



FERNY GROVE STATE SCHOOL

Empower and connect learners for sustainable futures



Student Code of Conduct

2025-2028

Our vision is for equity and excellence in everything we do.

Delivering a high equity, high quality early childhood and education system which provides a strong start for all children and supports every student to realise their potential.

Queensland Department of Education
State Schools Strategy 2024-2028

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Endorsement

Principal Name:	Matthew Meharg
Principal Signature:	
Date:	20-10-2021
P/C President and-or School Council Chair Name:	Melissa Fairleigh (P&C President)
P/C President and-or School Council Chair Signature:	
Date:	19-02-2025

Policy owner and document history

Policy owner	Ferny Grove State School		
Document history	Date	Approved by	Due for review
Version 1.0	19-02-2025	Ferny Grove SS P&C	2025

Contents

Our Purpose	4
Principal's Foreword	5
P&C Statement of Support	6
School Captains' Statement	6
Consultation	7
Data Overview	8
School Disciplinary Absences (SDA)	8
School Opinion Survey	8
Student Engagement and Wellbeing Survey	9
Learning and Behaviour Statement	10
Student Support Network	15
Whole School Approach to Discipline	19
Process for Responding to Student Behaviour	20
Differentiated and Explicit Teaching	21
Focused Teaching	21
Intensive Teaching	21
Disciplinary Consequences	22
Consideration of Individual Circumstances	22
Differentiated	23
Focused	24
Intensive	24
School Policies	26
School Disciplinary Absences	26
Temporary removal of student property	27
Use of mobile phones and other devices by students	29
Preventing and responding to bullying	31
Appropriate use of social media	37
Other policy and expectations	38
Restrictive Practices	40
Critical Incidents	41
Conclusion	42
Legislative Delegations	43
Resources	46

Our Purpose

Ferny Grove State School maintains a strong commitment to educating young people to be literate and numerate citizens. Our vision to Empower and Connect learners for Sustainable futures is the foundation upon which the goals and priority areas of our Strategic Plan (2020-2024) are built, and through which our Student Code of Conduct will be enacted.

We believe our school 'our place' values life-long learning, positioning the child at the centre of a supportive and connected school community where we all belong. Ours is a community inclusive of all people regardless of income, ethnicity, ability or socio-economic status.

We acknowledge and respect the experiences, stories and traditions of this place. We seek to create a better future where everyone at our place can thrive, excel and achieve their personal aspirations and dreams.

Ferny Grove State School is committed to safeguarding student and staff wellbeing by both responding to, and strengthening school culture within social contexts. We seek to provide a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

Our Student Code of Conduct sets out the practices and processes we use in our school to promote a productive, effective whole school approach to behaviour. Its purpose is to facilitate expected behaviour from all in the school community, ensuring learning is prioritised. Dadirri the practice of deep listening, reflection and profound attentiveness, supports all learners to manage their wellbeing and achieve success

We are a proud Queensland State School with a desire to make a difference for every child.



Effort



Cooperation



Learning



Responsibility



Care &
Compassion



Respect



Queensland
Government

Principal's Foreword

Young people have their greatest chance of experiencing wellbeing at school when they learn within a cohesive environment. The development of cohesion is all too often thwarted in schools through an ingrained insistence on competition. Far better to embrace collaboration and a focus on process over outcomes in learning and in exercise.

Dr Helen Street

Belonging (cohesion) happens when:

- We respect self, others and place
- Keep learning and never give up
- Think before we do

This document is designed to support a school culture that is both inclusive and based on expectations. It seeks to expand on both our values and shared commitment. It acknowledges that no one human has the perfect solution to complex challenges nor does every person always make the ideal behavioural choices in every circumstance.

We strive to create an environment in which all people can be connected, included and feel a sense of belonging to our school community. The challenge is always to improve the choices we all make so that our impact on others is positive.

We believe our approach is optimistic, based on sound research and reflective of the needs of young people entering our communities in the 21st century.

Empowered learners are capable and confident of taking ownership of their lives through choice and autonomy. In the end, it is the job of adults to model enthusiasm and optimism, and teach our young people that when you know better, you can do better. To this end our words, actions and interactions really matter.

Welcome to our place, Ferny Grove State School.

Matthew Meharg
Principal

P&C Statement of Support

As president of the Ferny Grove State School P&C Committee, I proudly support the new Student Code of Conduct and encourage all parents and carers to become familiar with the processes our school has in place to support our students to build and foster positive and healthy relationships.

Having an appreciation and understanding of the learning and behaviour expectations, concepts and processes available in this document allows us all to have supportive conversations with our children when challenges arise for them and us as parents and carers.

I urge all parents, carers to take a moment and make sure your children also know that the school has a Student Wellbeing and Support Network which is outlined on page 16. Nobody needs to face challenges alone.

Any parents or carers who wish to discuss the Ferny Grove State School Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact me. Everyone is welcome to join the P&C Association and be involved in collaboratively supporting our school staff to ensure all students are safe and supported in their individual social and learning journeys.

Kelli Messer
P&C President

School Captains' Statement

As the school captains for 2025, we continue to contribute to the implementation of the the Student Code of Conduct, by endorsing the Values, Our Shared Commitment, Learning Super Powers and Dadirri in multiple ways.

The pillars of our school demonstrate to the school community how we behaviour both at school and in the community and shape the citizens we become into the future.

School Captains: Annie Johansson and Luca Di Savia

Date: 19.02.2025

School Vice Captains: Isla Wilson and Emma Whitehouse

Date: 19.02.2025

Consultation

The consultation process used to inform the development of the FGSS Student Code of Conduct involved a number of carefully planned phases with students, staff and the wider school community. This process focussed on raising awareness and understanding about current best practice, and building knowledge and capability across key elements including:

- school wide pedagogical framework and vision
- the theory underpinning needs driven behaviour, and
- clarification of school values.

Staff and students contributed significantly to the collaborative creation of the FGSS Student Code of Conduct policy document, additional to the staff working party who have led key stages of its development.

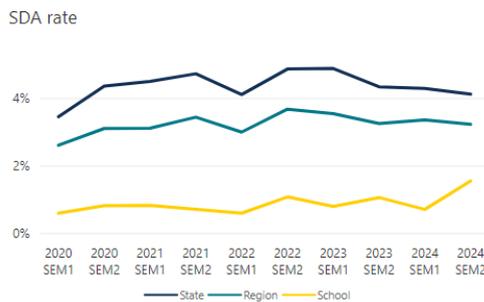
Following a review of our SWP in 2018, from which came the student language around Learning Superpowers, we developed staff knowledge and capability to align pedagogy with research informed best practice. At each phase of consultation and development, new learnings were filtered through the lens of our SWP vision and values to ensure alignment, consistency and currency.

