



Elanora State School

Student Code of Conduct 2026-2029

***Brighter futures: Delivering excellence in every state school,
for every student***

***To achieve our vision, delivering excellence in every state school, for every student, we must
maintain a focus on educational achievement, and belonging and engagement.***

Queensland Department of Education

Purpose

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

The Elanora State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Contact Information

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Contact Person	David Lang – Deputy Principal

Endorsement

Principal Name	Stephen O'Brien
Principal Signature	
Date	20 October 2026
P&C President and/or School Council Chair Name David Chessell	
Date	20 October 2026

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P&C Statement of Support

As president of the Elanora State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr. Stephen O'Brien and his team 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 Elanora 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 Elanora 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 Elanora State School Student 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. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Elanora State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or the Deputy Principals, or to join the Elanora 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.

David Chessell
P&C President

All areas of Elanora State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to inappropriate behaviours. Through this document, shared expectations for student behaviour are made explicit to everyone, assisting Elanora State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

At Elanora State School, we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. 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 reteach.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour. We refer to them as the 4Rs:

- Responsibility
- Respect
- Relationships
- Do what's Right.

Our school rules have been agreed upon and endorsed by staff, School Council and our school P&C. They are aligned with the values, principles and expected standards outlined in the Education Department's Queensland's Code of School Behaviour. Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the Principal.

The first step in facilitating standards of positive behaviour is communicating those standards and expectations to **all** students. Student Engagement Teachers specifically teach the expected behaviours by visiting classes, and running Year Level presentations. Class Teachers reinforce school rules by explicitly teaching students the behaviours we expect them to demonstrate at school. These standards of behaviour are also reinforced through class lessons, school parades and protocols for behaviour when on school related activities.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and behavioural expectations in all school settings.

THE 4 Rs	BEHAVIOURAL EXPECTATIONS
R1 - RESPONSIBILITY ▪ Keep hands, feet and other objects to yourself ▪ Move and play safely	• Acknowledge and respect the personal space of self and others • Follow school rules and routines • Move safely through the school environment • Resolve conflict without violence • Use equipment safely • Accept responsibility for own behaviour • Learn from mistakes and losses
R2 - RESPECT ▪ Be respectful ▪ Treat others the way you want to be treated	• Respect self and treat others as you want to be treated • Be respectful when challenged, win or lose • Encourage others to be respectful and make good choices • Be proud of achievements • Respect others' right to learn • Respect the belongings of self and others • Be courteous and polite in all online and face to face communications • Respect others' right to use online resources free from interference or bullying
R3 - RELATIONSHIPS (Social and Learning) ▪ Strive to do/be your best ▪ Strive to achieve excellence and honour	• Demonstrate an awareness of the rights and feelings of others • Demonstrate effort and commitment to school activities • Contribute to the greater good • Serve and support others both inside and outside of the school community • Be a good listener • Care for the environment
R4 - Do what's RIGHT ▪ Make good choices – even when no one is looking ▪ Act and think with integrity	• Make appropriate choices, even when unsupervised • Set a high standard for your behaviour and stick to it, even in difficult situations • Be honest • Problem solve and resolve conflict in peaceful ways • Be an honourable bystander • Report bullying/harassment incidents immediately • Follow instructions given by supervisors

	Strategies	Reinforcement/Actions
CLASSROOM	• Devise classroom plan and procedures in consultation with class and display • Revisit plan on a regular basis • Clearly communicate fair and reasonable expectations • Provide learning experiences that are relevant, meaningful and at an appropriate level of challenge • Encourage co-operative learning • Create a sense of belonging to the classroom group	• Specific Feedback • Stickers • Notes • Certificates • Class celebrations/Awards • Reboot strategies for self-regulation
PLAYGROUND	• Provide organised and fully supervised indoor and outdoor lunch time activities which encourage the development of appropriate social interactions with peers • Develop shared school values and a positive inclusive culture • Use peer mentoring programs to provide support for younger students and develop leadership for older students • Manage incidents via clear and well-understood processes	• Playground Awards • Notes to parents • Indoor/Outdoor Activity Centres • Playground facilitators
SCHOOL	• Actively develop students as everyday leaders • Actively build and maintain relationships • Implement a consistent approach that is aligned to our beliefs and values • Acknowledge positive behaviour, quality work and achievements • Develop leadership and shared responsibility (School Council P-6) • Use buddy classes • Provide personal development programs including eSmart, Lead to Succeed, KidsMatter framework to teach values and expectations identified in the Student Code of Conduct	• Parades • Class awards • Performances • Referral to Leadership Team to share quality work • School leaders to participate at assemblies • Excellence and Honour Awards • Chaplaincy Program • Indigenous Programs • Mibunn Merits • Playground facilitators • Year 6 Buddy Program

