



Geham State School

Student Code of Conduct 2026-2029

Brighter Futures

Delivering excellence in every state school, for every student

Queensland Department of Education

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Endorsement

Principal Name:	Shelley Tompson
Principal Signature:	<i>Stompson</i>
Date:	9/06/26
P&C President:	John Welke
P&C President:	<i>JWelke</i>
Date:	9/06/26



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Purpose

Geham State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Geham State School Student Code of Conduct sets out the responsibilities, expectations and processes that support a positive, inclusive and productive school culture. It outlines our whole-school approach to promoting student wellbeing, engagement and positive behaviour, ensuring that learning and teaching remain the priority for all members of our school community.

Underpinned by the Positive Behaviour for Learning (PBL) framework and informed by the REAL Schools approach, our Student Code of Conduct promotes positive relationships, emotional literacy, restorative practices and student accountability. Through the explicit teaching and reinforcement of behavioural expectations, we support students to develop the social, emotional and behavioural skills necessary for success at school and beyond.

The purpose of the Student Code of Conduct is to facilitate high standards of behaviour across the school community, creating an environment where all students are safe, supported and able to achieve their personal best, and where staff enjoy a positive, respectful and safe workplace.

Consultation & Data Review

A broad consultation process involving students, staff, parents and the wider school community has informed the ongoing development of the Geham State School Student Code of Conduct.

As a school with an established Positive Behaviour for Learning (PBL) framework, the Code of Conduct has been regularly reviewed to ensure it remains responsive to the needs of our students and aligned with departmental priorities. Throughout this process, a range of school data has been analysed, including attendance, absenteeism, School Disciplinary Absences (SDAs), behaviour data, student outcomes, School Opinion Survey results, and fidelity measures such as the PBL Tiered Fidelity Inventory and Effective Behaviour Supports (EBS) Survey. Feedback from students, staff and families has also been sought to identify strengths, emerging needs and opportunities for improvement.

The Student Code of Conduct, endorsed in 2021, has undergone annual minor updates to reflect changes in school context, staffing and student needs. In 2025, a comprehensive review was undertaken as part of the School Planning, Reviewing and Reporting cycle. This review included consultation with key stakeholders and consideration of current research and best practice in behaviour support and relationship-based education.

As a result, the revised Student Code of Conduct reflects the school's continued commitment to Positive Behaviour for Learning while incorporating the principles and practices of the REAL Schools approach, which commenced implementation in 2026 as part of a three-year improvement journey.

The updated Code strengthens the focus on positive relationships, emotional literacy, restorative practices and student accountability, ensuring a cohesive and contemporary framework for supporting student wellbeing, engagement and success.

Learning and Behaviour Statement

Our school vision, inspired by our beautiful heritage-listed Southern Live Oak tree, is to nurture all shades of learning. We believe that learning is about more than academics — it's about providing Opportunities, Aspirations, and Knowledge (OAK) for our students to discover their talents and build confidence. This vision guides us as we help students develop a strong self-belief and a lifelong love of learning.

Our community is committed to nurturing every child in a safe, caring, and supportive environment, grounded in our core values of care, commitment, and safety. At Geham State School, we are dedicated to helping every student reach their full potential. Our school's positive learning culture is guided by the integration of the Positive Behaviour for Learning (PBL) framework and the REAL Schools approach. Together, these frameworks support consistent behaviour expectations, strengthen relationships, and build a connected, respectful school community. Through this combined approach, we model and promote our core expectations:

- Be Caring
- Be Committed
- Be Safe

We believe that a restorative community nurtures emotionally intelligent citizens who value empathy, respectful relationships, accountability and fairness. The core message for our students is that at our school, we don't blame – we fix and learn!

Positive behaviour is fundamental to effective learning. We recognise that students learn best when they feel safe, connected and supported, and when expectations are clear, consistent and explicitly taught. Behaviour expectations and emotional intelligence skills are embedded across all learning environments and are reinforced through everyday interactions, classroom practices and restorative conversations.

To support the diverse needs of our students, Geham State School implements a Multi-Tiered System of Support (MTSS) that provides graduated levels of behavioural, social and emotional support.

