster a safe, inclusive, and supportive environment where every student can thrive.

As part of this commitment:

- The **Student Council**, made up of diverse representatives from the upper school, meets regularly with the **Deputy Principal (Years 3–6)** to discuss and promote initiatives that strengthen student wellbeing, safety, and learning.
- Student voice plays a central role in identifying areas for improvement and shaping strategies to enhance the school experience for all learners.

Guided by the Australian Student Wellbeing Framework

Our ongoing wellbeing work is aligned with the **Australian Student Wellbeing Framework**, which outlines five key elements essential for creating positive learning environments:

1. **Leadership** – School leadership prioritises wellbeing and models inclusive and respectful behaviours.
2. **Inclusion** – Every student is known, valued, and supported.
3. **Student Voice** – Students are empowered to be active participants in decisions that affect them.
4. **Partnerships** – Strong partnerships with families and the broader community enhance student learning and wellbeing.
5. **Support** – Early intervention and targeted support ensure all students receive the help they need to succeed.

By embedding these principles into everyday practice, **Ipswich Central continues to build a culture of care, connection, and high expectations**—ensuring all students feel safe, supported, and ready to learn.



Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours **that do not** constitute bullying include:

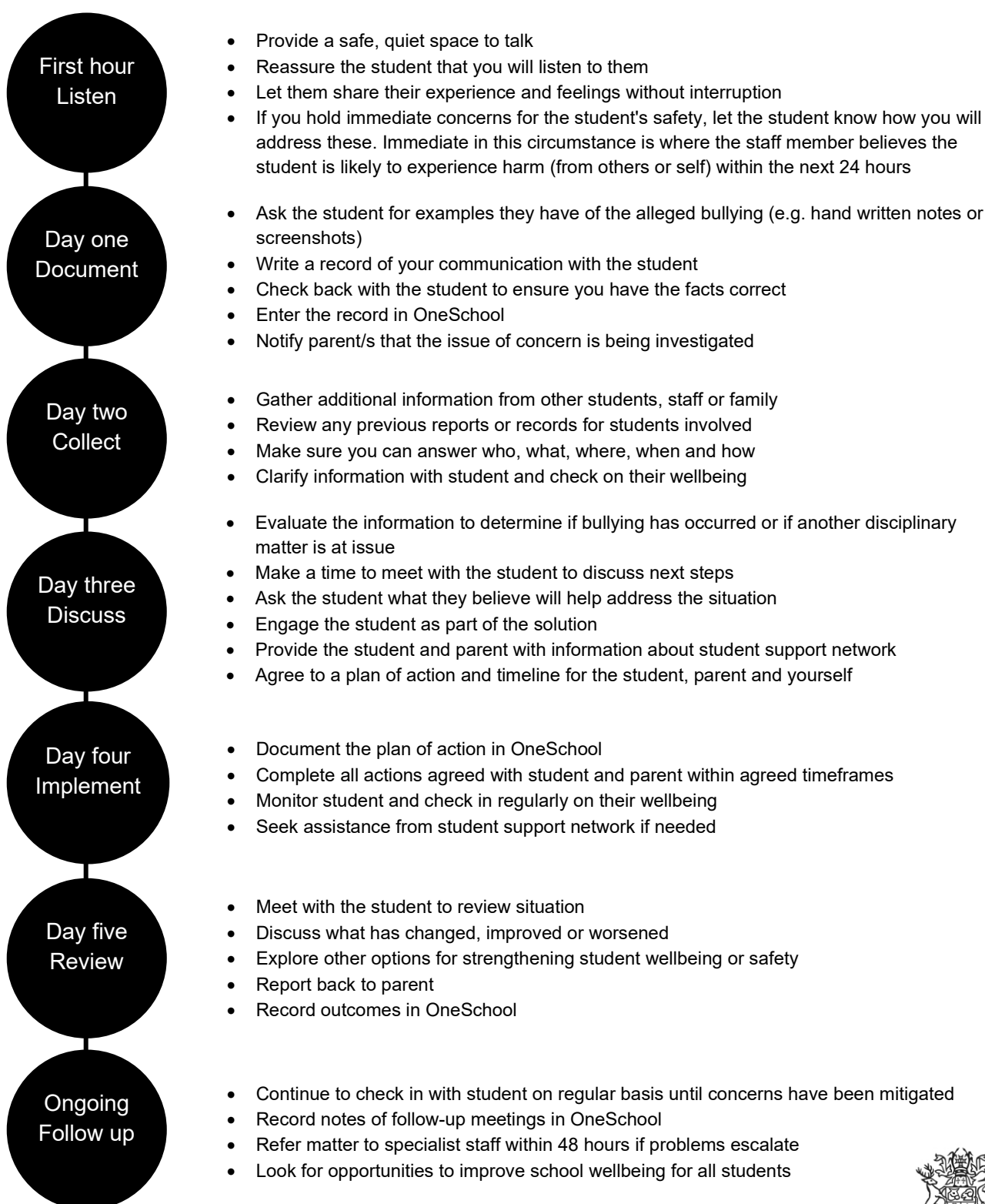
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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

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

Ipswich Central State School - Bullying response flowchart for teachers

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



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The Deputy Principals can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