COMMUNITY PARTNERSHIPS	• Encourage partnerships between learners, parents, carers, community organisations and school staff • Establish rapport with and welcome positive involvement of parents and carers • Make parent education courses available	• Newsletters • Whole class activities e.g. Grandparents' day • Whole school celebrations • Parent Teacher Information Sessions • Adopt a Cop Program • Community Group involvement • Deadly Choices Program • Team meetings • Centacare • PCYC • Fight for Youth • Currumbin RSL grants • Community Bank Tugun grants
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Elanora State School is actively investing in enhancing the academic achievement as well as the social and emotional wellbeing of students. The School reinforces expected school behaviour through a wide variety of proactive strategies in order to uphold the values in the Elanora State School Student Code of Conduct. Emphasis is placed on encouraging and rewarding positive behaviour. The following are examples of processes that may be used to promote appropriate behaviours.

Consideration of Individual Circumstances

Staff at Elanora 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 equity, 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 leadership team consider with each individual student in 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 consequence 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.

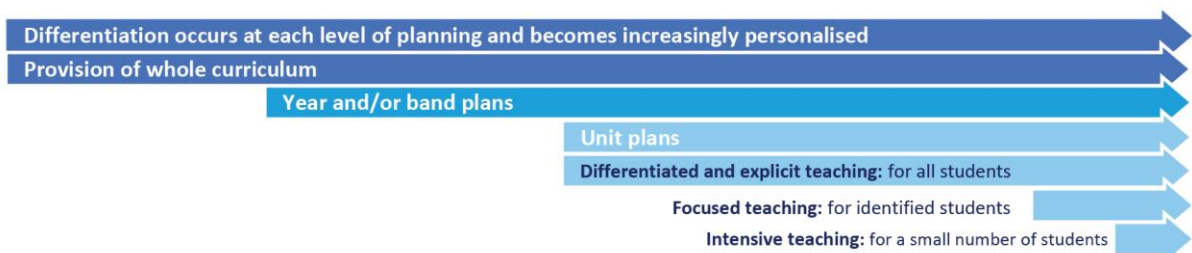
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal or deputy principal to discuss the matter.

Differentiated and Explicit Teaching

Elanora 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 Elanora 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 three-tiered approach discussed earlier in the Learning and Behaviour section. For example, Tier 1 is differentiated and explicit teaching for all students (teachers, student engagement teachers, and the leadership team), Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students, based on data.

Every classroom in our school uses the Elanora State School Behaviour Flow Chart as a basis for developing, promoting, and celebrating their behaviour standards.

Focused Teaching

Approximately 15% of 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 or activity, 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.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Elanora State School to provide focused teaching. Focused teaching is aligned to the Essential Skills of Classroom Management and student progress is monitored by the classroom teacher to identify those who:

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

Elanora State School has a Student Engagement and Wellbeing team dedicated to help organise and deliver focused 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 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 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 continued learning and participation of these students. The approach to intensive teaching for these students is informed by ongoing consultation with stakeholders and directly consults the student.

Disciplinary Consequences

Elanora State School MINOR and MAJOR BEHAVIOURS^{v1}

"We belong to a community of learners who are respectful, resilient and curious"



LOW LEVEL BEHAVIOUR Low level behaviours are when a student is disrupting learning/play at a low severity. These require a rule reminder; the student responds successfully and the learning/play is resumed in an appropriate manner immediately.	MINOR BEHAVIOUR See flow chart for response Minor behaviours are when a student is demonstrating unsafe, disrespectful and irresponsible behaviours. They do not affect anyone else or have minimal disruption on the learning environment. <i>(may be accidental, no priors of that particular behaviour or recurring low level behaviours).</i>	MAJOR BEHAVIOUR See flow chart for response Major behaviours are when a student is demonstrating critical unsafe, disrespectful and irresponsible behaviours that are intentional or at high severity. They do affect the learning environment and are putting themselves, other students or staff at risk of harm. <i>(are deliberate, illegal or recurring low-level/minor behaviours).</i>
RESPONSIBILITY	• Not keeping hands and feet to self • Not wearing a hat • Not wearing correct uniform • Unsafe play and movement around the school • Not being on time to school or lessons • Misuse of personal and school property	• Accessing or distributing inappropriate materials electronically • Persistent misuse of technology for off-task purposes • Persistent refusal or defiance • Truancy
RESPECT	• One-off verbal misconduct • Back chatting • Lying • Undirected swearing or inappropriate gestures • Calling out or interrupting • Disrupting others • Mean on purpose • One-off refusal to follow directions	• Vandalism of personal or school property • Directed swearing or inappropriate gestures • Verbal and physical threats and intimidation • Repeated teasing/ name calling/ exclusion Deliberately lying with the intent to harm others
RELATIONSHIPS	• Disrespectful behaviour towards staff or students • Peer disagreements	• Inappropriate use of an object with intent to harm • Physical violence with intent to harm (pushing, kicking, hitting, fighting) • Abusive or offensive personal attacks
DO WHAT'S RIGHT	• Out of bounds • Non-complaint with routine • Off task behaviour • Inappropriate use of an object • Cheating on assessments • Chatting during independent learning time • Littering • Running on concrete	• Stealing • Persistent refusal to follow instructions • Vandalism and graffiti • Possession of prohibited items