Universal Supports (Tier 1) provide the foundation for positive behaviour and learning for all students through relationship-building, explicit teaching of expectations, emotional literacy, restorative practices and effective classroom management.

Targeted Supports (Tier 2) provide additional support for students requiring assistance with behavioural, social or emotional development through targeted interventions, mentoring, goal setting and family partnerships.

Intensive Supports (Tier 3) provide individualised and specialised support for students with complex needs through collaborative planning involving students, families, school staff and external agencies where appropriate.

Through our integrated PBL and REAL Schools approach, we are committed to creating a school culture where every student feels valued, develops a strong sense of belonging and is empowered to learn, grow and contribute positively to our community.

Student Wellbeing and Support Network

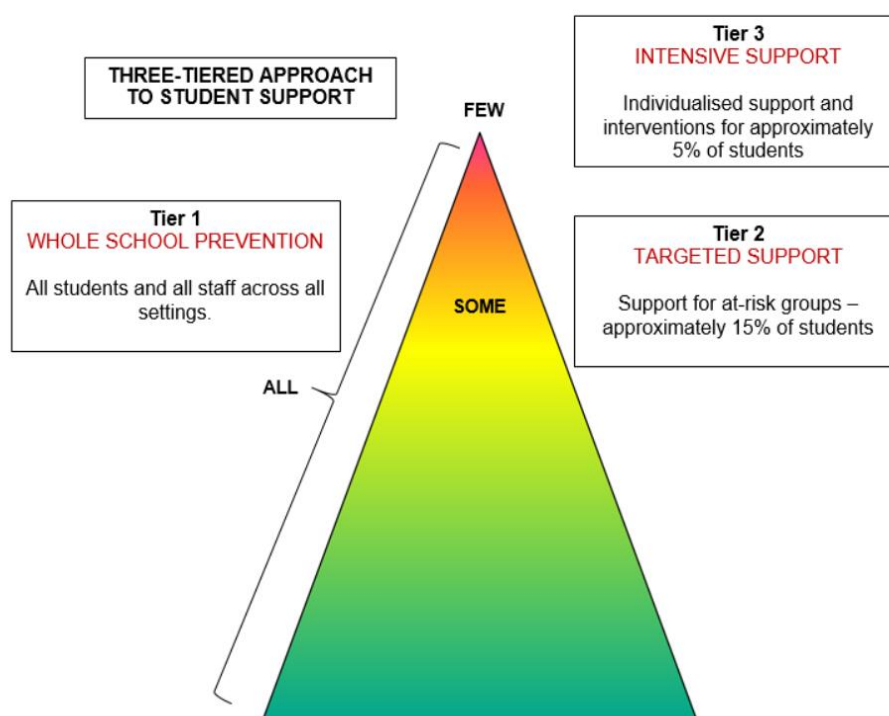
Geham State School provides a comprehensive range of programs and services to support students' social, emotional, and physical wellbeing. A strong network of staff and specialised professionals at school, cluster, and regional levels ensures an inclusive and nurturing environment. Central to this approach is our partnership with Real Schools, which emphasises restorative practices, positive relationships, and building student responsibility. Learning and wellbeing are closely connected — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing through success in learning. The [Student and Learning Wellbeing Framework](#) guides a whole-school approach by embedding wellbeing across curriculum, pedagogy, policies, and partnerships.

Curriculum and Pedagogy

Our curriculum outlined in the [K-12 Curriculum, Assessment and Reporting Framework](#) builds the foundations for wellbeing and lifelong learning by embedding [personal and social capabilities](#), including self-awareness, self-management, social awareness, and social management. These are strengthened through a Real Schools approach, which focuses on relational teaching and consistent, restorative responses to behaviour. The school delivers programs that promote respectful, safe, and healthy relationships, including personal safety, conflict resolution, and recognising and responding to harm. The Respectful Relationships Program aligns with the Australian Curriculum: HPE and is delivered through the Positive Learning Culture framework. Additional programs including High 5, Zones of Regulation, Bucket Filling, the Catastrophe Scale, NED be an Upstander, Stop Think Do, Day for Daniel and Bullying No Way, are integrated into Positive Learning Culture (PLC) lessons and enable all students to be safe and successful at school.

