



Jimboomba State School

# Student Code of Conduct

2024-2027

***Equity and Excellence: realising the potential of every student***

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

Queensland Department of Education

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## Endorsement

Principal Name: Káren Kuskey

Principal Signature:

Date:

15/5/2024

P/C President and-or School  
Council Chair Name:

Tammy Stewart

P/C President and-or School  
Council Chair Signature:

Date:

15/5/2024

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## Purpose

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

The ***Jimboomba 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.





# Whole School Approach to Discipline

Jimboomba State School uses **Positive Behaviour for Learning (PBL)** as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an **evidence-based framework** used to:

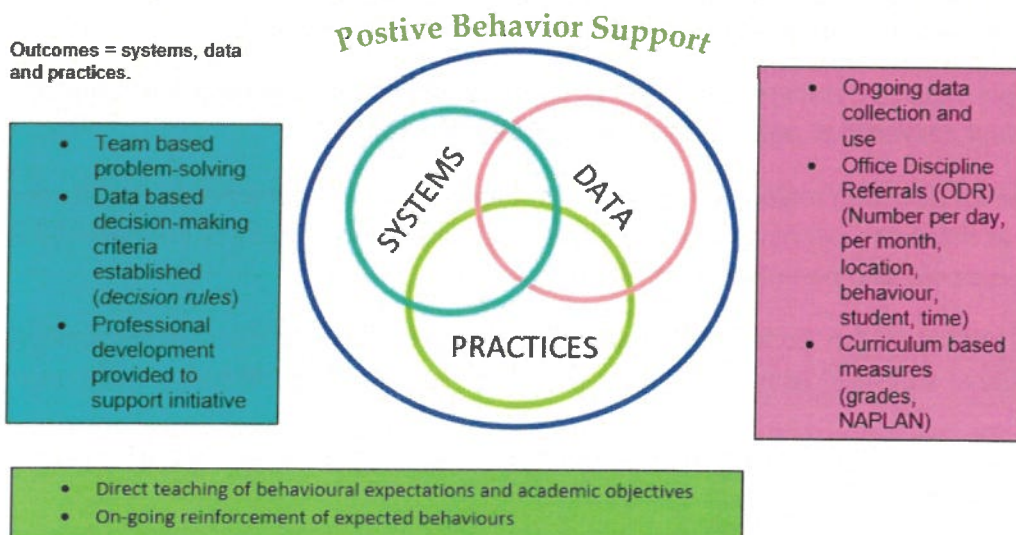
- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- develop positive and safe school cultures
- continually support staff members to maintain consistent school and classroom improvement practices.



At *Jimboomba State School* we understand disruption interferes with classroom learning and is a cause of stress for not only students and their families, but teachers as well. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach. We understand that in order to turn problem behaviour around we need to teach acceptable and appropriate ways to behave. Students are taught social skills and behaviour regulation strategies to assist them in being successful with their behavioural choices.

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

Any students or parents who have questions or would like to discuss the *Student Code of Conduct* or *PBL* are encouraged to speak with the class teacher, our PBL Coach or make an appointment to meet with the principal or delegate.



## PBL Expectations

Our ***Student Code of Conduct*** outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through this document, shared expectations for student behaviour are clear to everyone, assisting Jimboomba 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.

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:

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

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

### Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all students**. At Jimboomba State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour. (Refer to the JSS Matrix of Expected Behaviours – *Appendix A*)

**Jimboomba State School** implements the following proactive and preventative processes and strategies to support student behaviour:

A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.

School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.

Comprehensive induction programs in the **Jimboomba State School's Student Code of Conduct** delivered to new students as well as new staff.

Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

The teaching of the 'Zones of Regulation' Program to assist students in recognising their emotional state and using specific strategies to regulate their behaviour (*refer page 44*).

## Reinforcing expected school behaviour:

At **Jimboomba State School**, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of **positive interactions** between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

### Jimboomba State School -

#### STAR Program:



Jimboomba's school wide positive reinforcement STAR System was introduced beginning of Term 1, 2018. The system has both Short Term and Long Term Reinforcements.

- Short Term Reinforcement is where we acknowledge students demonstrating expected behaviours verbally and non-verbally. In the classroom – we use a self-inking STAR stamp directly onto individual student STAR cards.
- In the playground – we issue STAR tokens.
- Tokens are returned to the classroom teacher who then issues STAR stamps onto the students' STAR cards.
- Long Term Reinforcements are where students can earn Pins, Medallions and ultimately a Trophy!

1 completed STAR card = STAR Certificate

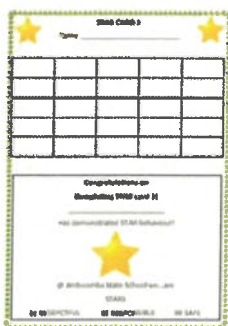
2 completed STAR cards = STAR Certificate

3 completed STAR cards = STAR Certificate

4 completed STAR cards = Shining STAR in office foyer

5 completed STAR cards = STAR Club + SHOOTING STAR CARD  
(**STAR Club** is a pass to participate in the full range of Rewards Activities)

Per Term



Completion of the 1<sup>st</sup> of 5 STAR cards and 1<sup>st</sup> SHOOTING STAR CARD = Bronze Pin

Completion of the 2<sup>nd</sup> set of 5 STAR cards and 2<sup>nd</sup> SHOOTING STAR CARD = Silver Pin



Completion of the 3<sup>rd</sup> set of 5 STAR cards and 3<sup>rd</sup> SHOOTING STAR CARD = Gold Pin

Completion of the 4<sup>th</sup> set of 5 STAR cards and 4<sup>th</sup> SHOOTING STAR CARD = Medallion

Completion of the 5<sup>th</sup> set of 5 STAR cards and 5<sup>th</sup> SHOOTING STAR CARD = Trophy



### Student of the Week:

In preparation for presentation on each parade, teachers select up to two students from each class to receive a certificate generated from OneSchool for 'Student of the Week'. To receive this award, students need to meet the criteria by demonstrating the school expectations of being *Safe, Respectful* and *Responsible*. Some examples of what students may receive a Student of the Week Certificate for, include: demonstrating great citizenship, good role modelling, meeting academic and/or behaviour goals and completion of exceptional Work. Along with their certificates, students receive a *Free Swim Card* in terms 1 and 4 and a *Hall Pass* in terms 2 and 3. They can take a friend with them to enjoy this reward. The students' names are recorded electronically on their student file.



### Responding to Unacceptable Behaviour:

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

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

- **Minor** problem behaviour is handled by staff members at the time it happens;
- **Ongoing Minor behaviour can become a Major** when it disrupts others' learning or a child shows no willingness to work on the behaviour. PBL process – Essential Skills → Warning → Reset → **PBL Teacher**
- **Major** problem behaviour which can't be managed by the class teacher, is referred directly to the school Administration team – The **PBL Teacher** in the first instance, followed by the **HOI, Deputy Principals** and **Principal**, dependent upon the seriousness of the incident.
- Teachers meet in their PLTs once each month to plan and discuss strategies to support, where required.

### Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to use a non-invasive directive strategy such as a visual cue. The next step is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

When re-directing low-level problem behaviour, staff will often ask students to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.



Successful learning occurs when there are clear expectations, acknowledgment of behaviour and timely correction of inappropriate behaviour. As such, teachers and teacher aides incorporate the following 10 Essential Skills into daily teaching practice to facilitate effective learning.