Elanora State School Behaviour Flow Chart v2



"We belong to a community of learners who are respectful, resilient and curious"

START HERE

- Establish clear expectations
- Ongoing teaching of expected behaviour
- Positive acknowledgement of expected behaviour

4 acknowledgments : 1 correction

Look for an early opportunity to reinforce appropriate behaviours

Behaviour improves

IF AN UNEXPECTED BEHAVIOUR OCCURS

LOW LEVEL (Teacher)

Essential Skill

1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgement
5. Descriptive encouragement
6. Body language encouraging
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

Description

1. Making rules together
2. Telling students what to do verbally and visually
3. Stopping to assess what is happening
4. Praising a particular student to prompt others
5. Smiling, nodding, gesturing and moving near
6. Praise DESCRIBING behaviour
7. Not obviously reacting to certain behaviours
8. Prompting on-task behaviours
9. Describing the student's options and likely consequences of their behaviours
10. Doing what you said you would

MINOR BEHAVIOUR (Teacher to manage)

Reflection time out in own class
Finish work in own time
Contact parent/guardian
Natural consequences
Temporary removal from the activity

Miss out on play/reflection
Re-teach desired behaviour
Verbal/visual warning
Reminder of expectations
Letter of apology

Restorative chat
Role model the expectations
Visuals or social stories
Accompany teacher on PGD
Acts of kindness

REPEATED (3+) MINOR BEHAVIOURS (Teacher to manage, including OneSchool entry & referral to SET)

Classroom profiling
Positive behaviour contract
Class/individual reward system
Seating plan

Withdrawal of privileges
1:1 mentoring
Social story
Buddy class

Referral to SET, HIP, DP
Contact parent/guardian
Referral to SSS
Planned differentiation



MAJOR - IS A CRITICAL RESPONSE NEEDED?

NO

- Teacher investigates incident
- Behaviour referral on One School
- Refer to class teacher, SET and DP
- Member of Leadership Team to action

YES

- Phone **ADMIN office** on 555 99 222
- Phone a DP/HIP Mobile
- Member of Leadership Team investigates and determines appropriate actions.
- Member of Leadership team to follow up with student, classroom teacher and staff involved.

Member of Leadership Team and class teacher discuss who contacts parent/ guardians.

Contact recorded on OneSchool.

Responses to MAJOR behaviour may include

Behaviour Plan
Time Out
Play time plan
Exclusion

Withdrawal from school representation
Suspension with reentry process
Restorative conference
Parent Meeting with agreed plans



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 Elanora 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 Elanora 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 parents, 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 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 a 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.

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 Elanora State School Principal or Elanora 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 Elanora State School 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 Elanora 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.

** 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 Elanora 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 Elanora 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 Elanora 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 Elanora 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 Elanora 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 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 are dominated by digital technologies, including computers, tablets, mobile phones, wearable technology and other personal devices. While these technologies provide valuable opportunities for students to learn, communicate, create and access information, their benefits can be easily overshadowed by deliberate misuse that harms others, compromises privacy, disrupts learning or impacts the safety and wellbeing of students and staff.

Elanora State School has determined that the explicit teaching of responsible and ethical use of digital technologies is a critical component of digital literacy. The knowledge, confidence and judgement required to navigate and use these technologies safely is a responsibility shared by students, parents and school staff.

Mobile phones, wearable technology, including smart watches, and other personal electronic devices are not to be used by students while on school grounds or during school activities, unless expressly permitted by school staff for an approved educational or health-related purpose. It is preferred that mobile phones and personal electronic devices are not brought to school. However, where a student brings a mobile phone or personal device to school, it must be switched off and handed in at the school office, or switched off and kept securely in the student's school bag, from the time the student enters school grounds until they have departed school grounds at the end of the school day.