Ipswich Central State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

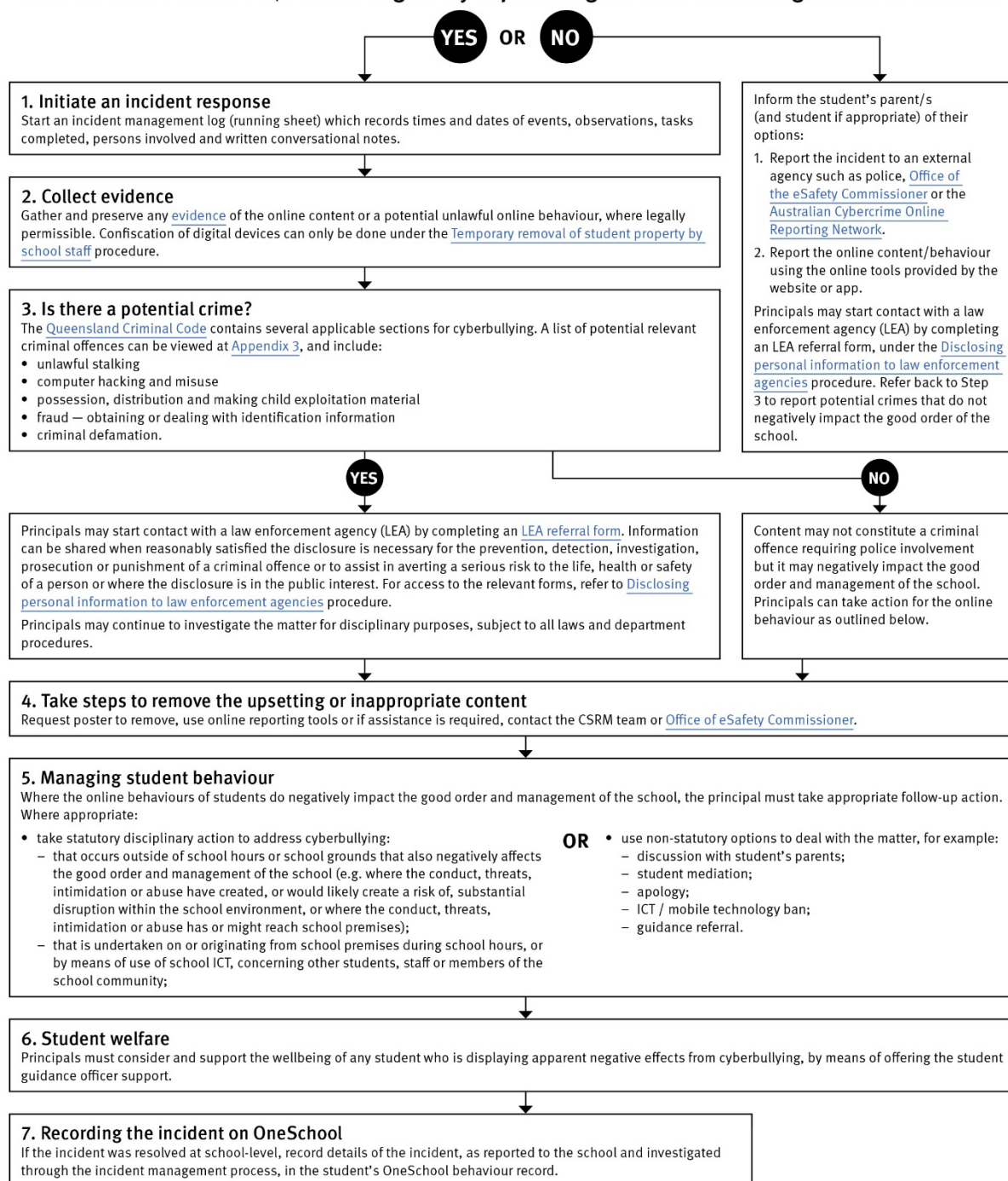
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety 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 cyber safety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

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

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

Student Intervention and Support Services

Ipswich Central State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Team section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Ipswich Central State School are familiar with the response expectations to reports of bullying and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Conclusion

Ipswich Central State School staff are committed to ensuring that every student feels safe, welcome, and valued within our school community. However, we understand that there may be occasions where parents or carers wish to raise concerns or make a complaint about an issue they feel is adversely affecting their child's education.

All Queensland state schools are dedicated to handling complaints fairly and equitably, whether they relate to school staff or the school's operations. As a parent or carer, you have the right to express dissatisfaction with any service or action of the Department of Education, including decisions made or actions taken by the school or local regional office.

Your Responsibility as a Complainant

When raising a concern or complaint, we ask that you:

- Clearly outline the issue: Provide us with a clear explanation of the concern, including what has happened and your desired outcome.
- Provide relevant information: Share all the details that are important for us to understand the situation fully.
- Understand that resolution takes time: Some complaints may require time to investigate and resolve. We will keep you informed throughout the process.
- Cooperate respectfully: Work with us in a respectful manner. We ask that all parties engage in constructive dialogue, and we do not tolerate unreasonable, abusive, or disrespectful conduct.
- Notify us of any changes: If circumstances change or you no longer need assistance, please let us know promptly.
- We value your feedback and are dedicated to working together to resolve any issues in a fair and respectful manner.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. Early resolution: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher in the first instance, deputy principal or principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#). Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. Internal review: [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

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

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](#).