Whole School Approach to Discipline

Geham State School implements a consistent, whole-school approach to discipline through a multi-tiered system of support embedded across all classrooms and programs. Student behaviour is an integral part of teaching and learning, with staff explicitly teaching expectations, modelling appropriate behaviours, and using incidents as opportunities for reflection and re-teaching. Guided by a three-tiered framework, the Student Code of Conduct outlines the provision of universal, targeted, and intensive supports to promote positive behaviour and respond effectively to student needs.



Differentiated and Explicit Teaching

Universal Behaviour Support

At Geham State School, we recognise that positive behaviour, like academic learning, must be explicitly taught, modelled, practised and reinforced. Through our Positive Behaviour for Learning (PBL) framework and REAL Schools approach, we provide differentiated behaviour support to meet the diverse needs of all students.

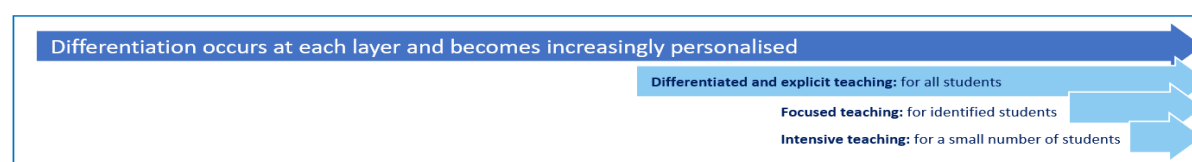
We believe that students are most successful when behavioural expectations are clear, consistent and supported through positive relationships. Our staff explicitly teach expected

behaviours, emotional literacy and self-regulation skills, while providing regular opportunities for students to practise, reflect on and apply these skills across a range of settings. The PLC Expectations Matrix is the foundation for establishing clear behaviour expectations. Teachers explicitly teach students what these expectations look, sound, and feel like in their classroom. The matrix is displayed in all classrooms, taught throughout the year, and regularly revisited to address emerging needs.

Behaviour Expectations

	SCHOOL WIDE	CLASSROOM	ONLINE	TRANSITION	BREAK TIMES	TOILETS	EXCURSIONS / BUS TRAVEL	LINKS TO OTHER PROGRAMS for Booster Lessons
BE CARING	- Use kind words, tone and actions - Use polite language and gestures - Remember my parade manners - Care for myself, others and places	- Use inside voices - Hands up to speak	- Participate in use of approved online sites and educational games - Be courteous and polite in all online communications	- Walking feet when moving around classroom/school - Use inside voice	- Quiet voices when in the eating area - Rubbish in bin - Take turns - Include others	- One person in toilet - Use only what you need	- Inside voices - Listen to adult directions - Follow instructions	- Bucket Filling - R U OK - Zones of Regulation - Mind Heart Curriculum Map – Units on Self Awareness, Kindness, Relationships, Social Awareness - Respectful Relationship Program
BE COMMITTED	- Always try your best – give 100% - Right place, on time - Follow adult instructions - Whole body listening (SHELL) - Be prepared and ready to learn - Aim for 100% attendance - Follow uniform code	- Be prepared and ready to learn - Show pride in your learning – bookwork and homework	- Report unacceptable behaviour - Post only appropriate content		- Toilet - Drink - Line up			- Mind Heart Curriculum Map – Self Management Unit - Mind Heart Curriculum Map – Growth Mindset Unit - Mind Heart Curriculum Map – Respect - Mind Heart Curriculum Map – Responsibility - Leadership / Transition Program
BE SAFE	- Active personal care - Keep hands, feet & objects to self - Take care of your own and others' belongings – my belongings/my responsibility - Stay in the learning space - Walking feet when moving around classroom/school - Stay in school grounds - Solve problems with words – Use the High 5 Strategy	- Enter classroom only when teacher is present - Ask permission before leaving group/class - Walking feet inside - Desk and room tidy	- Respect others' right to use online resources free from interference or bullying - Keep usernames and passwords private - Follow all teacher instructions about keeping private information off online sites	- When lining up – Straight line - Body to self	- On whistle stop, look and listen - Sticks, Stones and Objects Down - Be sun safe – Hat to play - Sit to eat and eat my own food - Stay in eating area until given permission to leave - Walk on hard surfaces - Use equipment safely	- Straight there, Straight back - Straight in/Straight out - Flush the toilet - Wash hands - Leave it clean	- Waiting for bus - Line up quietly in the designated area - Ask permission to leave area (go to toilet, get drink) - Catch bus unless a message has been received otherwise On bus - Use inside voices - Stay seated - Face the front - Wait for the bus to stop - Wait for signal to move - Stay alert	- Stop Think Do - Day for Daniel - Bullying No Way - National Day Against Bullying - Be You Mental Health Hub
LINKS TO OTHER PROGRAMS	Personal & Social Capability Learning Continuum		Safe use of Technology		- Sun Safety - Smart Choices – Healthy Eating Strategy			