### The 10 Essential Skills for Classroom Management:

Skill	Elaboration
Establishing expectations	To clearly articulate and demonstrate the boundaries of pro-social behaviour
Instruction giving	To give a clear direction about what to do
Waiting and scanning	To wait and look at a small group of students for 5 – 10 seconds after you give an instruction
Cueing with parallel acknowledgment	To acknowledge students' on-task behaviour with the intention of prompting others to follow suit
Body language encouraging	To intentionally use your proximity, body gestures and facial expressions to encourage students to behave appropriately
Descriptive encouraging	To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you want them to repeat more frequently
Selective attending	To intentionally give minimal attention to safe off-task or inappropriate behaviour
Redirecting to the learning	To respectfully prompt the student who is displaying inappropriate behaviour
Giving a choice	To respectfully confront the student, who is behaving inappropriately, with the available choices and their logical consequences
Following through	Resolute, planned action in the face of on-going disruptive behaviour that may be seriously disturbing the learning/working environment; may be extended off-task or non-compliance; is unsafe.

## Consideration of Individual Circumstances

Staff at [Jimboomba State School](#) take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, 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 appropriate behaviour and the response to inappropriate behaviour, whilst also taking into consideration the safety and wellbeing of all our students.

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, negatively impacts your child. You can be assured that school staff take all matters, which impact the safety and well-being of our students, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

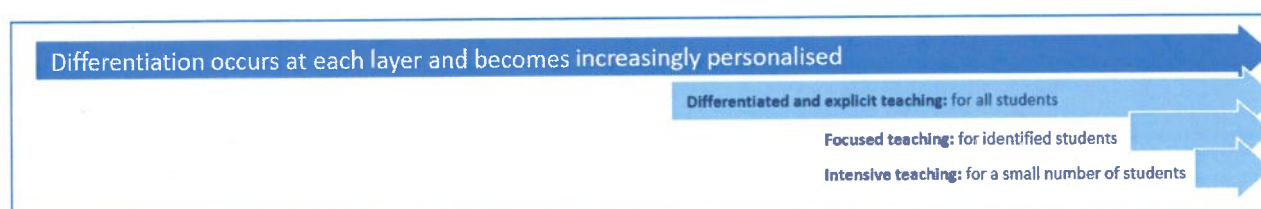
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

## Differentiated and Explicit Teaching

Jimboomba 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 practise.

Teachers at Jimboomba 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 behavioural differentiation.



for a small number of students. Each layer provides progressively more personalised supports for students.

## Focused Teaching

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

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

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

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

Jimboomba State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs and tools to address specific skill development for some students:

- Functional Based Assessment
- CICO (Checkin – Checkout) Goal Strategy
- Check-in and Connect morning routine
- Zones of Regulation (*additional targeted teaching & exposure*)
- Social Skilling (*e.g. Rock and Water; Social Stories; Circle Time; Friends for Life*)

For more information about these programs, please speak with the *Behaviour Coach*, Lisa Eagle.



## 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, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

These students will be monitored by the **Student Support Committee** (*Principal, Deputy Principals, HOI, PBL Coach & Indigenous Support Teacher*) and overseen by the **PBL Coach** who will communicate with stakeholders and directly consult with the student. This committee meets roughly once a month.



## Disciplinary Consequences

The disciplinary consequences model used at [Jimboomba 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, prompts and rule reminders will be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, prompts 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, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. However, despite this, there will be occasion when students exhibit major behaviour breaches. *(Examples of these can be seen in Appendix B)*. Although consequences will vary dependent on the severity and circumstance of each individual case, the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour.

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

### Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of **5 positive** to **1 negative** commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives (e.g. points, stars)
- Reminders of incentives or class goals
- Redirection

- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s (*up to a minute for those students with processing difficulties*)
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Time in class or Reflection Room during play

### Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan, Ready to Learn Plan)
- Targeted skills teaching in small group
- Token economy (stars)
- Playground Reflection Room or time in class during play
- Behavioural contract
- Check-ins / guidance support by Guidance officer and/or school Chaplain
- Check in Check Out strategy (CICO)
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

### Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

## School Disciplinary Absences

A School Disciplinary Absence (**SDA**) is an enforced period of absence from attending any 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 Jimboomba 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 Jimboomba 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 parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

### Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and/or in writing, usually via email. Re-entry meetings are short, usually taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s, unless a prior arrangement has been made.

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

### Structure

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

meeting should be narrowly focused on making the student and their family feel welcome back into the school community.

*Possible agenda:*

- Welcome back to school
- Check in on student wellbeing
- Discuss strategies for being successful
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending

### **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 and inclusion staff, may also offer important advice to ensure a successful outcome to the re-entry meeting.



## School Policies

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

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

### 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. *For example, a student refusing to follow a simple instruction to put an item away, such as a ball, may have it removed by the staff member giving the instruction. A reasonable time to withhold the item may be until the next lunch break or at the end of the school day (depending on when the incident occurred). However, a student in possession of illicit drugs, would have them confiscated and passed on to QPS.*

The following items are explicitly prohibited at Jimboomba 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
- items that can be weaponized (e.g. sharp stick)
- potentially dangerous items (e.g. blades, rope)
- spit tubes
- drugs\*\* (including tobacco) & vapes
- 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, 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**). Please contact the school office staff for further information. (Ph: 5548 8333)*

## Responsibilities

### State school staff at Jimboomba State School:

- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a *dangerous item* (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise 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 Jimboomba 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 Jimboomba 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 Jimboomba 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 Jimboomba 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

### MOBILE PHONES AND DEVICES



Updates to student code of conduct in relation to Mobile Phones and devices as per *revised school policy for smart watches and phones, to reflect updated policy requirements by the Qld Government (Feb, 2024)*.

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

The computer network at **Jimboomba State School** has been set up in order to allow computer, iPad and Internet access for educational purposes. This includes classroom activities, research activities, teacher and peer review of assigned work, and the exchange of project-related ideas, opinions, and questions via email, intranet and other means.

This policy reflects the importance the school places on students having the opportunity of utilising technological devices whilst displaying courtesy, consideration and respect for others whenever they are using such technology.

#### Certain personal technology devices are banned from school

Students should not bring valuable personal technology devices like cameras, digital video cameras or MP3 players, tablets/iPads, portable gaming devices and smart watches to school as there is a risk of damage or theft. Such devices brought to school will be confiscated by staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary action. Exceptions may occur (for example, to assist with a medical condition or other disability or for a special project) and must be pre-approved by the principal. A request to the principal can be made through the office. Generally, this will be followed up with a meeting or conversation in relation to the need for the device to be switched on and available for the student.

**Mobile Devices** - For the purpose of this procedure, mobile devices include **mobile phones**, wearables such as smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

Students who bring mobile phones to school must hand the device (turned off) in to the School Office each morning upon their arrival to school. Devices will be securely stored for the day ie. Devices will be switched off and away for the day. Students collect their devices at the end of the day or when collected early by a parent/carer.

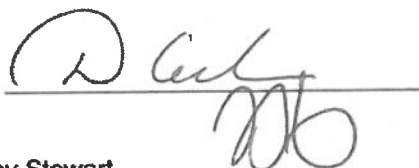
It is expected that all state school students must keep mobile phones switched off and 'away for the day' during school hours. Wearable devices, such as smartwatches, must have notifications switched off so that phone calls, messages and other notifications cannot be sent or received during school hours. Students and their parents may apply for an exemption from this requirement based on criteria consistent with that provided by a medical practitioner.

