

Jamboree Heights State School



Student Code of Conduct

2021-2024

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name:	Cam Wallace
Principal Signature:	
Date:	15/03/2021
P/C President and-or School Council Chair Name:	Elizabeth Schuring
P/C President and-or School Council Chair Signature:	
Date:	15/03/2021

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Purpose

Jamboree Heights State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Our goal is to produce students who are happy, confident, self-managed individuals as well as socially responsible citizens.

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

Principal's Foreword

Jamboree Heights State School has a long and proud tradition of providing high quality education to students from the Centenary Suburbs of Western Brisbane Queensland.

At Jamboree Heights State School our core expectations aim to help 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 communities need now and in the future.

We are:
Safe
Responsible
Respectful
Learners

Safe	for self and others within the classroom and playground
Responsible	be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment
Respectful	act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
Learners	we are all learners, within the classroom and the playground

We all have different beliefs, expectations and experiences, so there are inevitably going to be times where conflicts or disagreements occur in schools. How we handle those conflicts can make a significant difference to the learning and development of our students and the positive environments we aim to foster. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

We believe positive, respectful 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 local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Jamboree Heights State School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Warm regards

Cam Wallace - Principal

P&C Statement of Support

As president of the Jamboree Heights State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Ivory-Lisle and the Behaviour Committee has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Jamboree Heights State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Jamboree Heights 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. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Jamboree Heights State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. Communication is paramount with the school if you have concerns around bullying of any form.

Any parents who wish to discuss the Jamboree Heights State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Jamboree Heights State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Warm Regards,

Elizabeth Schuring - P&C President

School Captains' Statement

On behalf of the student body at Jamboree Heights State School, we endorse the Student Code of Conduct for 2021. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Jamboree Heights State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

School Captain: Addison Farinazzo

Date: 15.03.2021

School Captain: Riley McAuliffe-Winton

Date: 15.03.2021

Vice Captain: Savannah Farinazzo

Date: 15.03.2021

Vice Captain: Isaac Jones

Date: 15.03.2021

Consultation

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

In the first phase, we held a series of internal meetings with staff between May 2020 and February 2021. During these meetings, we examined a range of student data sets including OneSchool Behaviour Records, timeout records, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a consultation with our Behaviour Committee; this included communication with all teaching staff, a small student group and OSHC. It was indicated that our School Behaviour Expectations of

- We are respectful
- We are safe
- We are prepared
- We are responsible

needed to align more with our School Thinking Culture and therefore the decision was made to change our School Behaviour Expectations.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to the P&C Association meeting in March 2021 for endorsement. The P&C Association endorsed the Jamboree Heights State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Jamboree Heights State School Student Code of Conduct, including regular updates in our school newsletter and on our school website around our School Expectations and YCDI Program. The Jamboree Heights State School Student Code of Conduct has also been translated into a simplified English version. Any families who require assistance to access a copy of the Jamboree Heights State School Student Code of Conduct, including translation, are encouraged to contact the principal.

Review Statement

The Jamboree Heights 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.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

School Opinion Survey

Parent opinion survey

Parent		% Agreement		
Item Description		2017	2018	2019
S2035 This is a good school		93.4	97.5	98.8
S2034 I would recommend this school to others		91.8	97.5	98.8
S2016 My child is getting a good education at this school		95.1	97.5	100.0
S2012 Student behaviour is well managed at this school		87.1	94.9	97.6
S2021 Teachers at this school are interested in my child's wellbeing		96.8	97.4	97.6
S2017 My child's (Literacy) English skills are being developed at this school		90.3	98.7	98.8
S2018 My child's (Numeracy) Mathematics skills are being developed at this school		91.9	98.2	100.0
S2006 Teachers at this school provide my child with useful feedback about his or her school work		90.2	98.7	95.3
S2028 This school provides me with useful feedback about my child's progress		82.5	92.4	96.5
Overall rating for all survey items		91.6	95.8	97.8

Student Opinion Survey

Student		% Agreement		
Item Description		2017	2018	2019
S2068 This is a good school		97.3	99.1	97.3
S2067 I would recommend my school to others		95.5	98.1	93.6
S2048 I am getting a good education at my school		99.1	100.0	96.4
S2044 Student behaviour is well managed at my school		89.6	91.4	90.2
S2063 My teachers care about me		96.4	98.1	91.8
S2049 My English skills are being developed at my school		100.0	98.1	92.9
S2050 My Maths skills are being developed at my school		98.2	100.0	95.6
S2040 My teachers provide me with useful feedback about my school work		95.6	99.0	93.6
S2059 My teachers encourage me to do my best		100.0	100.0	95.6
Overall rating for all survey items		96.2	97.5	94.0

In 2017 a review of School Opinion Survey staff items resulted in the removal and addition of some items.