Teachers use a differentiated approach to behaviour support, varying what students learn, how they learn it and the level of support provided. Decisions about differentiation are informed by behavioural data, classroom observations and ongoing monitoring of student needs. This enables staff to proactively support students, strengthen engagement and promote successful participation in learning. The school's approach aligns with the Multi-Tiered System of Support (MTSS) and mirrors the differentiation model used for academic learning.



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

Across all tiers, staff use a consistent approach to acknowledging positive behaviour. Students receive regular feedback and recognition for demonstrating expected behaviours through the school's acknowledgement system of Geham Gems. This reinforcement strengthens positive relationships, promotes student success and increases the frequency of positive interactions between students and staff.

Behaviour Insights data, including OneSchool and Class Dashboard information, is regularly reviewed to monitor student progress, identify support needs and ensure interventions are responsive and effective.

Targeted Teaching

At Geham State School a small percentage of students 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 targeted teaching is provided to help them achieve success.

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

Support staff work collaboratively with class teachers to provide teaching opportunities that are aligned to the PLC Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing targeted teaching
- require intensive teaching.

Geham State School has staff in place to help arrange and deliver targeted teaching to students who need more support to meet expectations.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will be a percentage 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 or for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from 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, 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 teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Consideration of Individual Circumstances

Staff at Geham State School will 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, so while we understand the interest of other students, staff and parents to know what consequences another student might have received, we will not disclose or discuss this 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.

Legislative Delegations

Legislation

- [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 Geham 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 as they may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, consequences and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. 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 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, outlined in the PLC Flowchart below, 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.

Positive Learning Culture Flowchart

Positive relationships



Positive Behaviour

Acknowledge
Positive Behaviour using
GSS award system

60 Geham Gems
Record on One School

Our Positive Reinforcements include:

- * Geham Gems / Gem Awards (60 gems)
- * Weekly Shop
- * Student of the Week / Principal's Award
- * Inclusive end of term celebrations
- * Classroom reinforcements – individual and whole class (targeted medium / long term reward)

Staff Managed Problem Behaviour

Many students

Are expectations clear?
Have they been explicitly taught?
Are procedures established?
Have they been taught & practised?
Is the classroom environment set up for success?
Is the classroom reinforcement system working?
Is my acknowledgement to correction ratio in balance?
Is work at the correct level?
Are lessons well planned and engaging?
Are a number of evidence-based teaching strategies used?
Do we need to work on restoring relationships?
Does staff to student behaviour talk meet the desired minimum of 4:1 positive to negative interactions?

Individual student

- * Calm
 - * Consistent
 - * Private
 - * Brief
 - * Respectful
 - * Immediate
- Least intrusive to build positive relationships.

Prompt low key skills (responding):

Proximity
Signal / Nonverbal Cue
Ignore, Attend, Praise
Re-direct
Re-teach
Provide Choice
Student Conference
Educative Logical Consequence

Staff member manages and issues fair, logical, predictable consequences.
Remind, Reflect & Reteach
Classroom reflection

Teacher records incident as a red card minor on One School

3 Repeated behaviours become major if impacting on teaching, safety and/or learning. Red Card Admin referral to Reflection room.