Students with pre-existing school approval to use a mobile device on an ongoing basis to support certain medical, disability and/or wellbeing needs will not need to reapply under this procedure. Students are required to:

- keep mobile phones switched off and away for the day, and notifications disabled on wearable devices during school hours
- if required, apply for exemptions for medical, disability or wellbeing reasons in accordance with the school's policy approach as outlined above and in the Student Code of Conduct.
- if permitted to use a mobile device at school under an approved exemption, only use it for the intended and agreed purpose

**NOTE:** Students bringing a smart device to school are required to complete an "Application for Student Use of a Smart Device/Mobile Phone" (available from main office) which is be signed off by a parent or carer and handed in to the main office (Attached).

Donna-Maree Cech  
A/Principal



DATE: 12/3/2024

Endorsed By Tammy Stewart  
P&C PRESIDENT



DATE: 12/3/2024.



## Jimboomba State School Mobile Phone Contract



There are an increasing number of Parents / Carers who for safety, security and/or emergency purposes wish to provide their children with Smart Devices/Mobile Phones. This policy details the conditions under which Smart Device/Mobile Phones are permitted at Jimboomba State School.

Students will only be permitted to bring a smart device/mobile phone on to school premises for safety, security or emergency purposes.

Parents / Carers who require their child to carry a smart device/mobile phone on school premises are required to complete an **"Application for Students Use of Smart Device/Mobile Phone"**.

Parents / Carers and students agree to abide by the "Conditions of Use" set down in this policy.

### Conditions of Use

Parents / Carers and students are required to complete an **"Application for Student Use of a Smart Device/Mobile Phone"**.

Requests will only be approved if required for safety, security or emergency purposes.

While at school, students are the responsibility of the school and all instances that require emergency contact with parents **MUST** be through the appropriate staff member or a member of administration. All emergency contact is via the Front Office.

### Student Expectations:

1. I understand that having a smart/mobile phone is a privilege of which I will not take advantage.
2. Upon arrival I will take my phone to the office.
3. I may use smart device/mobile phones after school if I need to clarify picking up / sporting arrangements.
4. I will not use my smart devices/mobile phones in class.
5. I will not send inappropriate, hurtful or threatening text messages.
6. I will not take, send or post any pictures or videos of anyone without my parents' and the person's permission.
7. I understand that I am responsible for the safe keeping of my smart device/mobile phone prior to dropping it at the office and when I collect at 3pm.
8. Failure to give my smart device/mobile phone to school staff is a *breach* of this agreement and may result in an appropriate consequence.
9. Whilst waiting for my bus, I must ask permission to answer or contact parent/ carer.

### Parent Expectations:

1. I will reinforce the school's smart device/mobile phone policy with my child.
  2. I will encourage my child to speak to school staff about school issues and concerns. Alternatively, I can communicate with relevant staff.
  3. I will monitor my child's use of his/her smart device/mobile phone.
  4. I will ensure my child understands the dangers of texting people, posting pictures and/or videos and posting to social media.
  5. I understand and agree that the school is not responsible for the theft, loss or damage to my child's smart device/mobile phone.
- Please note:** We appreciate many families have purchased smart devices/mobile phones for their children to communicate with them. This is not appropriate during school hours, and if parents/ carers or children need to reach one another, the school office can be used.

**If a student is caught using a smart device/mobile phone before school, during class time or is using it inappropriately during bus duty the following consequences will apply:**

**First Offence:** Student immediately directed to hand their smart device/mobile phone in at the office. The student may retrieve their phone at the end of the school day. A lunch time reflection will be issued. The student will be placed on a monitoring card for two weeks to ensure that phone is taken to the office each day.

**Second Offence:** Student immediately directed to hand their smart device/mobile phone in at the office. A parent / carer may retrieve the smart device/phone at the end of the school day. The student will be placed on a monitoring card for the remainder of the term to ensure that the smart device/phone is stored at the office for the remainder of the term. Reflection time will be applied. Parents / Carers will be contacted.

**Third Offence:** Student immediately directed to hand their smart device/mobile phone in at the office. Smart Device/Mobile phone will not be permitted at school for the **remainder of the term**. Parents / Carers will be contacted.

I understand and accept the school's policy on smart devices/mobile phones. I agree that if I violate any part of the expectations within this contract, I will lose my privilege to have a phone at school.

# Application for Student Use of a Smart Device/Mobile Phone



Student's Name \_\_\_\_\_ Year \_\_\_\_\_ Class \_\_\_\_\_

Parent / Carer's Name \_\_\_\_\_

Contact Phone No \_\_\_\_\_

Student's Mobile Phone Number \_\_\_\_\_

As a parent, I have provided my child with a Smart Device in cases of emergency, for messages regarding home time, for security and would now like to request permission for my child to present it to the school office upon arrival. He/she will hand their Smart Device/Mobile Phone directly to the office – switched off.

We agree to the conditions set down under the "Conditions of Use" and understand that violation of the policy and "Conditions of Use" may result in a loss of privilege to carry a Smart Device/Mobile Phone at the school.

Parent / Carer Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

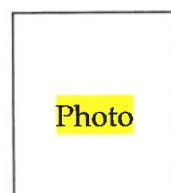
Date \_\_\_\_\_ Approved \_\_\_\_\_ (Principal)

**Office Use**

Parent informed on: / /

By: email ☐ phone ☐ in person ☐

Breach of Jimboomba State School mobile phone contract card:



## Smart Device/Mobile Contract Monitoring Card

Name:

Class:

### Attention Teacher / Admin:

Please monitor student's handing in of phone each morning in a timely manner. Initial the applicable box above to show that he/she has followed our Mobile phone contract.

Weeks 1

Monday	Tuesday	Wednesday	Thursday	Friday
AM	AM	AM	AM	AM
PM	PM	PM	PM	PM

Weeks 2

Monday	Tuesday	Wednesday	Thursday	Friday
AM	AM	AM	AM	AM
PM	PM	PM	PM	PM

## Certain personal technology devices are banned from school

Students **should not** bring valuable personal technology devices like cameras, digital video cameras or MP3 players, tablets/IPads, portable gaming devices and smart watches to school as there is a risk of damage or theft. Such devices brought to school will be confiscated by staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary action. Exceptions may occur (*for example, to assist with a medical condition or other disability or for a special project*) and must be pre-approved by the Principal.

**Mobile Phones** - Students who bring mobile phones to school must hand the device (turned off) in to the School Office each morning upon their arrival to school. Devices will be securely stored for the day. Students collect their devices at the end of the day or when collected early by a parent/carer.

Mobile phones may be used after school *only*, to communicate with parents.



### Text and Email communication

The sending of text messages or emails that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

### Confiscation

Permitted personal technology devices, which are used contrary to this policy, will be confiscated by school staff (*e.g. mobile phones*). They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

### Personal technology device etiquette

Bringing personal technology devices to school is discouraged by the school, unless as part of a rewards day focus as organised by class teacher, and sanctioned by the Principal, because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they **must be turned off and out of sight** – preferably handed into the office.

### Assumption of cheating

Personal technology devices may not be taken, or used by students, in exams or used during class assessment, unless expressly permitted by staff. Staff will assume students in



possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device without permission during exams or assessments.

### **Recording voice and images**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at [Jimboomba State School](#). Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks, etc.), including for the purpose of dissemination among the student body or outside the school, is strictly prohibited as it builds a culture of distrust and disharmony.