Staff opinion survey





Staff		% Agreement		
Item Description		2017	2018	2019
Teaching Staff	S2122/S3241: I feel that students receive a good education at this/my school *	100.0	100.0	100.0
	S2118/S3239: I feel confident engaging all of my students in learning at this/my school *	100.0	100.0	100.0
	S2116/S3238: I feel confident using student assessment data to improve student achievement at this/my school *	98.0	100.0	100.0
All Staff	S2108: This is a good school	94.4	100.0	100.0
	S2107: I would recommend this school to others. S3231: I would recommend my school as a good place to work #	88.9	95.5	100.0
	S2074: Student behaviour is well managed at this school	100.0	95.2	97.7
	S2072: Students are encouraged to do their best at this school	100.0	100.0	100.0
	S2086: I have access to quality professional development.	88.9	95.0	90.5
	S2084/S3222: I feel that staff morale is positive at this/my school *	80.6	90.9	93.0
	Overall rating for "All Staff" survey items :	91.4	94.5	96.3

School Disciplinary Absences (SDA)







Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

Incident Type	Count of SDA Incidents					Rate per Term per 1000			
	School					School	State*		
	2015	2016	2017	2018	2019	2015 - 2019	2015	2019	
Short	9	15	10	16	25	2.9		7.7	20.5
Long	0	0	0	2	1	0.0		0.3	0.3
Excl #	0	0	0	1	0	0.0		0.0	0.1
Cancel	0	0	0	0	0	0.0		0.0	0.0

Rate per Term per 1000: Average number of SDA incidents per 1000 students per Term for the reporting period. # From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long Suspensions may be upheld or set aside through an appeals process.

Slope of regression line			
	Positive	Negative	Zero (flat)
School			
State *			

* state Primary schools

• lowest point/s in school time series

These numbers could represent the same child on separate occasions.

Learning and Behaviour Statement

At Jamboree Heights State School, we believe a supportive school environment is one which:

- all members feel safe, supported and valued
- social and academic learning outcomes are maximised
- acceptable behaviour is defined, modelled and reinforced by all members of the school community.

The Jamboree Heights State School Community is committed to a positive, proactive process for managing behaviour that leads students towards the ownership of their own behaviour. Explicit and ongoing teaching and modelling is provided through the You Can Do It Program and our Behaviour Expectations.

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and forces us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Jamboree Heights State School uses multi-tiered systems of support 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.

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, Student Learning and Wellbeing Framework, Personal and Social Capability learning continuum, JHSS Behaviour Expectations and You Can Do It Program. 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 climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>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.</p>

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 Australian Curriculum, Student Learning and Wellbeing Framework, Personal and Social Capability learning continuum, JHSS Behaviour Expectations and You Can Do It Program. The types of interventions offered at this level will vary according to the needs of each school's 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 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. A much smaller percentage of students may need an Individual Behaviour Support Plan (IBSP) which includes intensive support from individuals within our school, 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.

TARGETED STRATEGIES Multi-Tiered approach at Jamboree Heights State School



School Rules

Our Behaviour Expectations at Jamboree Heights State School are:

We are:

Safe

Respectful

Responsible

Learners

Our school rules have been agreed upon and endorsed by all our staff and school community. It is acknowledged that **each** student, teacher and parent and other members of the school community has individual rights but there are corresponding responsibilities which must be recognised and practised.

Shareholder	Responsibilities
Teachers	<p>Safe:</p> <ul style="list-style-type: none"> • Providing a safe classroom environment <p>Respectful:</p> <ul style="list-style-type: none"> • Viewing all shareholders as unique individuals • Providing positive learning experiences <p>Responsible:</p> <ul style="list-style-type: none"> • Continually assessing students' progress and development • Being aware of students' learning styles <p>Learner:</p> <ul style="list-style-type: none"> • Understanding that children develop and learn at different rates • Continually building an effective relationship with all students, staff and community members
Students	<p>Safe:</p> <ul style="list-style-type: none"> • Walking on cement • Keeping their hands and feet to themselves • Playing in designated play spaces • Ensuring the safety of others <p>Respectful:</p> <ul style="list-style-type: none"> • Respecting the rights, property and opinions of other individuals • Using manners • Communicating in a positive way <p>Responsible:</p> <ul style="list-style-type: none"> • Doing their best • Accepting responsibility for their own actions and performances • Following reasonable instructions <p>Learner:</p>