REMIN	REFLECT	RETEACH
NAME	DATE	
REASON		
REMARKS		
TEACHER		

REFLECTION CARD	
NAME	DATE
REASON	
REMARKS	
TEACHER	



REFLECTION CARD	
NAME	DATE
REASON	
REMARKS	
TEACHER	

Office / Admin Managed Problem Behaviour

Office Discipline Referrals for unsafe, unlawful, language, major physical or reoccurring

No Immediate threat

Gather as much information from student/s involved. Have students write this if they can.
Record verbal recount

Staff member to manage incident or refer to principal

Record incident on One School and refer to principal

Immediate threat

Principal or another staff member signalled for assistance immediately

Gather as much information from student/s involved. Have students write this if they can.
Record verbal recount

Record incident on One School and refer to principal

Example Office Actions:

1. Review incident
2. Determine consequences considering context
3. Incident recorded as major on OneSchool
4. Inform parent / guardian
5. Follow through
6. Work with staff to develop appropriate interventions
7. Provide staff feedback

Responding to Problem Behaviour

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Staff members handle minor problem behaviour at the time it happens.
- Administration manages major problem behaviour.

Staff managed behaviours are those that:

- are minor breeches of the school's behaviour expectations.
- do not seriously harm others or cause harm to the student.
- do not violate the rights of others in any other serious way.
- are not part of a pattern of problem behaviours.
- do not require involvement of specialist support staff or Administration.

Staff managed problem behaviours result in fair, logical and predictable consequences that help students learn appropriate prosocial behaviours and provide opportunities to reteach the expected behaviour. For example:

- If a student consistently arrives late to class after breaks without a reason, then a logical consequence would be for them to make up the time before going to the next break.
- A student who deliberately hits another student in the playground without provocation might be required to spend play time in a supervised area for the remainder of the week.
- A student who impulsively pushes past a student to get to the Tuckshop might be moved to the end of the line.

Teachers develop a continuum of responses with clear, consistent, contextual consequences to address the full range of student behaviours:

- Proximity
- Signal / Nonverbal cues
- Ignore, attend, praise
- Re-direct
- Re-teach
- Provide Choice
- Student Conference
- Educative / logical consequence

Individual Conferencing using a Restorative Process – P3 P3 F3

One-on-one affective interactions are an effective way to help children understand their actions, express their feelings, and work towards making amends.

This method involved guiding children through a process of reflection and resolution by discussing the past, present and future.

Three questions

1. The past (What happened?)
2. The present (How do you feel?)
3. The future (How do we repair the harm?)



Targeted Behaviour Support

Each year, a small number of students are identified through school data as requiring targeted behavioural support. While the behaviours of these students may not initially be considered severe, their frequency can place the student's learning, engagement, and social success at risk if not addressed in a timely manner. When a need for additional support is identified, the student is referred for Case Conferencing. The team works collaboratively to analyse the concerns, develop targeted strategies, and monitor the student's progress. If, after implementation and review of these supports, sufficient progress is not evident, a Behaviour Referral Form is submitted to the Tier 2 Team, and the student is reviewed at the Inclusion Team meeting. This referral enables more intensive and coordinated intervention planning to address the student's behavioural and support needs.

Strategies may include:

- Intensifying teaching and reinforcement
- Increasing structure or academic support interventions
- Relational-based interventions - Check in/Check-out systems, trusted adult mentoring, student advocate or champion, scheduled connection opportunities
- Social skilling (including small group emotional regulation programs, social skills / friendship groups, anxiety and resilience groups)
- Goal setting and monitoring / Behavioural coaching / contract, restorative conferencing, increased opportunities for feedback and success, Self-monitoring plan
- Counselling and guidance support
- Teacher coaching and debriefing
- Family Partnerships - stakeholder meeting with parents and external agencies, home-school communication plans, shared strategies between school and home
- Data monitoring – behaviour tracking, attendance monitoring, engagement data review, progress reviews 4-6 weeks

Intensive Behaviour Support

At Geham State School, we are committed to educating all students, including those with the highest behavioural support needs, and recognise that students displaying highly complex and challenging behaviours require comprehensive and coordinated systems of support. Major behaviours are those that have a direct negative impact on others and may include behaviours that are:

- Unsafe
- Unlawful
- Language
- Major physical
- Reoccurring

Due to their seriousness, major behaviours result in an immediate referral to Administration. When a major behaviour occurs, staff members calmly identify the behaviour to the student, remind them of the expected school behaviour, and contact the school office to refer the student to Administration. Where ongoing or serious concerns are identified, a Behaviour Referral Form is completed, and the student is referred to the Complex Case Management Support Team.