Students must not record images anywhere that such recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of individuals or events in class is not permitted unless the class teacher provides express consent.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matters capable of bringing the school into public disrepute, is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate school-captured images or sound being disseminated to others, if it is done for the purpose of causing harm. (i.e. embarrassment to individuals or the school, bullying or harassment - including racial or sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may, have, or will occur).

**Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy** by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording. As such, online forums such as Snap-chat are strictly prohibited.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

### **Responsibilities – Unacceptable Uses**

The School's network must not be used:

- for any activity, or to transmit any material, that violates Australian or local laws. This includes, but is not limited to, illegal activities such as threatening the safety of another person or violating copyright laws.



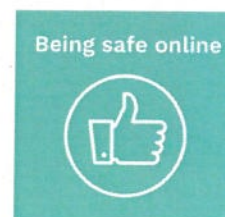
- to download, copy, or store any music, video, software, shareware, or freeware without prior permission from the network administrator.

Users may **not**:

- intentionally damage, deface or remove any computer hardware, iPads, software or peripherals.
- interfere with or alter any system, display or program files or settings on network computers or iPads.
- share passwords.
- log on to someone else's account or attempt to access or interfere with another user's files. "Hacking" or otherwise trying to gain access to another person's or organisation's computer system is prohibited.
- insert passwords in any area of the network- not on files they save personally or on any other software or hardware installed on the school computers and iPads.
- access Web sites, newsgroups, or chat areas that contain material that is illegal, dangerous or offensive. If a user accidentally accesses this type of information, he or she should immediately and quietly notify a teacher or other staff member.
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language to insult, harass or attack others
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- deliberately waste printing and internet resources
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and other platforms
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use a mobile phone during school hours
- use a mobile phone or other devices in an unlawful manner
- 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

### Safety Guidelines for Students

- Never give out your last name, address, phone number or other personal details without teacher or parent/guardian permission.
- Never agree to meet in person with anyone you have met online unless you first have the approval of a parent or guardian.
- Notify an adult immediately if you receive a message that may be inappropriate or if you encounter any material that violates this Acceptable Use Policy.
- Your parents should instruct you if there is additional material that they think would be inappropriate for you to access.



**In the event of wilful unacceptable use of the Jimboomba State School network and/or Internet, disciplinary action will be taken.** Consequences will be dependent upon the severity of the incident but may include temporary suspension from the use of technology or school suspension.

### **Responsibilities – Acceptable Uses**

It is **acceptable** for students at Jimboomba State School to:

- use electronic devices for -
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using electronic device
- switch off and hand in mobile phones to the office upon arrival to school
- seek teacher's approval where they wish to use a mobile phone under special circumstances (e.g. busline)

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 Jimboomba 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.

***Please note:*** School staff will not manage online incidents that do not directly affect teaching and learning at Jimboomba State School. If students are behaving in an unacceptable manner, online, out of school hours it is recommended that parents refer this matter directly to <https://www.esafety.gov.au/> or the police.



## Preventing and responding to bullying

Jimboomba 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 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.

Jimboomba State School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



emotional skills

### 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

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 Leadership Forum 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 JSS 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.

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

- Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying;
- 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 Jimboomba 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 Jimboomba 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.

At Jimboomba State School we use the *High Five*.

### **Hi-5 Strategy**

The *Hi-5 strategy* is an empowering problem-solving tool for our students. It is a 5-step problem solving strategy that can be used by students in the classroom, in the playground, and for perceived bullying incidents. This whole school approach can help eradicate bullying and build students' social skills and resilience. Jimboomba State School will continue to use the High-5 Strategy in 2021 and beyond.

This strategy is taught to students through PBL weekly lessons and is regularly referred to by all staff. Posters have been displayed throughout the school for students and visiting parents to familiarise themselves with the process.

## Steps of the High Five:



## What is the High Five?

- It is an effective strategy to develop problem-solving strategies for our students
- A whole school approach that can also eradicate bullying
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents

When students report incidences to teachers' on duty, they shall be checking that students' have followed the High Five process before reporting the incident. This will ensure a consistency of practice and the upskilling of students in relation to the process. Using the High Five steps will assist all students, as it empowers them to take control of the situation and ensure that all students are playing safely and following the rules. Parents please talk with your children re this process. As a united team; we can ensure a continued successful implementation of the High Five program at Jimboomba State School.

The following flowchart explains the actions Jimboomba 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.

### **Jimboomba State School - Bullying response flowchart for teachers** (See page 29 for definition of bullying)

#### **Key contacts for students and parents to report bullying:**

Prep to Year 6 – Class teacher

PBL Coach (Behaviour Support Teacher) – [leagl8@eq.edu.au](mailto:leagl8@eq.edu.au)

Timeframes should be clearly discussed and agreed with student and family.

Step 1  
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

Step 2  
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, & notify PBL Teacher

Step 3  
Collect

- 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
- **Meet with PBL teacher & evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue**

Step 4  
Discuss

- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- 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

Step 5  
Implement

- PBL Team Leader to document the plan of action in OneSchool (e.g. *Playground card*)
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Step 6  
Review

- 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

Step 7  
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 to specialist staff (e.g. GO, DP, HOI, P) if problems escalate
- Look for opportunities to improve school wellbeing for all students



## Cyberbullying

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



In the first instance, students or parents who wish to make a report about cyberbullying should approach the **regular class teacher**. Our PBL Team Leader/Behaviour Support Teacher, Lisa Eagle, can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Jimboomba State School may face in-school disciplinary action, such as PRR (Playground Reflection Room) 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 or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to applicable Year Level DP.

Limiting your child's access to **social media platforms** is also a proactive strategy in the fight against Cyberbullying. Here's a table informing you of the recommended ages for some popular online platforms.