	<ul style="list-style-type: none"> Understanding the class is a place of learning
Community Members	<p>Safe:</p> <ul style="list-style-type: none"> Following rules within the school and outside perimeters (drop off zone) Modelling expected behaviours of students i.e. using the designated crossing, being respectful and kind towards others Following current systemic health and government regulations i.e. COVID <p>Respectful:</p> <ul style="list-style-type: none"> Encourage their children to respect the rights, property and opinions of others Communicating with their children and children's teachers openly and sincerely with a respectful tone <p>Responsible:</p> <ul style="list-style-type: none"> Being aware of the educational programs being implemented in the classroom Showing an understanding of the school's responsible behaviour plan <p>Learner:</p> <ul style="list-style-type: none"> Being aware of educational programs, homework expectations and regular communication with classroom teachers

Minor v Major Behaviours

Level	Name	Strategies / Processes / Actions	Responses / Consequences
Minor	Rule Reminder Verbal Apology	Child is reminded of the rule broken and consequences of action for future. Less intrusive behaviours may result in; tactical ignoring, statement of specific direction, question and feedback, rule statement, take the child aside. Child gives teacher an apology or apologies to appropriate person who has suffered due to inappropriate action.	Possible peer teacher support. Possibly – teacher record keeping, peer teacher support, other support, home contact if situation persists.
Minor	Buddy Class	After the previous processes have been used and exhausted, a teacher may decide to relocate the student to a buddy classroom for some reflection time. Buddy classes will be negotiated. The student's teacher will contact the buddy class teacher by phone or in person and organise for the child to move safely to the buddy classroom. Work may be provided by the student's teacher. The time spent with the buddy class is at the discretion of the teacher. At the end of this period, the teacher should reiterate the expected behaviours for returning to the class and validate that the student is willing to comply with these expectations.	Possibly – teacher record keeping, peer teacher support, other support, home contact, Behaviour Contract, low level interaction with principal for persistent behaviour.
Minor	Playground	For minor playground incidents a student may be directed to sit on a 'white spot' in the playground for a period of time decided by the teacher.	Rule reminder, discussion with student. Monitor for remainder of play period. Low level interaction with admin.
Minor Behaviours may include – running on concrete and around buildings, playing in toilets, minor physical contact (pushing/shoving), not wearing hat or shoes in the playground, not completing school tasks or homework, not being punctual, littering, minor dishonesty, inappropriate language, disrespectful tone, minor disruption in class, calling out, poor attitude, petty theft, minor misuse of technological devices.			
Major	Time Out	<u>Responsible Thinking Room</u> Child reports to the Responsible Thinking Room at the beginning of second break. Child goes directly to RTR at second break. Teacher notifies the RTR Co-ordinator of time out by - Time Out Book (before lunch) or by sending child to the RTR or office (from lunch duty). Time out to be served the following day. Teacher records incident on One School. Child discusses actions and is counselled regarding alternate appropriate means to attain outcome. Student completes a reflection sheet. Email sent to parent/guardian informing them of attendance at RTR. Failure to front for Time Out – child is to serve double. At the third Time Out, the principal may consider suspension, however suspension may be considered immediately depending on the severity of severity of the behaviour.	RTR Co-ordinator records actions and follow-up and prints letters to parents. Administration keeps records. Parent emailed notification of each Time Out. Parent/Teacher interview offered in TO letter. Parent meeting – Teacher and/or principal and Parents and/or Child (notification of possible suspension if actions persist). Negotiate or re-negotiate behaviour contract. Possible outside behaviour management support.

		<p>The principal may also consider an extended period of RTR/time out of the playground for more serious or repeated incidents.</p> <p><u>Major Withdrawal</u> (in school suspension) may be considered based on individual circumstances if the child has served a number of Time Outs (as decided by the Time Out Coordinators)</p> <p>Child is supervised in administration area or buddy classroom and formally withdrawn from class and playground for a specific time period.</p>	
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Major	Suspension	<p>At the third Time Out, the principal may consider suspension, however, suspension may be considered immediately depending on severity of behaviour.</p> <p>If deemed necessary by the principal an Individual Behaviour Support Plan will put in place. This outlines procedures to be used for support as well as crisis management.</p>	<p>Suspension Procedure.</p> <p>Behaviour Management support.</p> <p>Mutually agreed re-entry program with parent.</p> <p>Maybe: Partial re-entry.</p> <p>Behaviour Contract and appropriate monitoring</p>
<p>Major Behaviours may include – throwing objects, fighting, physical misconduct, leaving school grounds without permission, major dishonesty, cheating, offensive/aggressive language, major disruption to class, verbal abuse, directed profanity, wilful property damage, vandalism, bullying, harassment, major defiance, blatant disrespect, major misuse of technological devices,</p>			
Major	Exclusion or cancelled enrolment	<p>May occur immediately if behaviour warrants or may be a recommendation after other behaviour interventions and support are exhausted.</p>	<p>Exclusion process procedure, at the discretion of the principal.</p>
<p>Major Behaviours may include – possession of weapons, serious physical aggression/assault, use or supply of drugs, sexual actions, online bullying, inappropriate use of photos, videos or software.</p>			