When	Focus Area	Details
2018	SWP	Review SWP and develop student language – creation of Learning Superpowers
2019	Learning Superpowers	Embedding student language, school captain legacy project, continued into 2020.
2019	School Values	Student Representative Council commenced development of student language
2020	Neuroscience and needs driven behaviour	Commenced building staff knowledge to develop shared knowledge and understanding and explored resources used to assist students in their social and emotional learning.
2020	Responsible Beh. Plan for Students	Identified strengths and successes and areas for further development
2020	Student Code of Conduct	Formed a working party consisting of teachers, support staff and leadership team
2020	SCOC	Working party examined numerous data sets including SOS, OneSchool student wellbeing data, RTRs, KidTracker, and staff wellbeing.
2020	School review	Key Recommendation implement into SCOC.
2021	Student Code of Conduct	Indepth consultation process to distill information gathered previously, to develop the whole school – Our Shared Commitment
2021	Student Code of Conduct	Queensland Engagement and Wellbeing Survey for students in Years 4, 5 and 6.
2023	Student Code of Conduct	Behaviour Systems and Processes (Term 4)
2024	School review	Key improvement strategy - Review student behaviour support processes to ensure they provide clear expectations for students and staff, and foster consistent practices
2025	Student Code of Conduct	Adopted for 2025 - 2028

Data Overview

Our wellbeing goal at FGSS is to create a safe, supportive and inclusive school community that respects and celebrates difference, enabling positive outcomes that foster social and emotional growth.

As a result of our strongly proactive, strengthening approach to supporting student needs and behaviour, we have very few School Disciplinary Absences, choosing to use this strategy occasionally for specific purposes.



The Parent, Student and Staff Satisfaction data in the table below is drawn from the School Opinion Survey. Recent survey data affirms our approach and supports a renewed focus on how student behaviour is managed.

Highlights report for (0227) Ferny Grove State School, 2024

159
Parents and Caregivers
(30.5%) participated.

6
Students
(2.3%) participated.

53
Staff
(49.0%) participated.

Most positive items	Agreement	Least positive items	Agreement
Teachers at this school are interested in my child's wellbeing.	94.9	This school asks for my input.	74.5
I can talk to my child's teachers about my concerns.	94.9	This school takes parents' opinions seriously.	77.9
Teachers at this school expect my child to do their best.	94.9	My child's learning needs are being met at this school.	80.1
Most positive items			
This is a good school.	100.0	Least positive items	
My teachers expect me to do my best.	100.0	My school takes students' opinions seriously.	66.7
The expectations and rules are clear at my school.	100.0	I feel safe at my school.	66.7
Most positive items			
I use the Australian Curriculum (P-10) and/or Queensland senior syllabuses (11-12) for planning teaching, learning and assessment.	100.0	This school encourages coaching and mentoring activities.	54.3
I modify my teaching practice after reviewing student assessment data.	100.0	I am confident that poor performance will be appropriately addressed in this school.	54.3
Information and communication technology issues at this school are resolved promptly.	98.0	This school appropriately supports staff following an occupational violence/aggressive incident.	54.5

Agreement presents the aggregation of positive responses as a percentage: i.e. "Somewhat agree", "Agree", and "Strongly agree". The most positive items and least positive items are chosen according to strength of agreement. In some circumstances, there may be more survey items of equal agreement to those shown. Please refer to the relevant section of this report for further detail. The response rate shown is indicative only. It is based on the number of individuals who were invited to participate.

Common Items (Total Agreement)



As part of our commitment to wellbeing, in 2020 we contributed to and participated in, the state-wide trial of the Student Engagement and Wellbeing Survey. 300 students in years 4, 5 and 6 participated. This was a particularly challenging year for young people and the data provides some valuable baseline information about student's perceptions of themselves and their world. Overall our students have a strong sense of engagement and wellbeing across all facets of their personal, social and academic life. Of note though was the disparity in high and medium responses in the personal social capabilities of self-awareness and self-management. This would indicate that our direction in supporting students in becoming aware of their needs driven behaviour choices and developing their skills in how to self manage aligns perfectly with our Student Code of Conduct Learning and Behaviour approach as outlined in the next section.

Ferry Grove State School, All respondents

Total respondents: 320

About You		High	Medium	Low	NC			
Overall life satisfaction	Life satisfaction	153	99	46	22	51	33	15
	Self-awareness	72	220	18	10	23	71	6
Personal social capabilities	Social-awareness	137	160	13	10	44	52	4
	Self-management	22	235	52	11	7	76	17
	Responsible decision making	129	120	56	15	42	39	18
Future outlook and aspirations	Optimism	156	107	48	9	50	34	15
	Feelings about future	Only presented to respondents in secondary year levels.						
	Confidence to achieve	Only presented to respondents in secondary year levels.						
Resilience	Resilience	130	172	9	9	42	55	
About your relationships and your school		High	Medium	Low	NC			
Sense of belonging	Sense of belonging	209	77	23	11	68	25	7
	Peer relationships	138	137	34	11	45	44	11
	Connectedness with friends	231	44	32	13	75	14	10
Student-staff relationships	Student-staff relationships	216	83	8	13	70	27	
	Clarity of expectations	218	76	12	14	71	25	
School climate	Fairness	204	88	14	14	67	29	5
	Safety	210	69	28	13	68	22	9
Relationships at home	Relationships at home	220	64	20	16	72	21	7
About your learning		High	Medium	Low	NC			
Academic self-concept	Academic self-efficacy	196	82	24	18	65	27	8
Motivation and perseverance	Mastery goal orientation	217	74	15	14	71	24	5
	Perseverance	147	124	34	15	48	41	11

Learning and Behaviour Statement

At Ferny Grove State School our vision to empower and connect learners for sustainable futures underpins our approach to student needs and behaviour. We aim to empower individuals to unlock their full potential and make an impact on their own lives and the world they live in, by harnessing their talent, passion and effort.



**AT FERNY GROVE
WE ALL BELONG!**

WHEN WE:

RESPECT SELF, OTHERS AND PLACE

KEEP LEARNING AND NEVER GIVE UP

THINK BEFORE WE DO



Effort



Cooperation



Learning



Responsibility



Care & Compassion



Respect

We strive to create a safe, supportive and inclusive school community that respects and celebrates difference, enabling positive outcomes that foster social and emotional growth.