Wearable technology must be placed in "school mode" while on school grounds. Internet access, phone calls, messaging, cameras, games and other communication or entertainment functions on wearable technology are not permitted to be used at school.

Responsibilities

When entering school grounds, students must:

- switch off mobile phones and personal devices and keep them out of sight;
- ensure wearable technology is placed in school mode;
- use school-owned digital devices only for approved learning purposes;
- follow all staff directions regarding the use of digital technologies;
- seek teacher approval before using any device under special circumstances; and
- act in accordance with the Elanora State School Student Code of Conduct when using any ICT facilities, school devices or digital technologies.

It is acceptable for students at Elanora State School to use school devices for:

- assigned class work and assessment tasks set by teachers;
- developing appropriate literacy, communication and information skills;
- creating text, artwork, audio or visual material for educational purposes, where supervised and approved by the school;
- conducting research for school activities and projects;
- communicating or collaborating with students, teachers, parents or approved experts in relation to school work;
- accessing online references such as dictionaries, encyclopaedias and other approved educational resources; and
- researching and learning through the department's eLearning environment.

It is unacceptable for students at Elanora State School to:

- use a mobile phone, wearable technology or personal device on school grounds without approval;
- use any device in an unlawful manner;
- download, distribute or publish offensive messages, images or material;
- use obscene, inflammatory, racist, discriminatory, abusive or derogatory language;

- use language and/or threats of violence that may amount to bullying, harassment, intimidation or stalking;
- use a device to photograph, film or record others without permission;
- use cameras or recording functions in places where a normal camera would be considered inappropriate, such as toilets or change rooms;
- invade another person's privacy by recording personal conversations, images or daily activities, or by further distributing such material through forwarding, texting, uploading, Bluetooth or other means;
- use a mobile phone, wearable technology or other device to cheat during exams, assessments or class tasks;
- take mobile devices into exams or assessment situations unless expressly permitted by school staff;
- deliberately waste printing, internet or school ICT resources;
- damage computers, printers, devices or network equipment;
- commit plagiarism or violate copyright laws;
- ignore staff directions regarding the use of social media, email, internet searches, chats or online platforms;
- send chain letters, spam email or inappropriate online messages;
- knowingly download viruses or programs capable of breaching the department's network security; or
- use digital technologies in a way that disrupts learning, compromises safety or negatively impacts the wellbeing of others.

At all times, students using ICT facilities, school devices or digital technologies supplied by the school are required to act in accordance with the Elanora State School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour expectations that come with accessing the department's ICT network and school digital technologies;
- ensure students have the skills to report and discontinue access to harmful, inappropriate or unsafe information if it is presented via the internet, email or another digital platform;

- understand that access to ICT facilities and school devices provides valuable learning experiences and supports the school's teaching and learning programs;
- understand that the school is not responsible for safeguarding information stored by students on departmentally owned computers or devices;
- be aware that departmentally owned devices may be remotely accessed for management purposes;
- understand that students who use school ICT facilities, devices or networks inappropriately may be subject to disciplinary action, including restricted network access;
- recognise that, despite internal departmental controls, illegal, dangerous or offensive information may still be accessed or accidentally displayed; and
- understand that teachers will exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by students.

Preventing and responding to bullying

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

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

Elanora State School employs the High 5 Strategy as a tool for students to develop responsibility and resilience when dealing with wellbeing issues with other students.



Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher | **Student Engagement Teachers** – P-2 Tracy Leeder, 3-4

Laura Gavin, 5-6 Cherie Hall

First instance Listen	• Provide a safe, quiet space to talk • Reassure the student that you will listen to them • Let them share their experience and feelings without interruption • If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
Day one Document	• Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots) • Write a record of your communication with the student • Check back with the student to ensure you have the facts correct • Enter the record in OneSchool • Notify parent/s that the issue of concern is being investigated
Day two Document	• Gather additional information from other students, staff or family • Review any previous reports or records for students involved • Make sure you can answer who, what, where, when and how • Clarify information with student and check on their wellbeing
Day three Document	• Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue • Make a time to meet with the student to discuss next steps • Ask the student what they believe will help address the situation • Provide the student and parent with information about student support network • Agree to a plan of action and timeline for the student, parent and yourself
Day four Document	• Document the plan of action in OneSchool • Complete all actions agreed with student and parent within agreed timeframes • Monitor the student and check in regularly on their wellbeing • Seek assistance from student support network if needed
Day five Document	• Meet with the student to review situation • Discuss what has changed, improved or worsened • Explore other options for strengthening student wellbeing or safety • Report back to parent • Record outcomes in OneSchool
Ongoing Follow up	• Continue to check in with student on regular basis until concerns have been mitigated • Record notes of follow-up meetings in OneSchool • Refer matter to specialist staff within 48 hours if problems escalate • Look for opportunities to improve school wellbeing for all students

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.