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

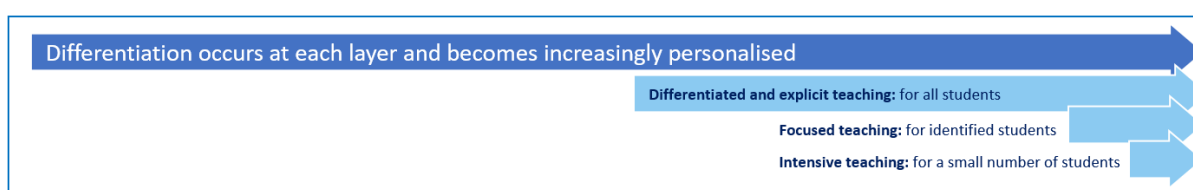
Our teachers are also obliged by law to respect and protect the privacy of individual students; we will not disclose or discuss any information with anyone but the student's family. This

applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Jamboree Heights State School is a disciplined 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 Jamboree Heights 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. These 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; assist them to achieve the expected learning; and to demonstrate their learning. There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in our tiered framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve

behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge. Some students may require intensive teaching for a short period, for specific 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 their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues. Students who require intensive support will be assigned a Complex Case Manager (Guidance Officer) at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Student Wellbeing

Jamboree Heights State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning 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. As part of the whole school's curriculum at Jamboree Heights State School, we provide age-appropriate Life Education programmes for Years 1-6, Sexual Health and Relationships for students in Year 5-6 and Online Safety Sessions for students in Year 2-6.

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.

Sexual Health and Relationships

Jamboree Heights State School implements a Sexual Health and Relationships Program for all students in Years 5-6. This program is provided by an outside professional service *Life Education*. This program teaches students all about healthy relationships - respect, empathy, values, ethical decision making. It also explains the physical, emotional and social changes that occur during puberty.

Specialised health needs

Jamboree Heights State School works closely with parents and trained Nurses from Mount Ommaney Special School 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

Jamboree Heights 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 school 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.

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

Mental health

Jamboree Heights State School implements a comprehensive student support program, including early intervention measures and individualised support students where there is reasonable belief that a student has a mental health requirements.

Diversity

Every student is welcome in our state schools, which are a reflection of Queensland's communities. Diversity in Queensland's student population is celebrated and welcomed. The Department of Education is committed to providing a safe, supportive and inclusive environment for all students, including lesbian, gay, bisexual, trans, intersex and queer (LGBTIQ+) students. The department supports state schools to respond to the individual needs of all students, ensuring their wellbeing is nurtured and their learning is maximised.

At Jamboree Heights State School, we encourage communication with parents that focuses on student learning and wellbeing, recognising that responding to diversity may require additional considerations. Parents of all LGBTIQ+ students are welcome to contact the principal to discuss their support needs. Students are welcome to seek support with our guidance officer or another trusted staff member.

For further information refer to Department of Education Diversity in Queensland Fact sheet for Parents.

[Diversity In QLD Schools For Parents](#)

Student Support Network

Jamboree Heights 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 Jamboree Heights 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 Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the principal on the school phone number.

Role	What they do
Deputy Principals	<ul style="list-style-type: none"> • leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need • coordinate transition to secondary for students moving from Year 6 to Year 7 • responsible for student welfare at each year level • provides continuity of contact for students and their families through the seven years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the classroom teacher, year level and school.
Chaplain	<ul style="list-style-type: none"> • monitors the social and emotional wellbeing of students • provides support to children during times of need
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • referrals to external mental health providers • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Registered Nurses at Mount Ommaney Special School Speech Pathologists Occupational Therapists Physiotherapists	<ul style="list-style-type: none"> • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teacher, Senior Project Officer (Out of home care) and Senior Guidance Officers. For more information about these services and their roles, please speak with the principal.

Whole School Approach to Discipline

Jamboree Heights State School uses 'You Can Do It' (YCDI) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

YCDI is a research-based framework used for Social and Emotional Learning:

- improves behaviour
- enhances wellbeing
- maximises achievement
- overcomes social-emotional difficulties
- builds confidence, persistence, organisation, getting along and resilience.

Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Jamboree Heights State School Student Code of Conduct is an opportunity to explain our Behaviour Expectations and YCDI framework with parents and students and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of YCDI can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or YCDI Program are encouraged to speak with the class teacher or make an appointment to meet with the principal.