Following referral, the Complex Case Management Support Team works collaboratively with staff, families, and other stakeholders to address persistent or ongoing serious problem behaviour. The team:

- Works with staff members to develop appropriate behaviour support strategies
- Monitors the impact of support for individual students through ongoing data collection
- Makes adjustments to supports as required
- Works with the school leadership team to ensure continuity and consistency of practice

Depending on the student's needs, a range of targeted and intensive supports may be implemented, including:

- Functional Behaviour Assessment
- Individual Behaviour Support Plan
- Team-based planning
- Intensive Restorative Practices including formal restorative conferences, reintegration meetings, family conferencing and recovery plans following serious incidents
- Wrap-around complex case management and review
- Progress monitoring
- Stakeholder meetings involving parents, external agencies, and regional specialists
- Suspensions / Exclusions

Through this process, the school ensures that students with significant behavioural support needs receive timely, coordinated, and evidence-informed interventions while maintaining a safe and supportive learning environments for all staff and students.

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 Geham State School, the use of any SDA is considered a very serious decision. It is 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 Geham 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 consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parent/guardian 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/guardian. A record of the meeting is saved on 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/guardian at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcomed 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/guardian for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

Geham 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 student
- 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 by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

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

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

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Geham State School:

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

Parents of students at Geham 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 Geham 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 Geham 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 Geham 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. These technologies include but are not limited to mobile phones, laptops, tablet devices, voice recording devices (whether or not integrated with a mobile phone or MP4 player), handheld gaming devices (e.g. Nintendo Switch, Sega Genesis), smart watches, SD cards or USBs.

The benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning. The [Advice for state schools on acceptable use of ICT facilities and devices](#), outlines the responsibilities and processes for employees to protect, secure and support the department's information and communication (ICT) facilities, devices, services and systems. It also outlines expected behaviours and consequences when using these government resources.

The increased ownership of mobile phones requires the school to take steps to ensure that mobile phones are used responsibly. Geham State School has established the following *Acceptable Use Policy for Mobile Phones* that provides teachers, students and parents with guidelines and instructions for the appropriate use of mobile phones during school hours.

Implementation

It is the responsibility of students who bring mobile phones onto school premises to adhere to the guideline outlined in this document.

- Mobile phones must be named, turned off and handed in on arrival at school and collected at 3pm. All care but no responsibility will be taken for equipment.
- Students are not permitted to carry their mobile phone on their person or to use their mobile phone during the day.
- If a student needs to make a telephone call during the day, they must ask permission from the class teacher and a school telephone will be used if deemed appropriate.
- Any mobile phone used during the day will be turned off and stored in the office for collection by a parent or guardian.

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

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone or other devices at school
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or 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 in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets

- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment.

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 Geham State School Student Code of Conduct. In addition students and their parents should:

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

Safe, Responsible and Respectful Online

Students of Geham State School

In the event that you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure ([Use of ICT systems](#)).
2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students, and use appropriate spoken and written language at all times.
3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g. posters, laundry).
4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.

Preventing and responding to bullying

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

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

Geham State School has a student elected **Student Council**, with representatives from years 3 to 6, providing feedback to the PBL Committee and School Leadership Team, on the promotion of strategies that improve student wellbeing, safety and learning outcomes. All students have the opportunity to have a voice through their elected class members. The standing items on the agenda for the Student Council are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Geham State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