We do that by discovering self, others and place through Dadirri in order to deepen and sustain relationships, learning and life.



stop, listen, think, reflect, wait, watch
...then do.

-Miriam-Rose Ungunmerr

“We cannot hurry the river. We have to move with its current and understand its ways.”

from the Ngan'gikurunggurr and Ngen'giwumirri languages of the Aboriginal peoples of the Daly River region (Northern Territory, Australia).

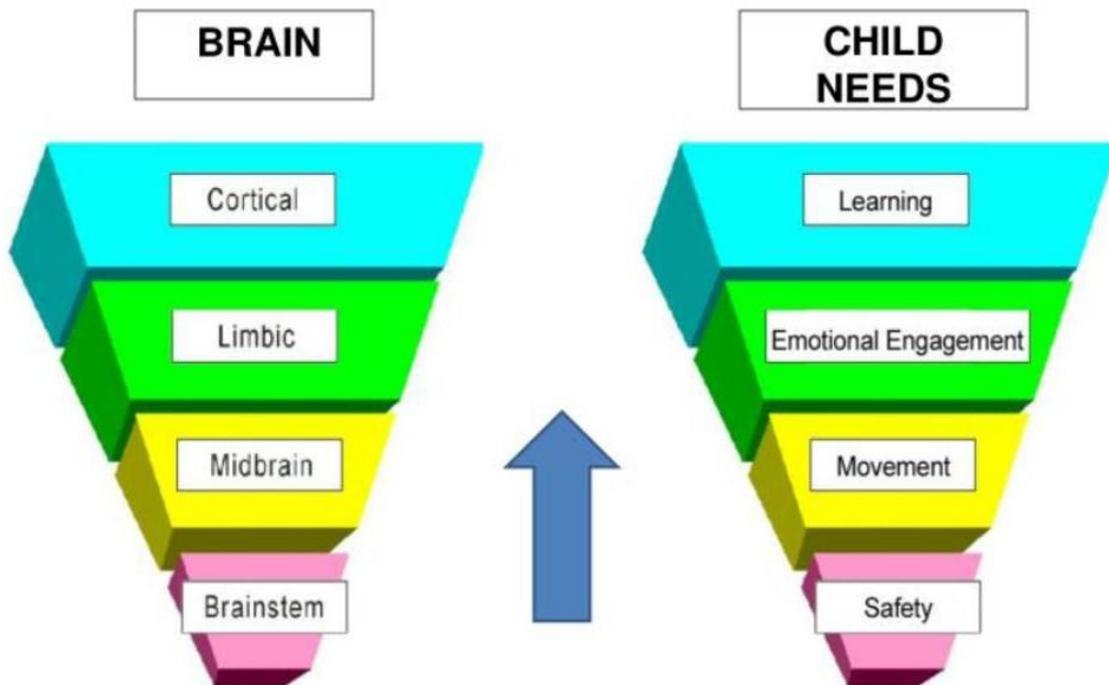
We have adopted Dadirri as a way of designing, implementing and enacting school change. It is a process of flow where we create our policies and practices from within our school community, harnessing the ideas, talents and skills of everyone to develop a consistent and shared view. We aim to adopt the practices of deep listening, reflection and profound attentiveness, encouraging all learners to manage their wellbeing and achieve success.

This consistent and shared view is evident in our Values and Learning Superpowers.

Our school values	Our learning principles - learning super powers
 <p>Respect Honouring the uniqueness, rights and wellbeing of self and others whilst respecting and caring for place</p>	 <p>Connectedness Feeling valued, supported, involved and engaged, while making links to the real world</p>
 <p>Effort Striving to accomplish goals while helping others to achieve their best; staying focused & never giving up</p>	 <p>Empowerment Helping individuals take ownership of their lives through choice and autonomy</p>
 <p>Learning Embracing our learning super powers to grow, share and apply new skills in ways that make a difference</p>	 <p>Sustainability Creating authentic and reflective learning experiences that support and sustain future needs</p>
 <p>Cooperation Considering everyone's ideas and opinions when working together; building on each others' strengths</p>	 <p>Engagement Participating successfully in learning that generates enthusiasm, optimism, curiosity and interest</p>
 <p>Responsibility Being trustworthy and reliable; taking ownership of thoughts, actions and words; thinking before doing</p>	 <p>Diversity Recognising and valuing differences; where everyone is respected and appreciated for who they are</p>
 <p>Care and Compassion Treating others how you want to be treated by being kind, fair & loyal; showing respect and being helpful</p>	 <p>Creativity Enhancing the capacity of learners to think in original, flexible, divergent and innovative ways.</p>



Our Values and Learning Superpowers form the basis through which we apply all our teaching and learning. Any evidence-based practices around student behaviour have been filtered through their lens to ensure alignment prior to implementation. It is due to this alignment that we commenced the process of designing our Student Code of Conduct with a student-centred approach where we sought to understand the neurosequential development of the brain.



Adapted from: McCaleb, M. & Mikaere-Wallis, N. Relationship-shaping: Teacher consistency and implications for brain development. *The First Years/Ngā Tau Tuatahi: New Zealand Infant and Toddler Education*, 7(2), 21-25

Understanding the sequential development of the brain and its correlation to varying stages of child development, assists in understanding human behaviour. Knowing that all behaviour is needs driven enables us to focus more on the need than the unexpected behaviour.

Dr William Glasser's Choice Theory provides a framework through which the Basic Need can be identified and a plan created to support students to choose expected behaviours that align to the pictures in their Quality World.

Dr William Glasser's *Basic Needs*

				
Love & Belonging	Power	FUN	Survival	Freedom
<ul style="list-style-type: none"> ✓ belonging ✓ being loved ✓ being respected ✓ friendship ✓ sharing ✓ cooperation 	<ul style="list-style-type: none"> ✓ recognition ✓ success ✓ importance ✓ achievement ✓ skills 	<ul style="list-style-type: none"> ✓ enjoyment ✓ laughter ✓ learning ✓ change 	<ul style="list-style-type: none"> ✓ health ✓ relaxation ✓ sexual activity ✓ food ✓ warmth 	<ul style="list-style-type: none"> ✓ choices ✓ independence ✓ freedom from ✓ freedom to

According to Glasser, all long lasting psychological problems are relationship problems and the problem relationship is always a part of our present life. Our approach to learning and behaviour is embedded in developing strong relationships. By embracing and sustaining a strong sense of belonging as the key driver of connection and success at school, we are better able to support our students as they transition through each stage of learning.