JHSS Behaviour Expectations and YCDI

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet our JHSS Behaviour Expectations and YCDI Keys to Success in place for students, being Confident, Persistent, Getting Along, Resilient and Organised.

Students

Below are examples of what these expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Jamboree Heights State School.

We are:
Safe
Responsible
Respectful
Learners

Safe

- Keep hands and feet to yourself
- Walk on the cement

Responsible

- Be prepared for class
- Complete your homework and assignments on time
- Follow teacher directions
- Ask for help when needed

Respectful

- Respect others space and belongings
- Use your manners (please and thank you)
- Stick up for someone who needs it
- Make a new friend
- Give someone a compliment
- Hand in items you find to the teacher
- Be honest

Learner

- Do your own work.
- Learn from your mistakes.

Parents and staff

The table below explains the expectations for parents when visiting our school and the standards we commit to as staff.

Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.

You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.

Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- 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 is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Responsible Thinking Room
- Time-out within Administration

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Rewards system
- Responsible Thinking Room
- Weekly Communication Book
- Playground monitoring
- Targeted lunch activities
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership teamwork in consultation with Student Support Network 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 and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)

- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Jamboree Heights 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 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 Jamboree Heights State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend; the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is encouraged for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated 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/s.

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

Structure

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s 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/s for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

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

- Temporary removal of 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. The [Temporary Removal of Student Property](#) 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 Jamboree Heights State School and will be removed if found in a student's possession:

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed

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

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

Responsibilities

State school staff at Jamboree Heights 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 or illegal items) in their school bag, prior to seeking consent to search from a parent or calling the police;
- require consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an asthma puffer for an emergency);
- require consent from the student or parent 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 Jamboree Heights State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Jamboree Heights 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 Jamboree Heights 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 Jamboree Heights State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Use of mobile phones and other devices by 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.

Jamboree Heights State School has determined that explicit teaching of responsible use of devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students. Students must only use their iPad when fully supervised by a staff member at Jamboree Heights State School. Under no circumstances are students to use iPads whilst unsupervised.

It is also agreed that mobile phones or smart watches are not to be used at school. Students must sign their phone or smart watch into the office upon arrival to school and must sign their phone or smart watch out upon departure from the office. Students are not to use their mobile phone or smart watch whilst in our school grounds. If a student needs to communicate with a parent, they can do so using our office phone.

Responsibilities

The responsibilities for students using iPads or other devices (laptops) at school or during school activities, are outlined below.

It is **acceptable** for students at Jamboree Heights State School to:

- use an iPad or other devices for:
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using an iPad or other device
- switch off messages, notifications and close all tabs when arriving to school each day

It is **unacceptable** for students at Jamboree Heights State School to:

- use an iPad or other device in an unlawful manner
- use an iPad or other device without teacher supervision
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat

- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use iPad cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets or without teacher permission
- 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 an iPad or other device (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use iPad 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 Jamboree Heights 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
 - reducing access to harmful information also requires responsible use by the student.

Procedures for Preventing and responding to Incidents of Bullying and Cyber Bullying

Jamboree Heights State School strives to provide quality education and is committed to providing a supportive school environment that maximises the educational opportunities for all. There is no place for bullying at Jamboree Heights State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students. Bullying is defined as **repeated** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying can be face to face, at a distance (i.e. spreading rumours or excluding someone) or through ICTs (SMS, email, chat rooms or social media).

For behaviours to be identified as bullying:

- There is a clear imbalance of power
- The person being bullied generally feels that they are unable to stop it.

- It is a deliberate attempt to harm, frighten or threaten another person or group of people.
- It can be done by one or more people
- Bullying is something that occurs at all age levels.
- It is usually repetitive.

Bullying may be related to:

- Race, Religion or culture, Disability, Appearance or Health conditions, Gender, Children in care

What bullying isn't:

- Social bantering with minor insults and jokes
- Mutual arguments and disagreements with no power imbalance
- Not liking someone or a single act of social rejection
- One off acts of meanness and spite
- Isolated incidents of aggression, intimidation or violence.

Bullying behaviours that will not be tolerated at Jamboree Heights State School include:

- name-calling
- taunting
- mocking
- making offensive comments
- kicking
- hitting
- pushing
- punching
- spitting
- taking belongings
- inappropriate text messaging
- sending offensive or degrading images or texts by phone or internet
- uploading defamatory language or pictures onto Social Networking Sites
- producing offensive graffiti
- gossiping
- excluding people from groups
- spreading hurtful and untruthful rumours
- positioning to block the path of others
- hand gestures
- facial gestures throwing objects
- interfering in others incidents

Research also indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve encouraging students to respond to problem behaviours in such a way that those who bully are not socially reinforced for demonstrating it.