Tik Tok	12+
Fortnite	13+
Roblox	13+
Snapchat	13+
Instagram	13+
Facebook	13+



## Jimboomba State School - Cyberbullying response flowchart for school staff

### How to manage online incidents that impact your school

#### Student protection

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

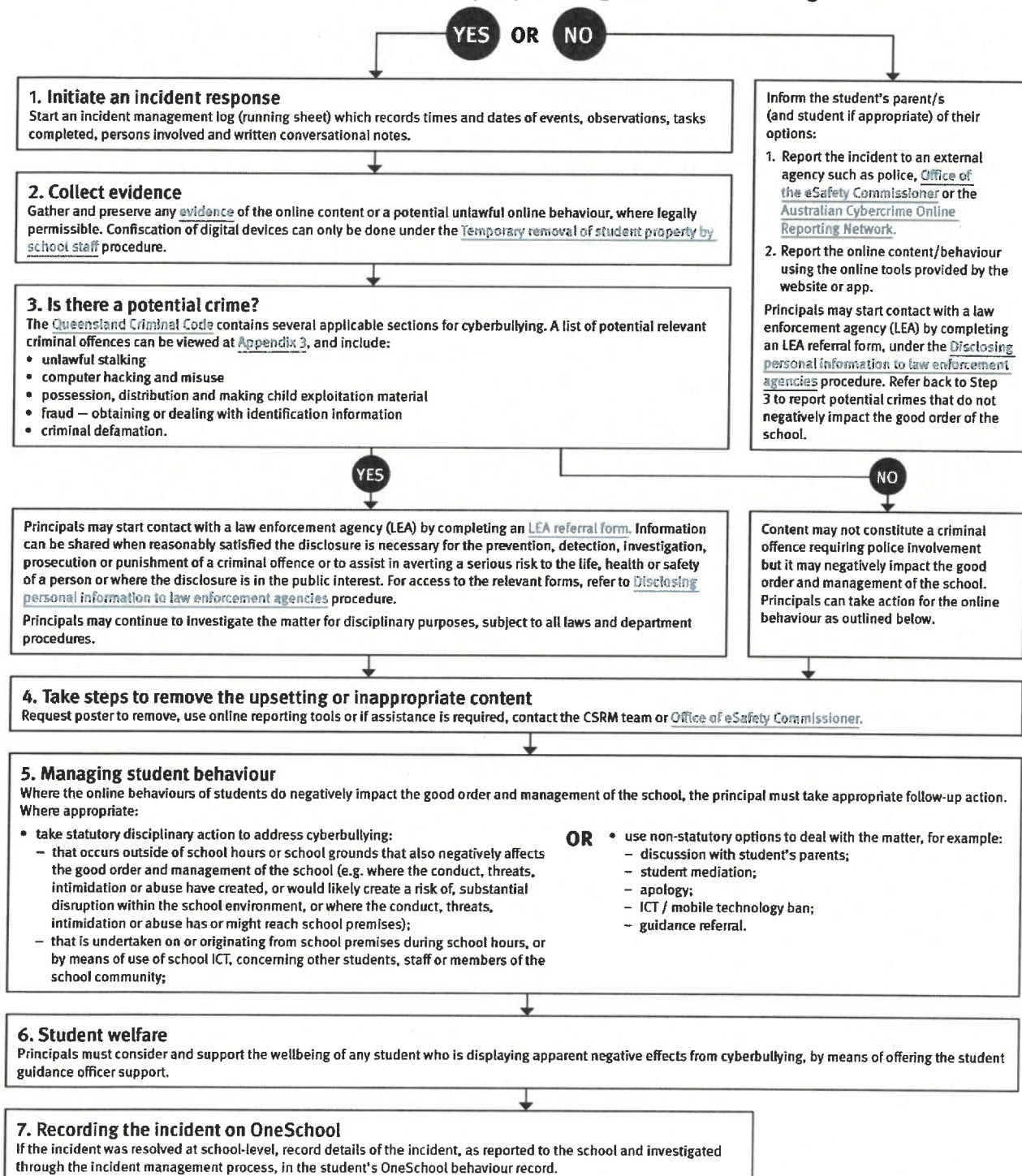
#### Explicit images

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

#### Report

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

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

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



## Jimboomba State School – Anti-Bullying Compact

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

### *Jimboomba State School – Anti Bullying Compact*

We agree to work together to improve the quality of relationships in our community at Jimboomba 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 \_\_\_\_\_



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 it 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.

## **JSS Uniform Policy**

The following policy on Dress code has been developed to promote the safety and welfare of all students and to uphold the integrity and values of the Jimboomba State School. A student wearing their school uniform readily identifies with his/her school with a sense of pride and belonging. The P&C have endorsed the new revised Uniform Policy which aligns with The Department of Education, Student Dress Code. It is an expectation upon enrolment students and parents are expected to comply with our dress code requirements of the policy. Non-compliance will result in consequences. The P&C Association of Jimboomba State School under the authority granted in the Education General Provisions Act 2006 and reflects the school community standards. Jimboomba's dress code incorporates strategies to accommodate the individual needs and circumstances of students and strategies for managing non-complying students.

### ***Our dress code has been developed with the following Acts and procedures:***

- Anti-Discrimination Act 1991
- Workplace Health and Safety Act 1995
- Disability Discrimination Act 1992
- Safe, supportive and Disciplined School – SMS-PR-021
- Developing a Sun Safety Strategy – HLS-PR-012
- Inclusive Education – CRP-PR-09

### ***The wearing of school uniforms is to be encouraged for everyday wear for the following reasons:***

- Uniforms are serviceable garments that are long wearing and represent value for money.
- Allows the school to identify students and non-students of the school.
- They promote a sense of belonging, identity and pride in the school.
- Closing the gap through minimising visible evidence of economic or social distances.
- They are available from the Uniform shop on the following days (subject to change).

Monday, Wednesday and Friday.

- Can order through Flexischools.

### ***It is an expectation students wear uniforms whilst:***

- Attending school.
- Excursions / incursions.
- Representing the school.
- Ceremonies – ANZAC Day / Remembrance Day.
- Class photos.
- Sports Day / Sporting events / Swim carnival.
- Representing the school at recitals and concerts.

***NOTE:*** Choir shirts appropriate for participating choir students

### ***Styles and garments have been carefully chosen and are continually reviewed to ensure that they:***

- Provide protection from the sun.
- Are equitable for both boys and girls.

### ***Hats:***

Hats are available in school colours from the Uniform Shop. A wide brimmed hat is compulsory. Please ensure your child's hat is clearly named. Hats are to be worn for all outdoor activities.

\*Hats are not to be worn indoors or on parade.

Hoodies, visors and caps are not acceptable for outdoor play.

Bottle Green hat preferred.

**\*NO CAPS** are permitted. Only exception is for touch or NRL practice - **No hat No play.**

### ***Shoes and Socks:***

Shoes and socks (black and white preferred) must be worn at all times as well as coming to and from school. Closed-in shoes are to be worn during sporting activities.

Students who do not have closed-in shoes on are NOT permitted to leave their undercover area for health and safety concerns.

Thongs and sandals are not considerable appropriate footwear.

**NO** colourful / patterned / logo socks are to be worn. Black, green or white preferred.

### ***Other items:***

The **Year 6 Senior Shirt** can be worn in place of the standard school polo in Year 6 only.

**Sports Shirts** are to be worn on Fridays only, with the exception of inter-house and special sports days.

**Indigenous shirts** can be worn on a Friday only or when attending Deadly Choices activities or NAIDOC Week activities. Other cultures can wear a similar shirt on Fridays, to promote inclusivity.

Our inclusive dress code allows for head coverings such as the hijab, the yarmulke or a turban in school colours.

### ***Formal Wear:***

Uniform items considered suitable for formal wear include garments offered as part of the school uniform excluding Sports House coloured tops. Formal wear must be worn on the following occasions:

- School excursions
- Class photographs - No Indigenous shirts / Sports House shirts.

\* On photography days shirts will be supplied for photo purposes only if a student isn't wearing full correct uniform.

- Formal ceremonies
- When representing the school in the community.

### ***Swimming:***

A rash shirt **MUST** be worn for all water activities. On and off school grounds.

A swimming cap **MUST** be worn in relevant house colours, if possible.

1 piece or rash shirt and board shorts recommended for girls.

Speedos or equivalent swimwear – board shorts for boys.

Sunscreen must be worn – all outside activities 15 minutes prior to each session.

Thongs can be worn to and from the pool only.

\* No jewellery or watches to be worn due to loss or damage.

### ***Free Dress Days:***

Students are expected to wear clothing that is tasteful and offers adequate protection from the sun.

#### ***In particular:***

- T-shirts must not display rude or suggestive messages.
- Students are not to wear garments that do not cover the shoulders and the midriff (no singlets).
- Shorts and skirts **must not** be shorter than ½ way down the length of their leg

Students not dressed appropriately on these days will be required to change into appropriate clothes. Parent / carer contacted to bring appropriate clothing.