By having a firm understanding of how the brain develops and subsequently responds to threat, we are better prepared to support a student when they are in flight, fight or freeze mode.

Reaching the Learning Brain
-Dr Bruce Perry

1. Regulate
2. Relate
3. Reason

Heading straight for the reasoning part of the brain cannot work if a child is dysregulated and disconnected from others.

Neurochild

Reaching the Learning Brain
-Dr Bruce Perry

1. Regulate

BRAINSTEM & MIDBRAIN:
THE SENSORY MOTOR BRAIN

Help the child to regulate and calm their stress responses - fight, flight, freeze. Offer soothing and reassurance.

Neurochild

Reaching the Learning Brain
-Dr Bruce Perry

2. Relate

LIMBIC BRAIN: THE EMOTIONAL
RELATIONAL BRAIN

Connect with the child through attuned, sensitive relationship. Empathise & validate the child's feelings so they feel seen, heard & understood.

Neurochild

Reaching the Learning Brain
-Dr Bruce Perry

3. Reason

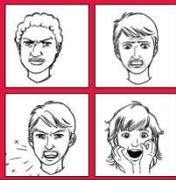
CORTICAL BRAIN: THE GREAT,
HUMAN 'THINKING' BRAIN

Once a child is calm & connected, they are able to fully engage in learning. Help them reflect, remember, articulate & be self-assured.

Neurochild

We use regulate, relate and reason as a process in responding to student behaviour using the tools from Zones of Regulation to ensure consistency for all students.

The **ZONES** of Regulation®

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

Student Wellbeing and Support Network

Curriculum and pedagogy

Ferny Grove State School builds the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Our school acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. All of our work every day is about supporting students and one another.

Families – are our first support network in understanding your children and their needs, and we value regular and open communication in order to be proactive as well as to respond appropriately to the student's circumstances. We see education as a partnership and invite you to be part of this. We aim to strengthen relationships with parents and the broader community that generate positive outcomes for all learners.

Peers – we consider that it is not only the adults who provide valuable learning and support to children, and so it is that our approaches train the students on how best to think and support their friends and classmates.

Learning Environments and Opportunities – we consider that our whole school is a support network including its spaces and supervised lunch time options and extra-curricular activities e.g. Our Place, kitchen garden, chill out, library, SPAG BOL, sport, instrumental music, science clubs, robotics, choirs, playgrounds. We actively encourage all students to avail themselves of these spaces and activities.

Ferny Grove State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment. We offer a range of programs and services to support the wellbeing of students in our school.

We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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

The table below explains the particular key roles and responsibilities, and delegations we all have in relation to students' wellbeing and learning behaviours.

Role	What they do
Students	<ul style="list-style-type: none"> • Respect expectations and Our Shared Commitment • Include people and set a good example • Respect self, others and place • Keep learning and never give up • Think before we do • Help others to make good choices • Listen to people when they are talking • Take turns • Share with others • Take responsibility
Auggie – therapy dog	<p>Auggie is a small medium Australian labradoodle who has completed his training with Therapy and Support Animals Australia. Therapy dogs can help reduce student stress, anxiety and improve school attendance. Other benefits include teaching empathy and appropriate interpersonal skills, be a soothing presence to help students overcome difficulties and improve engagement.</p>
Classroom Teachers Specialist Teachers Support Teachers Teacher Aides	<ul style="list-style-type: none"> • ensure students feel safe and comfortable and want to come to school. • provide consistent predictable routines and practices • nurture a sense of belonging to the class, year level and school. • lead their classroom to promote an inclusive, positive school culture based on our mindset, values and beliefs. • teach explicitly our Values and Learning Superowers through Our Shared Commitment. • monitor attendance, behaviour and academic data to identify areas of additional need and respond to these needs. • work collaboratively with SNAC and families to meet student's needs as required. • facilitate goal setting with students and celebrate their achievements. • record using OneSchool incidents, responses, supports and adjustments using Personalised Learning Records and Support Provisions. • work closely with families to understand children and their circumstances and agree on ways of working together to support the students. • teach students how to self-evaluate against criteria and co-verification. • deliver support programs and targeted teaching as required.
Special Needs Action Committee (SNAC)	<ul style="list-style-type: none"> • This committee comprises of Principal, Deputy Principals, HOSES, STLANs, SLPs, Chaplain and Guidance Officer • support staff in the development of individual self-management plans and processes, including classroom,

	<p>playground, camp-excursion risk management assessments and plans, individual behaviour management plans etc.</p> <ul style="list-style-type: none"> • liaise with parents, teachers, or other external health providers as needed as part of the individual plan process. • support staff to complete referrals to departmental support groups and outside agencies. • request parents consult with specialist medical practitioners, along with the DP's, GO and Principal.
Defence School Mentor (DSM)	<ul style="list-style-type: none"> • monitor the social and emotional wellbeing of Defence students • enhance awareness and appreciation of the unique Defence lifestyle in schools and communities • provide support to children during times of parental absence. • coordinate individualised transitions for new and leaving students
Chaplain	<ul style="list-style-type: none"> • maintain a supportive space for students social and emotional wellbeing. • support students through referral or self identification. • engage with families and students. • participate in school programs e.g., camps, excursions, pastoral care of children. • conduct small group programs based on need. • induct new students into the school culture and practices. • is open for individual appointments so children can speak about issues of concern. • liaise closely with the SNAC and classroom teachers. • Please note that the Chaplain does not provide counselling support to families or adults. Request support through our GO or DPs for this service.
Speech Language Pathologist (SLP)	<ul style="list-style-type: none"> • Contributes towards comprehensive student support program with specific focus on literacy, speech and language and behaviour • Assists in indentifying needs of students with specific speech language difficulties through assessment
Guidance Officer (GO)	<ul style="list-style-type: none"> • supports school, student, teacher and parent • contributes to a comprehensive student support program within the school environment offering short-term counselling with students on a one-on-one basis with informed parental or carer consent • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling and/or individual planning process • assists identifying needs of students with specific difficulties through assessments • leads the development of crisis management plans and provides leadership and specialised support in response to critical incidents • advocates for use of appropriate, evidence-based resources
Heads of Department (Curriculum)	<ul style="list-style-type: none"> • lead role for implementation of our school vision and pedagogical practices.