Research further shows that when bystanders intervene effectively:

- verbal bullying stops within 10 seconds
- students are less likely to assign blame to victimised students
- students have a more positive perception of school climate
- students have a greater sense of safety at school
- students experience reconciliation between each other
- students have less social and mental health problems.

At Jamboree Heights State School we:

1. Create a caring, respectful, inclusive and supportive school culture
2. Establish a clear whole school definition of bullying
3. Establish a clear anti-bullying process developed in collaboration with staff, students and parents which addresses all forms of bullying
4. Collaboratively develop procedural steps to respond appropriately to bullying incidents that are clearly documented
5. Establish teaching and learning programs that promote personal development and address all forms of bullying through the teaching of language skills, social-cognitive abilities, social skills, assertiveness, coping strategies, group mechanisms, motives for bullying and being effective bystanders
6. Provide professional development to assist school staff to understand the anti-bullying process, implement teaching and learning programs and to provide support for students at high-risk times and in high-risk settings
7. Consult students regularly to monitor and determine the types of bullying behaviour and in what school and social contexts bullying (including cyberbullying) occurs
8. Create physical environments in the school and staff supervision practices that limit the incidents of bullying and cyberbullying
9. Support and engage families by maintaining regular, clear communication and through systematic parent awareness raising and skill building
10. Establish a process for regularly reviewing and celebrating the effectiveness of school policies, programs and procedures.

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 Behaviour Expectations and have been taught the expected behaviours 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. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision areas of the school. Jamboree Heights State School uses behavioural data for decision-making. This data assists administration in identifying students who require Individual Behaviour Management Plans and make necessary adjustments to school procedures.

DEALING WITH BULLYING IMMEDIATE RESPONSES

When a teacher is faced with a bullying incident, the following steps will be followed:

- Remain calm. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
- Take the incident or report seriously.

- Take action as quickly as possible.
- Think hard about whether your action needs to be public or private.
- Reassure the victim(s). Don't make them feel inadequate or foolish.
- Offer concrete help, advice and support to the victim(s).
 - Make it plain to the bully that you disapprove. Explain that according to this policy, harassment of any type is not permitted.
 - Encourage the bully to appreciate the victim's point of view.

Don't:

- Be over-protective and refuse to allow the victim to help him/herself.
- Keep the whole incident a secret because you have dealt with it.

THE RESPONSIBILITY OF STUDENTS

All students must:

Be encouraged to be assertive if bullied. These are some examples:

- Walk tall and straight in a confident way, rather than hunched over, looking scared or uncertain.
- Practise looking in a mirror and saying "No" or "Leave me alone" or "I do not like what you are saying or doing" in a loud voice. Look the bully straight in the eye. Don't cower. A firm rebuff often deters a bully looking for signs of weakness.
- Walk away from bullying quickly and confidently. Don't fight to keep possession of anything e.g. marbles, toys, sporting equipment.
 - Be encouraged to speak out if bullied. Tell teachers, staff, administrators, fellow students and parents.
 - Report instances of classmates or friends being bullied to teachers, administrators or parents.

THE RESPONSIBILITY OF TEACHERS

All teachers must:

- Be aware of the procedures to follow as part of the "Immediate Responses" section of this plan.
- Listen to students who claim to be the victim of bullying.
- Be watchful for the more cunning forms of bullying i.e. unfavourable use of body language and exclusion of students from groups.
- Inform administration if they believe a particular student is being subjected to continual harassment.
- Provide practical instruction in assertiveness, self-esteem building and problem solving.

THE RESPONSIBILITY OF ADMINISTRATORS

The administrators must:

- Encourage students, teachers and parents to approach bullying in a proactive manner.
- Check behaviour management database regarding previous incidents.
- Contact the parents of victims who are the subject of continued bullying.
- Contact the parents of bullies who are making a habit of the practice.
- Cooperate with teachers and parents who believe they have a bullying problem with their children or students.

THE RESPONSIBILITIES OF PARENTS

Parents must:

- Watch out for signs which might suggest that their children are being bullied i.e. (a) sudden reluctance to go to school, (b) playing truant, (c) taking a longer route home from school, (d) falling behind in class, (e) nightmares, bed-wetting, crying themselves to sleep, (f) money or toys going missing at home.
- Encourage their children to be assertive.
- Encourage their children to speak out if they are bullied.
- Contact the school if there is a belief that a child is being bullied. Speak out.
- Be willing to co-operate with school personnel if their child has been caught bullying.