Appropriate use of social media

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](#).

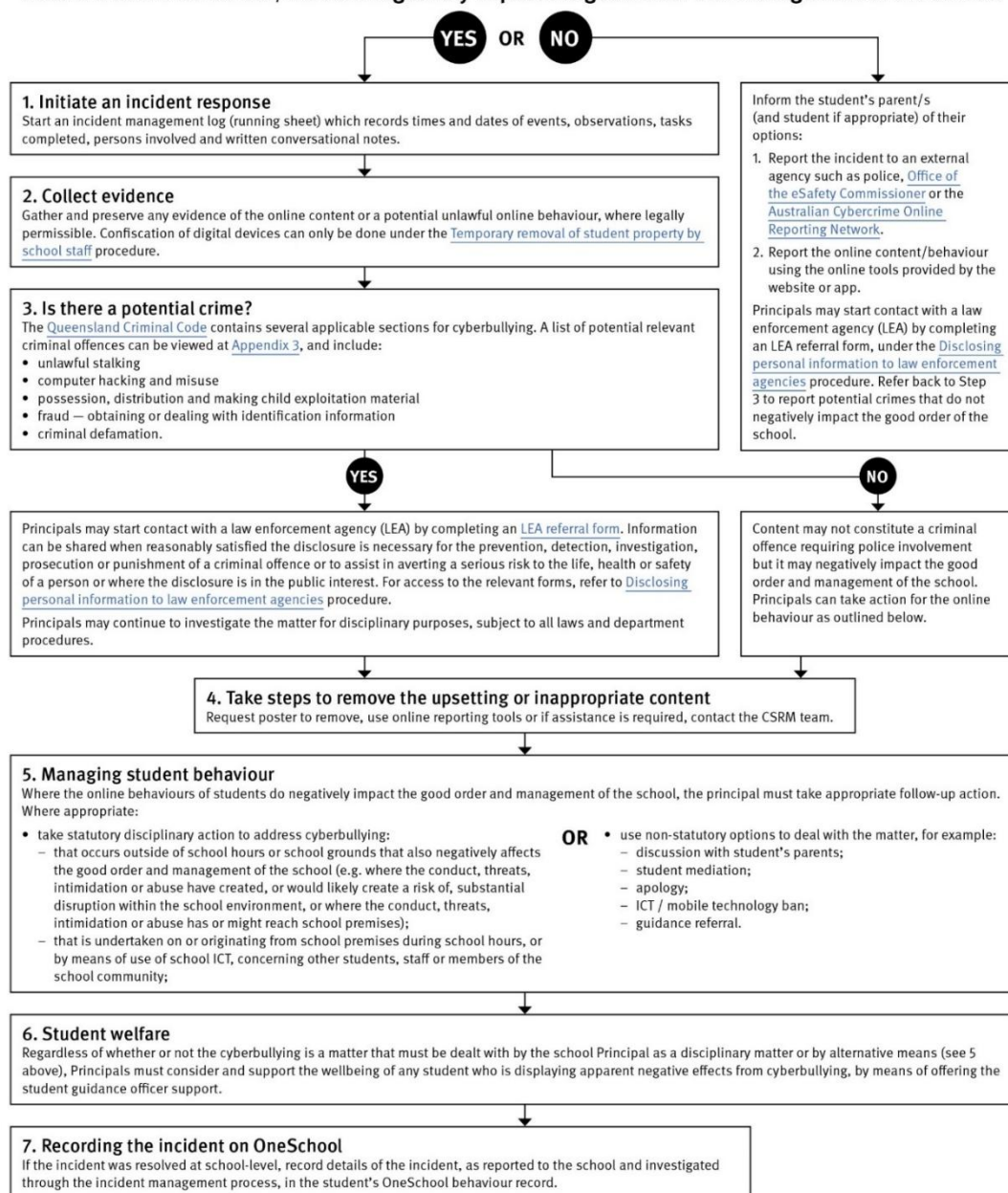
Explicit images

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?



Restrictive Practices

School staff at Elanora 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 rare occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. 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 to try and 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](#)
- [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

Elanora 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 you 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 [Complaints and grievances management policy](#).