	<ul style="list-style-type: none"> • support teachers in planning for the Australian Curriculum (Learning Areas and General Capabilities). • respond and support students, teachers and families (as needed).
Head of Special Education Services (HOSES)	<ul style="list-style-type: none"> •
Deputy Principals	<ul style="list-style-type: none"> • responsible for student welfare at each year level. • provide continuity of contact for students and their families through the years of schooling (P-3 then 4-6). • coordinate general transitions for new students and leaving students. • lead role for implementation of our school vision and practices. • monitor the on-going implementation of proactive and reactive approaches. • ensure access to professional development related to our vision and SWP for all members of staff. • provide parent education sessions and programs aligned to our vision. • support teachers and individual students and families. • monitor student attendance data and respond according to PPR • delegated to apply “disciplinary absences” from school if needed and, with the Principal, are the only staff members who can exclude a child from an event, incursion, excursion or camp • supports Principal in their role
Principal	<ul style="list-style-type: none"> • supports DPs in their roles • lead role for the development and implementation of our school vision • supports through coaching and mentoring of all staff

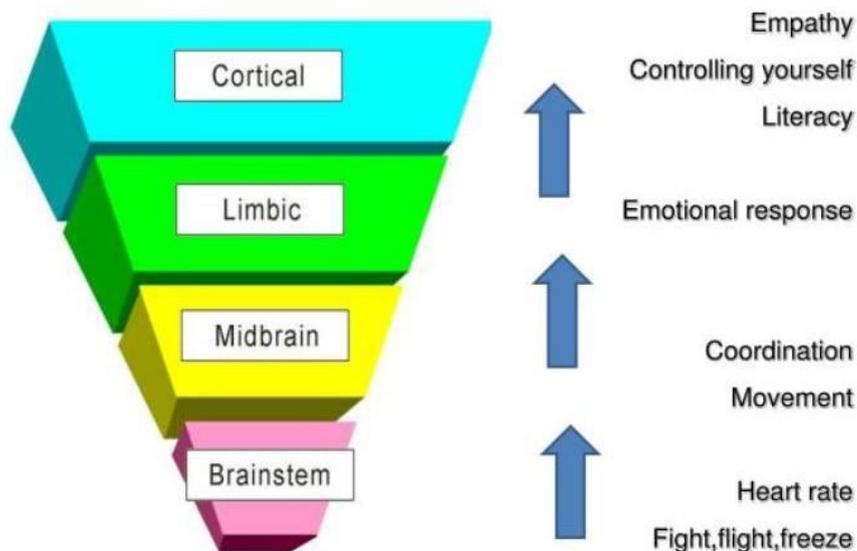
It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and

Whole School Approach to Discipline

At Ferny Grove State School we prioritise creating a safe, inclusive, school environment that values and respects the diversity of individuals and groups. Our staff provide differentiated teaching to respond to the diverse needs of all students. This involves teaching expected behaviours and providing opportunities for students to practice behaviours. Teachers positively reinforce expected behaviours, provide feedback and empower students with opportunities for practice.

As detailed in our Learning and Behaviour Statement, Ferny Grove State School's approach to supporting student learning has been developed with consideration of evidence-based research. Our differentiated approach to discipline is in response to Perry's neurosequential model and what is known about the sequential development of a child's brain, their Quality World and needs driven total behaviour.

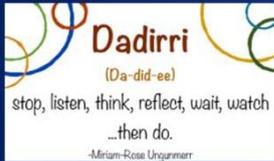
Perry's Neurosequential Model



Perry, B.D. (2002). *Brain Structure and Function I: Basics of Organisation*. Adapted in part from *Maltreated Children: Experience, Brain Development and the Next Generation* (W.W. Norton & Company).

Process for Responding to Student Behaviour

PREVENTION & PROACTIVE STEPS



REGULATE

soothing and reassurance

- Assess the situation – ensure safety for all
- Teacher calm – regulate self (6 seconds) and Guiding Questions
- Acknowledge child's emotion – Zones of Regulation
- Give the child time and space – Chillout, movement break

RELATE

seen, heard and understood

- Validate the child's feelings – Zones of Regulation
- Listen to their story/investigate – non-judgmental
- Identify the Basic Need/want – Tunnelling Questions
- Personalise – Let me help you

REASON

reflect, remember, articulate and be self-assured

- Reflecting back to Our Shared Commitment
- Talk about other strategies and options to meet the Basic Need/want
- Identify better choices for next time – build toolkit

RESET

follow up/recovery

- Short term
 - Regular check-ins and reflection on successes
 - Restore relationship
 - Celebrate success
- Long term – refer to Prevention and Proactive Steps

COMMUNICATION AND DOCUMENTATION

- Identify who needs to be informed/debriefed – class teacher/support teacher/parents/year level/admin
- Choose appropriate method to communicate/document
 - Phone call/email/meeting
 - One School/PLRs

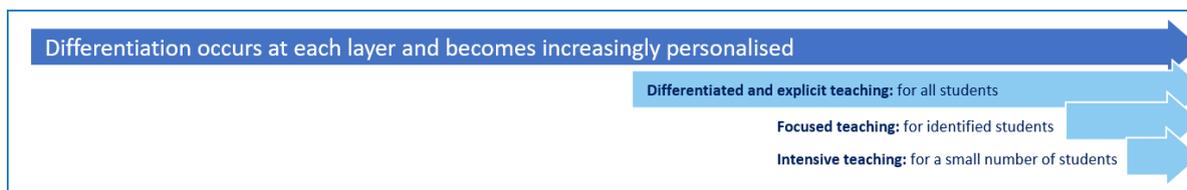
MyHR

Refer to Disciplinary Consequences Differentiated at the Reason stage if necessary

Differentiation

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.

Differentiated and Explicit Teaching



Explicit teaching and learning:

- Inclusive practices
- Dadirri
- Quality, inclusive curriculum provided to address individual needs.
- Negotiated class expectations are established and supported
- Class lessons relating to (Values and Superpowers; Zones of Regulation; Australian Curriculum- health)

Focused Teaching

Focused: for identified students who require support to manage own behaviour. This is supported by classroom teacher with assistance of relevant student support staff.

- SNAC referral (teachers with specialised expertise) may be required to help support child
- Alternate activities and environments during break times
- Individual learner's needs identified and addressed
- Personalised behaviour goals
- Continuous learning of skills of self-management
- Counselling and support available
- Support staff, SEP, STLAN, GO, administrators, Chaplain, Defence School Mentors, Auggie (therapy dog)

Intensive Teaching

Research 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.