CONSISTENT BULLYING: If instances of bullying continue, the principal or deputy principal will contact the parents of the student to attend a meeting at which the instances will be discussed and an appropriate course of action will be taken according to the individual and the situation.

These options could include:

- full or partial withdrawal from play,
- supervised play in a particular play area,
- counselling by the school guidance officer,
- participation in a social skill-building program.

AIDING THE VICTIM: In all cases, parents and teachers must listen to the victim. Reassure them. Do not make them feel inadequate or foolish. Offer concrete help, advice and support. If parents or teachers believe that a particular victim needs extra support, the following options could be tried:

- family involvement through a parenting program/referral to a family support service;
- counselling by the school guidance officer;
- referral to an external mental health provider (CYHMS);
- participation in a social skill-building program concentrating on assertiveness training.

CYBERBULLYING: Cyberbullying is treated at Jamboree Heights 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.

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 Jamboree Heights 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.

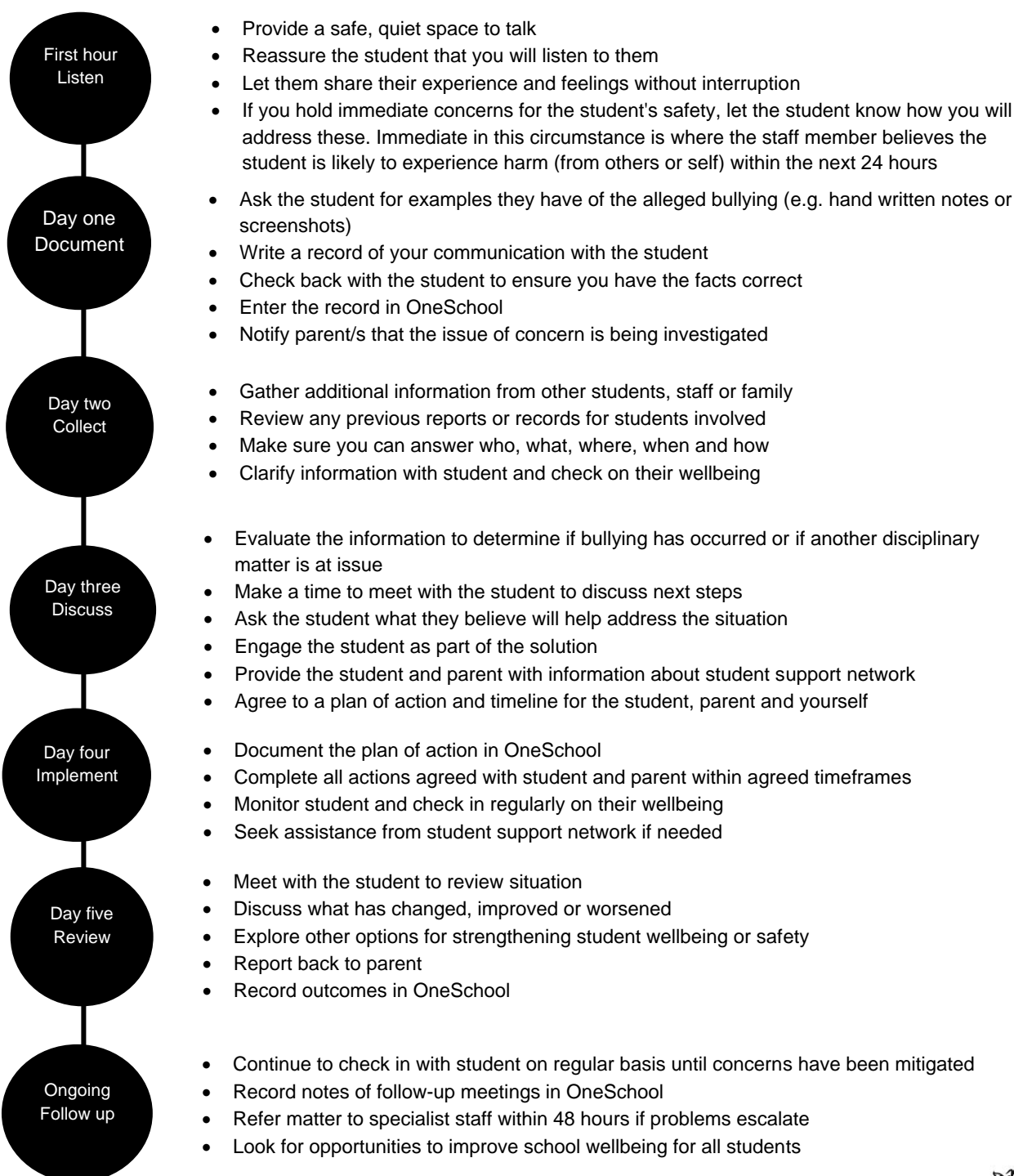
Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations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

Jamboree Heights 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.