### **Hair:**

Hair longer than the shoulders must be tied back with approved hair accessories outlined below.

Ribbons or bows in school colours, preferred.

Acceptable hairstyles include (not limited to) a pony tail, braids and bun / top knot.

Fringe pinned back, if over eyes.

Hair should be natural in colour. No pink, green and blue, etc.

NO extreme haircuts or styles, this includes 'tracks' shaved into hair.

### **Other: Make Up/ Nails**

Clear finger nail polish only, is permitted. NO fake nails which cannot be removed immediately. E.g. No Gel/ acrylic etc. No make up.

*Jimboomba State School will develop processes to manage non-compliance with the dress code, including logical consequences that align with the school's Student Code of Conduct. Students wearing fake tattoos, nail polish and make-up will be requested to remove inappropriate items. (e.g. jewellery, nail polish, make up)*

### **Jewellery:**

Sleepers or studs – maximum two per ear only can be worn. Other piercings will need to be removed for school. Other earrings worn – dangly are not to be worn due to safety concerns.

No facial piercings are permitted.

For safety reasons no necklaces, bracelets, anklets or rings are permitted. (With the exception of a signet ring).

No other items of jewellery are permitted and will need to be removed, unless the item is worn for health reasons e.g. medical alert or religious / cultural significance. Principal permission must be sought. If a crucifix is worn it must be under the school shirt for safety.

Watches can be worn. NO 'smart' watches.

### **Notes:**

Skins and bike pants are NOT to be worn.

Students are deemed not to be in school uniform when they are only wearing part of the uniform. **Girls wearing tights must have bottle green shorts/ skirts /skorts over the top.**

Hooded jumpers are not deemed school uniform and have been taken off our uniform list due to behavioural issues. E.g. pulling on hood part and tackling students and students hiding behind them.

### **Consequences for non-compliance:**

1<sup>st</sup> occurrence

Formal warning to student and rule reminder given about dress code.

2<sup>nd</sup> occurrence

Playground Reflection Room. Parent / carer contacted and the situation discussed as to possible objections/ exemptions on religious or medical grounds and a mutually acceptable resolution.

3<sup>rd</sup> occurrence – **continued non-compliance** will result in continued loss of privileges and minor Playground Reflection Rooms and parent/carers meeting will be held.



# Jimboomba State School customer complaints management process



## 1. Our values

We are committed to fostering a school environment that is supportive, respectful, compatible with human rights and provides all students with opportunities to engage in quality learning. Effective partnerships with parents, carers, students and school staff is an essential part of us achieving this goal. We want to know what we are doing well, but also if there are any areas where we can improve or do things differently.

## 2. Purpose

Jimboomba State School appreciates and acknowledges that parents, carers, students and community members have a right to make a complaint. As a department, we welcome opportunities to improve our services and achieve our vision of equity and excellence in a high performing education system. This document outlines how Jimboomba State School will manage these complaints.

## 3. What is a customer complaint?

A complaint is a customer complaint if the person is unhappy with the service or action of our school or staff, and directly affected by the service or action they are unhappy with.

In our school, the person making a complaint will usually be a parent, carer, student or other school community member, but could also be anyone else directly impacted by something at our school.

Some complaints must be managed using different processes. 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](#); and
- complaints about certain decisions made under legislation - refer to the department's [Complaints and grievances management policy](#) for more information
- complaints about integrity or misconduct matters, which should be reported to the [Intake, Referrals and Partnerships team](#)
- complaints related to privacy, which should be reported to the [Privacy team](#).

#### 4. Roles and responsibilities

We treat everyone with respect, courtesy and fairness, and aim to act compatibly with human rights. Our responsibilities include:

- following the customer complaints management [framework](#) and [procedure](#) when managing complaints;
- resolving complaints promptly; and
- providing information about our processes, timeframes and any available review options.

If someone makes a complaint, they also have responsibilities including:

- cooperating respectfully and understanding that unreasonable conduct will not be tolerated;
- giving us a clear idea of the issue or concern and a possible solution;
- providing all relevant information when making the complaint;
- understanding that addressing a complaint can take time; and
- letting us know if something changes, including if help is no longer needed.

#### 5. Complaints management process

At Jimboomba State School, our complaints management process involves the following steps:

##### i. Receipt

The complaint should be made where the problem or issue arose. At Jimboomba State School, we ask parents, carers, students or community members who would like to make a complaint to either email [admin@jimboombass.eq.edu.au](mailto:admin@jimboombass.eq.edu.au) or visit the school office to make an appointment to meet with the principal or another member of staff.

The following information should be provided when making a complaint:

- what happened, including when and where it occurred, and who was involved; and
- what outcome or solution you are seeking to address your issue or concern.

We accept anonymous complaints, however it is important to understand that this could limit how a complaint is assessed and resolved, and it may also prevent an outcome being provided.

If you are deaf or hard of hearing, have difficulties speaking, use a language or dialect other than English and need support, such as a translator or interpreter, please let us know.

## ii. Assessment and management

We will examine the issue(s) raised and try to resolve the complaint. We aim to do this promptly, but understand that we have many other responsibilities and it may not be possible to make contact or resolve a complaint immediately.

## iii. Providing an outcome

Once we finish examining the complaint, we will let the person who has made the complaint know the outcome and any available review options.

## 6. Review options

If the person who has made the complaint is dissatisfied with the way we handled their complaint and/or if they believe the outcome is unreasonable, they can contact the [regional office](#) to ask for an internal review. An internal review is a process that examines if the complaint management process was appropriate and/or if the outcome reached was reasonable. Please note an internal review is not a re-investigation of the original complaint. A [Request for internal review form](#) should be completed and the request should be submitted to the regional office within 20 days.

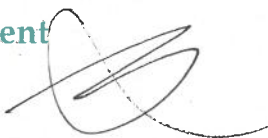
There is also an external review option (for example, the Queensland Ombudsman or Queensland Human Rights Commission), which becomes available once the department's complaints process has been exhausted.

## 7. More information and resources

The following resources contain additional information:

- [Complaints and grievances management policy](#)
- Customer complaints management [framework](#) and [procedure](#)
- [Compliments and customer complaints website](#)
- [Making a customer complaint: Information for parents and carers](#)
- [Student code of conduct factsheet](#).

## 8. Endorsement




**Principal, Káren Kuskey:**

Jimboomba State School

Effective date: May 2024

Review date: May 2026

**P&C President:**

**Tammy STEWART**  




## Restrictive Practices

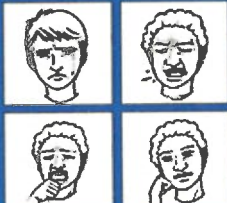

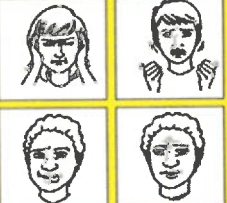
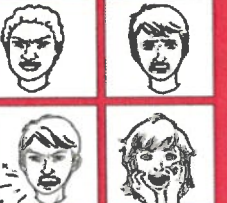
School staff at Jimboomba State School need to respond to student behaviour that presents a risk of physical harm to the student, themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may 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 – such as strategies taught as part of **Zones of Regulation**.

### Zones of Regulation

At Jimboomba State School we have introduced The Zones of Regulation. The purpose of this program is to assist students with developing a greater understanding of how they can regulate their responses to activities in the classroom.