Students who require intensive teaching will be assigned an individual case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

Consideration of Individual Circumstances

At Ferny Grove State School consideration is given to an individuals circumstances when responding to behaviour. Staff take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence. Our approach to applying consequences is underpinned by our whole school approach to discipline and includes:

- Building relationships
- Acknowledging one size does not fit all – every student is given the support that they need to be successful (equity)
- Recognising and valuing difference and empowering our learners to make decisions, solve problems and take ownership of their actions.
- Being aware that 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 support staff consider with each individual student in both the instruction of behaviour and the response to behaviour.

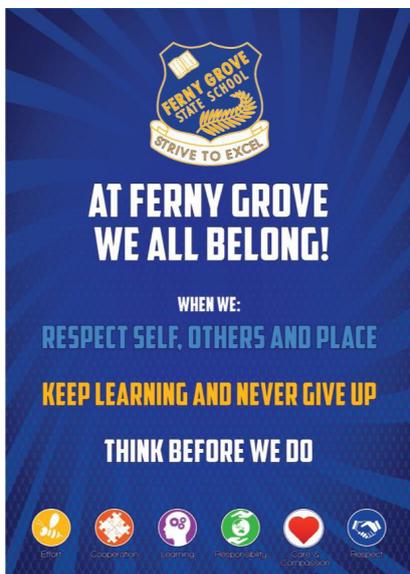
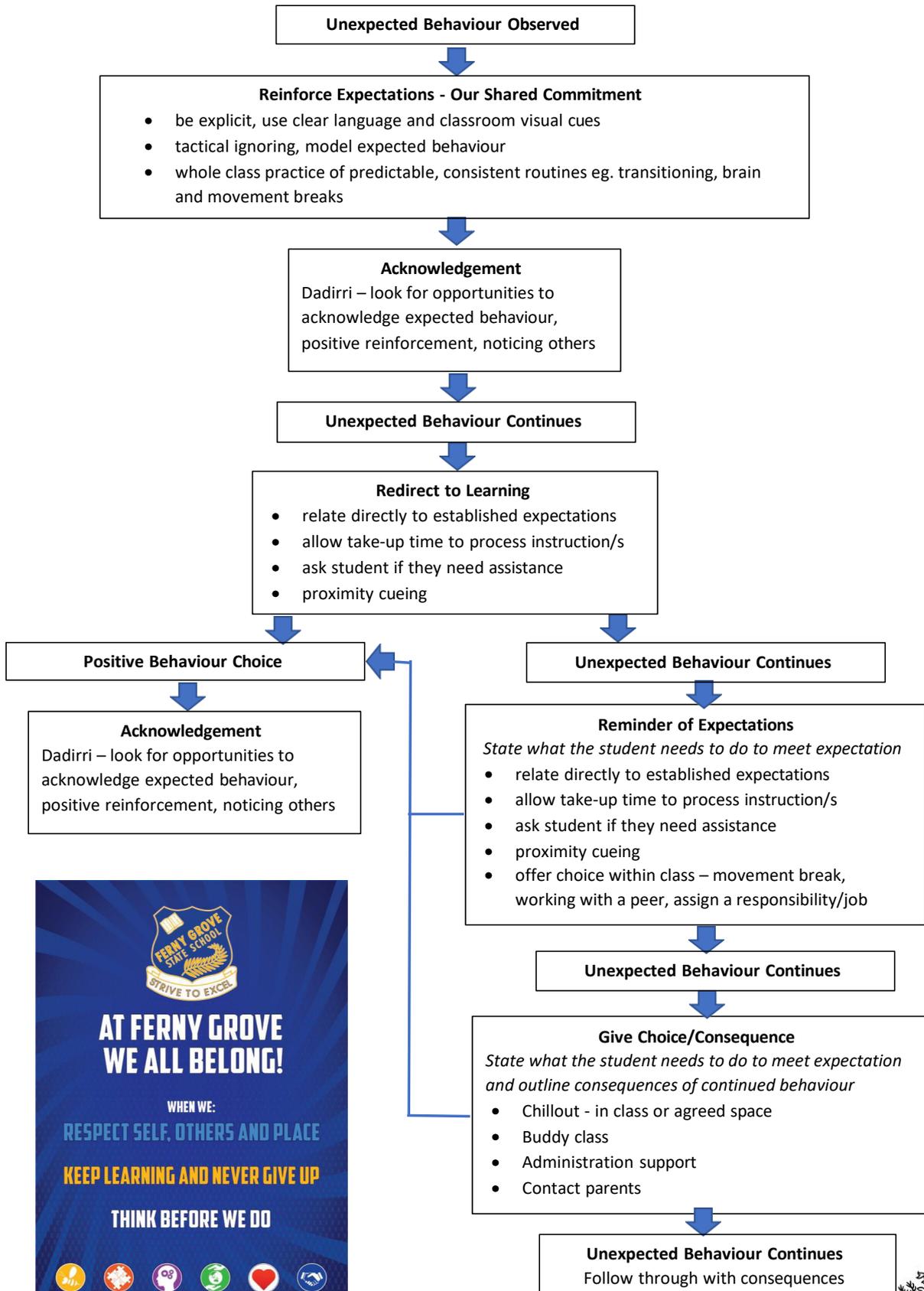
Our teachers are also obliged by law to respect and protect the privacy of individual students and will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. Be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Our differentiated responses to children struggling with their learning behaviours can be organised into three tiers, with increasing intensity of responses to address behaviours that endanger others or cause major, ongoing interference with safety and/or learning.

Differentiated

This flowchart is to be followed at the class level in collaboration with the **Process for Responding to Student Behaviour** as outlined on page 20.



Focused

Teachers are supported by other school-based staff to address ongoing or escalating unexpected learning behaviours. This may include:

- Teacher and student profiling
- Functional Behaviour Assessment
- Observation of Essential Skills for Behaviour Management
- Individual student behaviour support strategies (e.g. Individual Behaviour plan, which may include risk assessment and management plans)
- Targeted skills teaching in small group
- Counselling and guidance support
- Self-monitoring plan for class and playground
- Teacher coaching and debriefing
- Referral to Special Needs Action Committee and Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies
- Playground passport - Students are responsible for monitoring their playtime behaviour choices and checking in with adults at the end of each play session for varying periods of time. This will result in regular play time being restored or time away from the playground.
- Time away from the playground - This may be supported by support staff, carried out by class teachers as part of a logical consequence or supported by Deputy Principals. These times are for de-escalation, self-regulation, reflective practice and/or restoration.
- Supported attendance at camps, excursions and sports – occasionally students are identified as needing additional support to participate in school activities. This may be due to issues of previous behaviour or the potential for behaviour that would severely disrupt an activity or endanger the student or others. At Ferny Grove State School we all belong. We will negotiate the following:
 - Risk assessment and management plans signed by parents for various events - these management plans list behaviours and logical consequences that will be implemented as a result of unacceptable behaviours e.g. collection of students by parents.
 - Parent or outside agency support before, during and after the event.
 - Parent support for portions of the event.
 - Partial inclusion of the event by the student.