Key contacts for students and parents to report bullying:

Prep – Year 6 students	Classroom Teacher
Classroom Teacher to report major student incidents	Deputy Principals/Principal
Principal	Cam Wallace (07 3725 5666)



Jamboree Heights State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

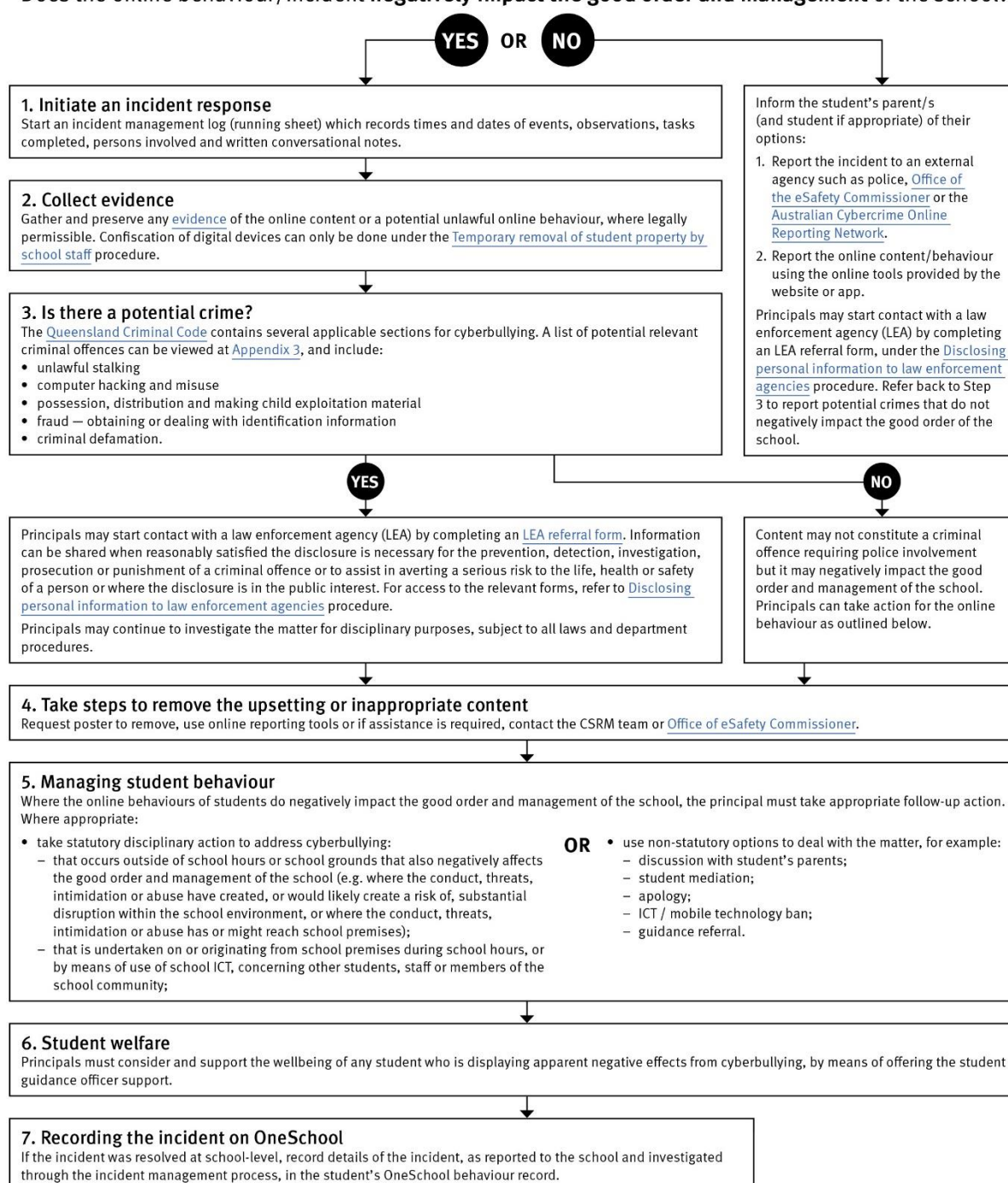
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Jamboree Heights 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.

Jamboree Heights State School - Anti-Bullying Compact

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

Jamboree Heights State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Jamboree Heights 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;
- 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.

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

I agree to:

- 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, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. 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 or parents, 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 Jamboree Heights State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate, and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

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
- Using mobile devices

Resources

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

Conclusion

Jamboree Heights State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

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

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

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

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#). Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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](#).