This program uses the concept of different "zones" and how they can be a barrier or facilitator to a student's learning. Each section provides students with the opportunity to learn more about their own sensory preferences in the school environment. At the end of the program, students will be able to identify how they are feeling, their individual environmental triggers and what strategies they can implement to enhance their performance in school-based tasks and in the playground.

## The ZONES of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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 to punish or discipline the student; it is a crisis management period only.

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

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

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



# APPENDIX A - JIMBOOMBA STATE SCHOOL MATRIX OF EXPECTED BEHAVIOURS

	All Areas	Classroom	Playground	Parade	Eating Area/Tuckshop	Before/After School
Be Responsible	<ul style="list-style-type: none"> <li>Come to school, on time, every day (except if sick)</li> <li>Be in the right place ... right time</li> <li>Return notes on time</li> <li>Look after &amp; use ALL resources responsibly</li> <li>Use ICT correctly, including cyber safety, &amp; only access school approved websites</li> <li>Phones to be handed in to the office before school &amp; collected at 3pm (use off school grounds only)</li> <li>Be prepared for lessons</li> <li>Remember hairstyles must not draw undue attention</li> <li>Wear full school uniform</li> <li>Follow jewellery limits</li> <li>Toys are to be left at home</li> </ul>	<ul style="list-style-type: none"> <li>Be ready to learn</li> <li>Ensure belongings are labelled</li> <li>Complete set tasks</li> <li>Uphold appropriate noise levels</li> <li>Always do your best</li> <li>Accept responsibilities</li> <li>Ensure water only is consumed during class time</li> </ul>	<ul style="list-style-type: none"> <li>Follow game rules</li> <li>Pack up when the bell rings &amp; put equipment away</li> <li>Be a problem solver</li> <li>Be at the right play area at the right time</li> <li>Walk around gardens</li> <li>Follow adult instructions promptly</li> </ul>	<ul style="list-style-type: none"> <li>Walk in quickly, quietly, sensibly and on time</li> <li>Just bring myself – hats and other items left in class/bag</li> <li>Get a drink during play – before 2<sup>nd</sup> bell, not during parade</li> </ul>	<ul style="list-style-type: none"> <li>Walk directly to designated eating area, without loitering</li> <li>Only take an eating container if food is not wrapped/loose</li> <li>Eat at each break – only in eating area (not at bags or on the way)</li> <li>Remain seated until 1<sup>st</sup> bell rings</li> <li>Put rubbish in bins after 1<sup>st</sup> bell</li> <li>Take your lunch box &amp; water bottle home everyday</li> </ul>	<ul style="list-style-type: none"> <li>Follow road rules</li> <li>Go directly to school &amp; remain in school grounds</li> <li>Eat a healthy breakfast at home</li> <li>Sit in tuckshop area when arriving between 8:15 &amp; 8:30</li> <li>Go to Before School Care if arriving earlier</li> <li>Walk to the oval when arriving between 8:30 and 8:50am</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>Be a 'Whole Body' listener</li> <li>Use your manners &amp; be honest</li> <li>Use a respectful tone towards ALL</li> <li>Cooperate with adults &amp; others</li> <li>Care for your own and others' property</li> <li>Knock to enter a room; wait to be invited in</li> <li>Show awareness &amp; tolerance of difference</li> <li>Follow ALL staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>Keep work space tidy</li> <li>Let others learn</li> <li>Let teachers teach</li> <li>Be a 'Whole Body' listener &amp; wait for others to finish talking</li> <li>Put your hand up to ask a question &amp; wait patiently</li> </ul>	<ul style="list-style-type: none"> <li>Consider others' feelings when organising games/activities</li> <li>Play by the rules</li> <li>Take turns &amp; share equipment</li> <li>Respect all school property &amp; equipment</li> </ul>	<ul style="list-style-type: none"> <li>Sing National Anthem standing up straight with hands by your side</li> <li>Stand &amp; sit silently</li> <li>Listen to the speaker</li> <li>Sit up straight, silent &amp; facing the front</li> </ul>	<ul style="list-style-type: none"> <li>Not talking with your mouth full</li> <li>Put your hand up to leave your area</li> <li>Keep noise to a minimum</li> <li>Line up sensibly &amp; wait turn at the tuckshop</li> <li>Put rubbish in the bin</li> <li>Wait for a teacher to dismiss you</li> </ul>	<ul style="list-style-type: none"> <li>Put your rubbish in the bin</li> <li>Use your manners at Breakfast Club &amp; only take what you need/will eat</li> <li>Use inside voices whilst in the hall</li> </ul>
Be Safe	<ul style="list-style-type: none"> <li>Keep hands, feet &amp; objects to yourself at all times</li> <li>Wear full school uniform</li> <li>No fake nails</li> <li>Use equipment for its intended purpose</li> <li>Walk on concrete</li> <li>Stay on paths</li> <li>Two hands to move laptops; no objects on laptop</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit in an orderly manner</li> <li>Always walk when moving in the classroom</li> <li>Be aware of who/what is around you</li> <li>Pass objects, only</li> <li>Put things away after use &amp; store appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Be sun safe – wear a brimmed hat/sunscreen</li> <li>Play in correct area</li> <li>Walk on the concrete</li> <li>Keep hands, feet and objects to self</li> <li>Use equipment for its intended purpose</li> <li>Keep shoes &amp; socks on</li> <li>Remain on school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Sit in class lines with your legs crossed – leave a walk way down the middle of the parade</li> </ul>	<ul style="list-style-type: none"> <li>Wash your hands before and after eating</li> <li>Stay seated while eating</li> <li>Only eat your own food</li> </ul>	<ul style="list-style-type: none"> <li>Sit sensibly in the designated area (tuckshop/hall)</li> <li>Walk/not run, when moving through the school</li> <li>Wait inside the school grounds until you are collected by an adult</li> <li>Walk/ride straight home</li> </ul>