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

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

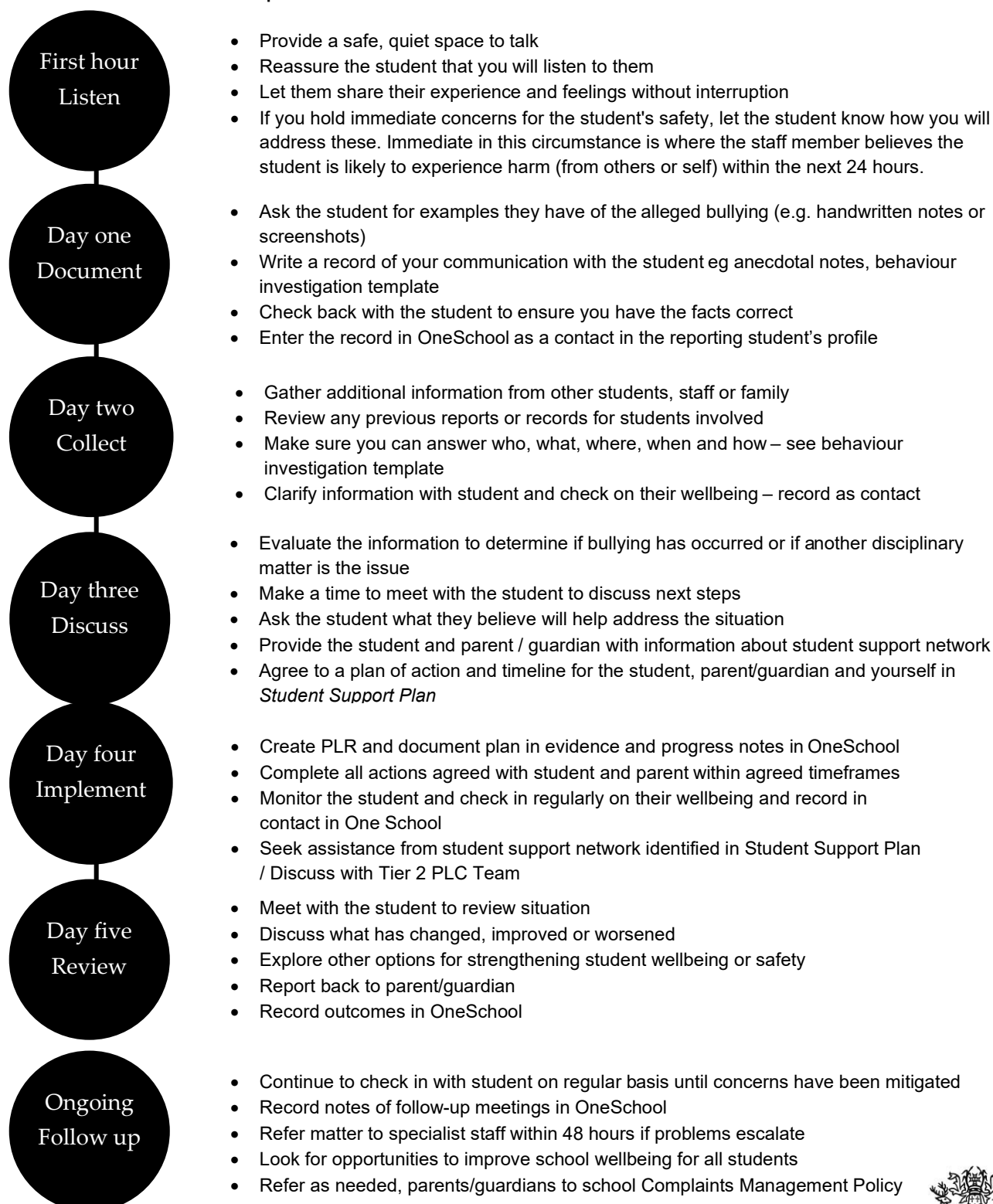
Geham State School – Bullying Response Flowchart for Teachers

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 / guardians to report bullying:

Prep to Year 6 – Class teacher

Principal / Inclusion Teacher – Call 4612 6333



Cyberbullying

Cyberbullying at Geham State School is treated 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/guardians who wish to make a report about cyberbullying should approach the regular class teacher or Principal who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents/guardians 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/guardians 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 Geham State School may face in-school disciplinary action, such as detention or removal 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/guardians or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/guardians 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.

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](#).