Intensive

Our school leadership team works in consultation with the Student Support Network to address persistent or ongoing serious learning behaviours. This may include:

- Functional Behaviour Assessment based individual support plan, including risk assessment and management 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 Policies

School Disciplinary Absences

At Ferny Grove State School, the use of any SDA is considered a very serious and rare decision. It is typically only used by the Principal (or delegate DP) 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 Ferny Grove State School may be invited to attend a re-entry meeting on the day of or prior to their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is 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 in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

The structure of the re-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 focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

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

Reasonable adjustments

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

Temporary removal of student property

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

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

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

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

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco and electronic cigarettes)
- 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).

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

Responsibilities

State school staff at Ferny Grove 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 prohibited 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 Ferny Grove 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 Ferny Grove 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 Ferny Grove 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 Ferny Grove State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Ferny Grove State School has determined that explicit teaching of responsible use of mobile phones, iPads and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Please refer to our website for the following information on our [BYO iPad program](#) as well as the [BYO iPad Parent Information Document](#)



The poster features a central graphic of an iPad displaying the Ferny Grove State School logo and the motto 'STRIVE TO EXCEL'. The background is blue with a yellow wave at the top. The responsibilities are listed in white boxes with corresponding icons: a handshake, a globe, a head with gears, a bee, puzzle pieces, and a heart.

iPad Class Responsibilities

-  Use polite and positive language when communicating digitally
-  Ensure my learning tools are ready
 - ✓ iPad charged for learning
 - ✓ Close unnecessary apps
 - ✓ Check connectivity
 - ✓ Visit the iPad help desk at first break if needed
 - ✓ Close Safari tabs before coming to school
 - ✓ Keep my iPad safely in my bag before school (unless supervised)
-  Have a positive attitude towards new ways of working
-  Give sustained attention to tasks
Use allocated homework time effectively
-  Listen and value other team members' ideas
Be a dependable team member
-  Use my talents to help others

In addition to the iPad Class Responsibilities, the responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Ferny Grove State School to:

- use mobile phones or other devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Ferny Grove State School to:

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

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Ferny Grove 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.

Preventing and responding to bullying



Ferny Grove State School uses the Queensland Government [Respectful Relationships Education Program](#) 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. Our approach to bullying is through enacting our school values and Our Shared Commitment.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Ferny Grove 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 Ferny Grove 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. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

In all we do at Ferny Grove State School, the underlying motive is to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

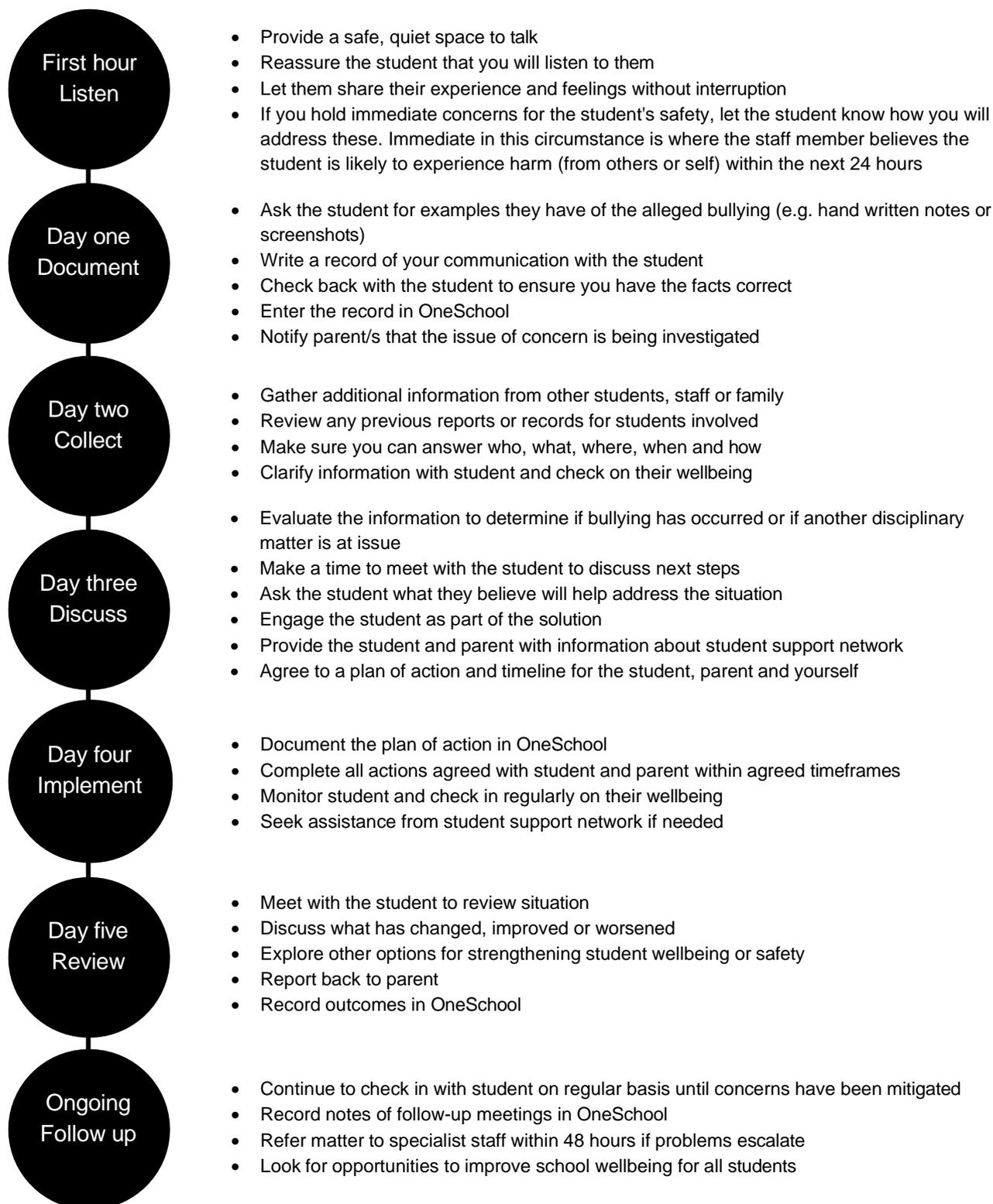
Ferny Grove State School - Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Deputy Principal Prep to 3 – Jacki Schott

Deputy Principal 4-6 – Katie Stubbings



Cyberbullying

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

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

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

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

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

Cybersafety and Reputation Management (CRM)

Cybersafety features heavily in the Australian Curriculum through Health and the ICT capability. At Ferny Grove State School, students learn about Cybersafety and Digital Citizenship from their classroom teachers and specialists, using information and resources from [The Office of the eSafety Commissioner](#). This website provides information for parents and carers about Cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The Department of Education also 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.