	Pool	Transitions	Stairs/Walkways	Toilets	Bus Lines/Bike Racks	Excursions/ Incursions/ Sport Gala Days/ Camp
Be Responsible	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>Be organised &amp; bring required equipment</li> <li>Ensure shower taps are turned off after use</li> <li>Timely changing in and out of swimmers (be aware of SWD individual needs for changing)</li> <li>Ensure you have taken ALL belongings from change rooms when you leave</li> </ul>	<ul style="list-style-type: none"> <li>Tidy area and floor</li> <li>Put rubbish in the bin</li> <li>Move in a timely and appropriate manner</li> <li>Sit or stand where the teacher can see you</li> </ul>	<ul style="list-style-type: none"> <li>Give way to others</li> <li>Stay to your left</li> <li>Move quietly</li> <li>Ensure you use the correct path (e.g. 4-6s use the main path to get to the oval)</li> </ul>	<ul style="list-style-type: none"> <li>Alm to go to the toilet during breaks</li> <li>Use toilets for intended purposes</li> <li>Turn taps off to conserve water</li> <li>Walk back to class immediately</li> <li>Save socialising for the playground</li> </ul>	<ul style="list-style-type: none"> <li>Be in the right place at the right time</li> <li>Line up &amp; sit in your correct bus line</li> <li>Look out for younger children</li> <li>Remain on path when walking down to the bus</li> <li>Have bus pass ready</li> <li>Remain seated on bus</li> <li>Hop off bike at school gate &amp; walk in school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Permission slip and payment on time</li> <li>Be responsible for own belongings</li> <li>Look after borrowed equipment</li> <li>Conduct self in a way that sets Jimboomba State School in an exemplary light (good example for the school)</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>Respect the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>Quietly transition</li> <li>Wait your turn</li> <li>Move quietly</li> <li>Allow others their personal space</li> <li>Line up in 2 straight lines outside class until being asked to enter</li> </ul>	<ul style="list-style-type: none"> <li>Be respectful of your peers and teachers and move quietly</li> <li>Follow all instructions</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy of others</li> <li>Wait turns</li> <li>Use the waste bins &amp; keep the area tidy</li> </ul>	<ul style="list-style-type: none"> <li>Clean up the bus area before leaving</li> <li>Use a quiet voice</li> <li>Respect members of the public – including bus drivers</li> <li>Respect others' bikes and property</li> </ul>	<ul style="list-style-type: none"> <li>Accept teacher/ referee decisions</li> <li>Be a good sport</li> <li>Encourage all players and teams</li> <li>Treat members of the public courteously, including parents and volunteers</li> </ul>
Be Safe	<ul style="list-style-type: none"> <li>Walk at all times</li> <li>Follow teacher instructions</li> <li>Always shower before entering the pool</li> <li>Wear appropriate swimming clothing &amp; cap</li> <li>Dive into the deep end only</li> <li>Keep hands to self</li> <li>Be sun-safe (wear sunscreen)</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Wait your turn</li> <li>Tuck chairs in under your desk</li> <li>Be aware of others</li> <li>Hands in laps/arms folded when seated</li> <li>Stay to your left on paths and stairs</li> <li>When getting up and down stair ways, we use the stairs only</li> <li>Use correct path &amp; keep to the path</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Wait your turn</li> <li>Move in a timely and appropriate manner</li> <li>Provide others with moving space</li> <li>Stay to your left</li> </ul>	<ul style="list-style-type: none"> <li>Flush the toilets</li> <li>Wash your hands</li> <li>Wait in a line</li> <li>Leave promptly and report any problems</li> <li>Wear an 'Out of class pass' if during learning time</li> </ul>	<ul style="list-style-type: none"> <li>Go straight to your bus line, sit, and wait quietly for your bus to be called</li> <li>Ask to go for a toilet break</li> <li>Walk safely towards the bus whilst remaining with your group on the path</li> <li>Follow Bus Code of Conduct and Bus Guidelines</li> <li>Lock up bike</li> </ul>	<ul style="list-style-type: none"> <li>Full school sun smart uniform and shoes</li> <li>Stay with group</li> <li>Stay seated quietly on the bus</li> <li>Wear your seatbelt</li> </ul>



## APPENDIX B – Minor and Major behaviour Breaches

**The following table outlines examples of minor and major problem behaviours:**

	Area	Minor Examples	Major Examples
Being Safe	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete or around buildings</li> <li>Running in stairwells</li> <li>Not walking bike in school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Deliberately pushing peers as they descend /ascend stairs</li> </ul>
	Play	<ul style="list-style-type: none"> <li>Incorrect use of equipment</li> <li>Not playing school approved games</li> <li>Playing with non-approved items</li> <li>Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>Throwing objects which could cause injury (e.g. rocks/sticks)</li> <li>Possession of weapons</li> <li>Playing destructively in toilets</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (for example, pushing &amp; shoving)</li> <li>Play fighting</li> </ul>	<ul style="list-style-type: none"> <li>Serious physical aggression</li> <li>Fighting</li> <li>Play fighting which leads to physical aggression</li> <li>Engaging in prohibited physical contact, particularly if repeated offending or resulting in serious injury (e.g. tackling)</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>Not wearing a full brimmed hat in playground</li> <li>Not wearing shoes outside</li> <li>Fake nails</li> </ul>	<ul style="list-style-type: none"> <li>Persistently refusing to wear hat in the playground</li> <li>Persistently not wearing shoes outside</li> </ul>
	Other	<ul style="list-style-type: none"> <li>Inappropriate use of personal technology devices or social networking sites, which may impact the safety or the good order and management of the school</li> </ul>	<ul style="list-style-type: none"> <li>Possession or selling of drugs</li> <li>Possession of weapons including knives or any other items which could be considered a weapon</li> <li>Serious, or continued, inappropriate use of personal devices or social networking sites, which impacts the safety or good order &amp; management of the school</li> <li>Smoking or vaping</li> <li>Bullying - Student purposefully hurts, intimidates, threatens or ridicules another student or staff</li> </ul>
Being Responsible	Class tasks	<ul style="list-style-type: none"> <li>Not completing set tasks that are at an appropriate level</li> <li>Refusing to work</li> <li>Not using time wisely</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing refusal to complete/attempt school work, despite support being offered</li> </ul>
	Being in the right place	<ul style="list-style-type: none"> <li>Not being punctual (eg: lateness after breaks)</li> <li>Not in the right place at the right time</li> <li>Out of seat</li> </ul>	<ul style="list-style-type: none"> <li>Student leaves the classroom out of sight.</li> <li>Student leaves the school grounds without permission.</li> <li>Leaving school grounds without permission</li> <li>Multiple incidents (M.I.) of being out of bounds</li> <li>Stealing from the shops or M.I. of going to shops</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>Low intensity failure to respond to adult request</li> <li>Non compliance</li> <li>Unco-operative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing disobedience</li> </ul>
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>Minor dishonesty (lying about involvement in a low-level incident)</li> </ul>	<ul style="list-style-type: none"> <li>Major dishonesty that has a negative impact on others</li> </ul>
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> <li>Failure to hand in mobile phone into the school office upon arrival at school</li> </ul>	<ul style="list-style-type: none"> <li>Refusal to hand in mobile phone (MP) at the office and follow the M.P. School Contract</li> <li>Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> <li>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
	Other	<ul style="list-style-type: none"> <li>Bringing or trading cards / toys at school</li> <li>Off-task behaviour</li> <li>Toilet misdemeanours –loitering</li> <li>Littering</li> <li>Not in full correct uniform (without note)</li> </ul>	<ul style="list-style-type: none"> <li>Bringing inappropriate items to school (e.g. vape, smokes, lighter, etc)</li> <li>Persistent off task behaviour</li> <li>Persistent non-compliance with school dress code</li> <li>Repeatedly bringing and/or consuming chewing gum on school grounds</li> </ul>
Being Respectful	Language (including while online)	<ul style="list-style-type: none"> <li>Non-directed inappropriate language</li> <li>Talking at inappropriate times/ calling out</li> <li>Poor attitude</li> <li>Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>Directed offensive language</li> <li>Strong aggressive language and/or posturing</li> <li>Verbal abuse / directed profanity</li> <li>Using social media, texts, emails with sexual content and defamation of character</li> </ul>
	Property	<ul style="list-style-type: none"> <li>Petty theft</li> <li>Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing stealing or major theft</li> <li>Wilful property damage (Vandalism)</li> </ul>
	Other	<ul style="list-style-type: none"> <li>Not playing fairly</li> <li>Minor disruption to class</li> </ul>	<ul style="list-style-type: none"> <li>Blatant disrespect</li> <li>Major disruption to class</li> </ul>



		<ul style="list-style-type: none"> <li>• Minor defiance</li> <li>• Minor bullying or harassment</li> <li>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Major defiance</li> <li>• Major bullying / victimisation /harassment</li> <li>• Serious, or continued, inappropriate use of personal technology devices/social networking sites, which impacts on the good order &amp; management of the school</li> </ul>
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