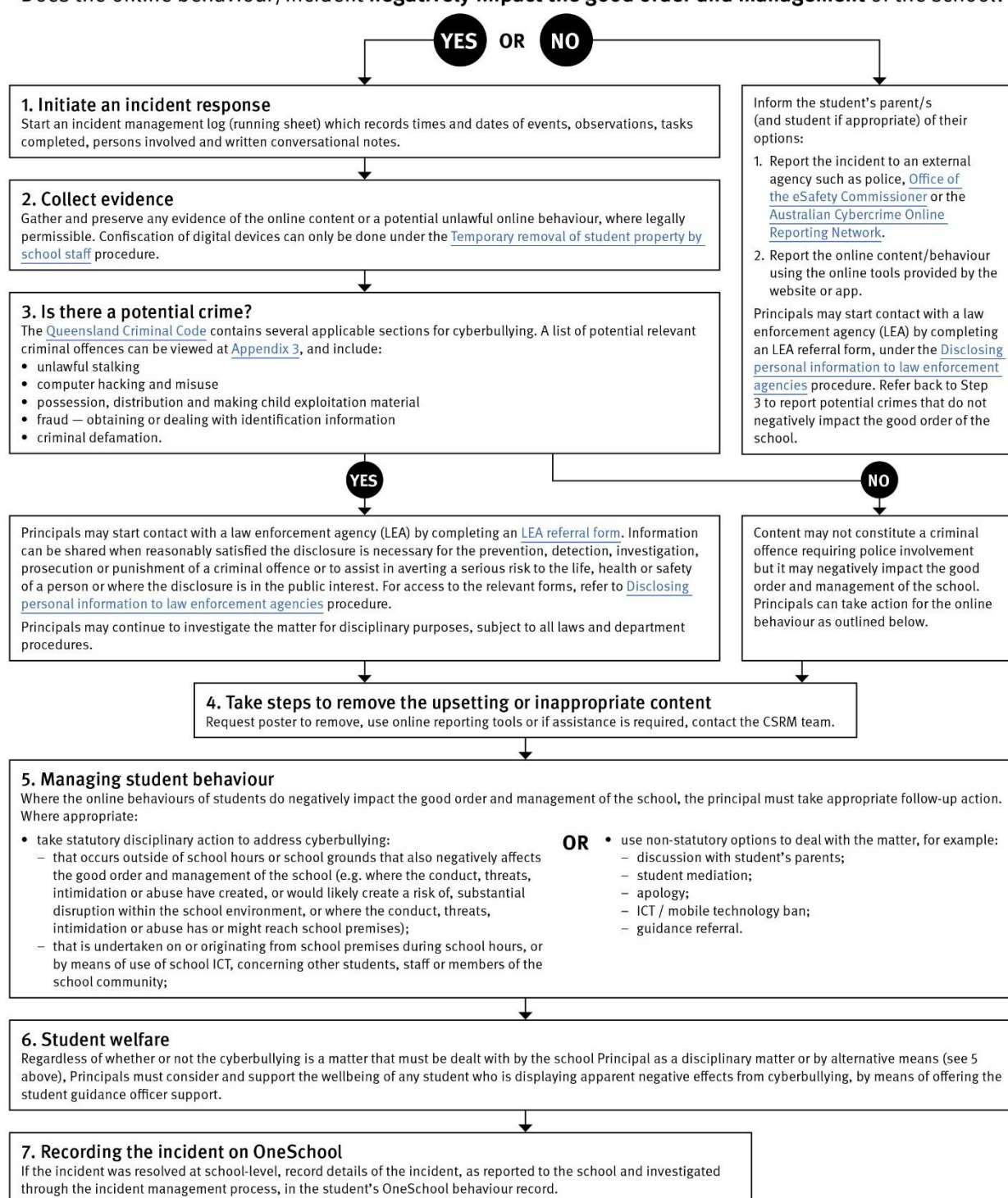
Explicit images

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](#).

Help

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

Geham 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 Wellbeing and 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 Geham 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.

Geham State School – Anti-Bullying Contract

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

Geham State School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at Geham 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, 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. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Geham 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 procedure**.

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

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

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

Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time for punishment or discipline; 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 moments of decision 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. This may include reference to:

- 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

Geham 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. The Customer Complaints Management Procedure can be found at the following link:

<https://gehamss.eq.edu.au/supportandresources/formsanddocuments/documents/school-complaints-process.pdf>