Student Intervention and Support Services

Ferny Grove 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 Ferny Grove 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 external support 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 the school.

Ferny Grove 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](#).

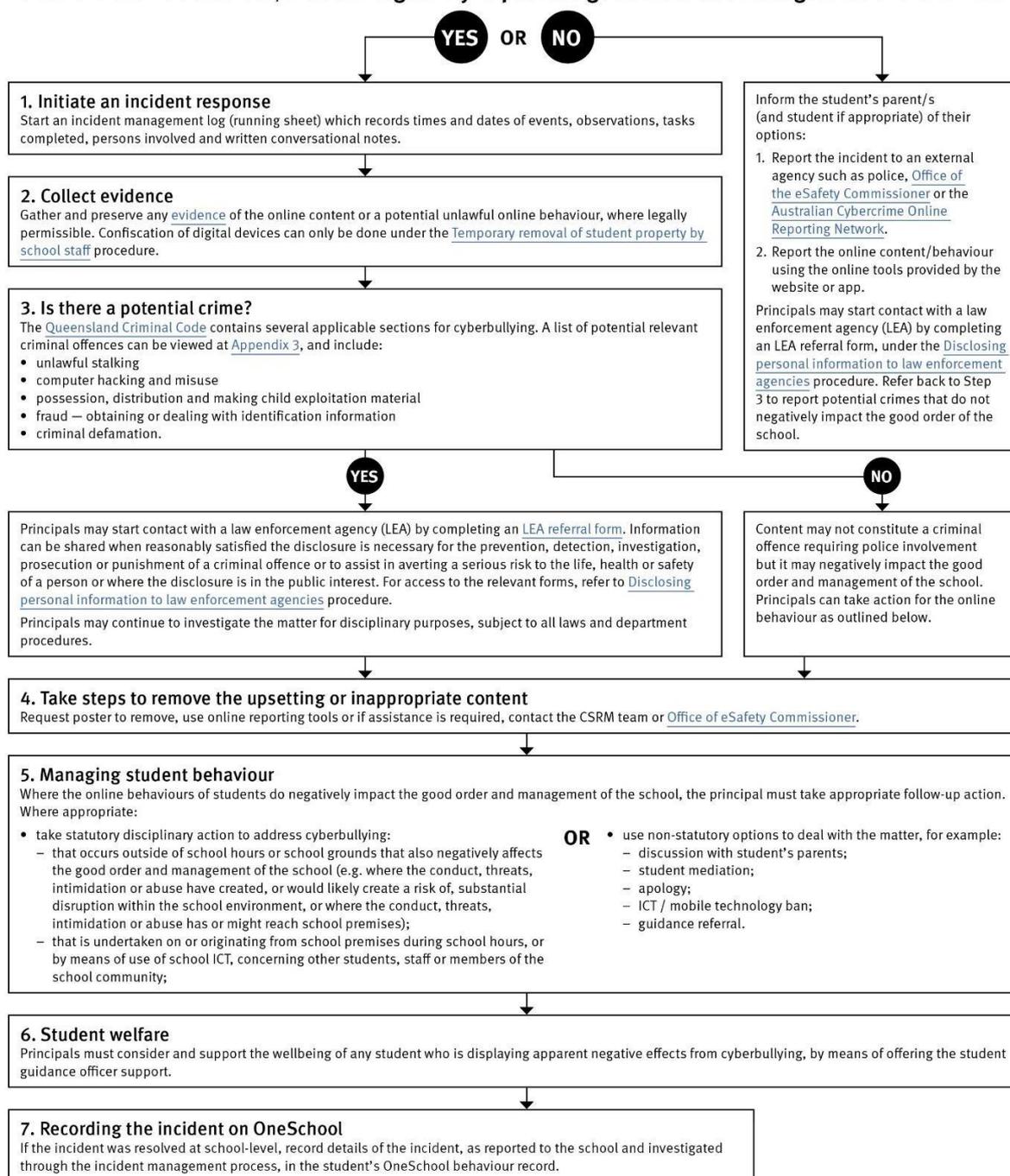
Explicit images

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 Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or Cybersecurity.ReputationManagement@qed.qld.gov.au.

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



Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Other policy and expectations

At Ferny Grove State School there are specific health and wellbeing issues that are addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

Ferny Grove State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Ferny Grove State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students at all times including camps and excursions.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Ferny Grove State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required. At Ferny Grove State School we provide opportunity for staff to train in

management of first aid, CPR, asthma, diabetes and epilepsy. Ferny Grove State School has a defibrillator for emergency use.

Mental health

Ferny Grove State School implements early intervention measures for students where there is reasonable belief that a student has a mental health difficulty. Ferny Grove State School will work in consultation with external agencies.

Suicide prevention

Ferny Grove State School school staff who notice suicide warning signs in a student should seek help immediately from the Principal, Deputy Principals or school Guidance Officer.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Ferny Grove State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.
- suicide risk continuum – updated yearly

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Ferny Grove State School enacts a postvention response, by communicating with the family of the student, if appropriate, and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Ferny Grove State School staff immediately enact the Critical Incident Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
- Assisting any distressed student/s to access appropriate support, e.g. debriefing from Guidance Officer.

Assisting the individual 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.

- Contact parents/carers.
- Record a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.
- *Review/ Completing a Risk Assessment and Management Plan and present to stakeholders.*
- *Review/ Completing a IBSP with stakeholders.*

Conclusion

Ferny Grove State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education. Please refer to [A Guide to Raising Concerns and Communicating Positive Feedback at Ferny Grove State School](#) as found on our website under rules and policies.

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

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Resources

- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)