



Dakabin State School Student Code of Conduct

2021-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Purpose

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

The Dakabin 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.

The purpose of the Dakabin State School *Student Code of Conduct* 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.

For Dakabin State School, this *Student Code of Conduct* is applicable to students both on-campus, at an approved off-campus activity and whilst students are outside of the school grounds if the actions/ behaviours demonstrated have the potential to affect the good order and management of the school.

Contact Information

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Contact Person:	The Principal

Endorsement

Principal Name: Brendan Smith

Principal Signature:



Date: 17 November 2020

P/C President Name: Nigel Moser

P/C President Signature:

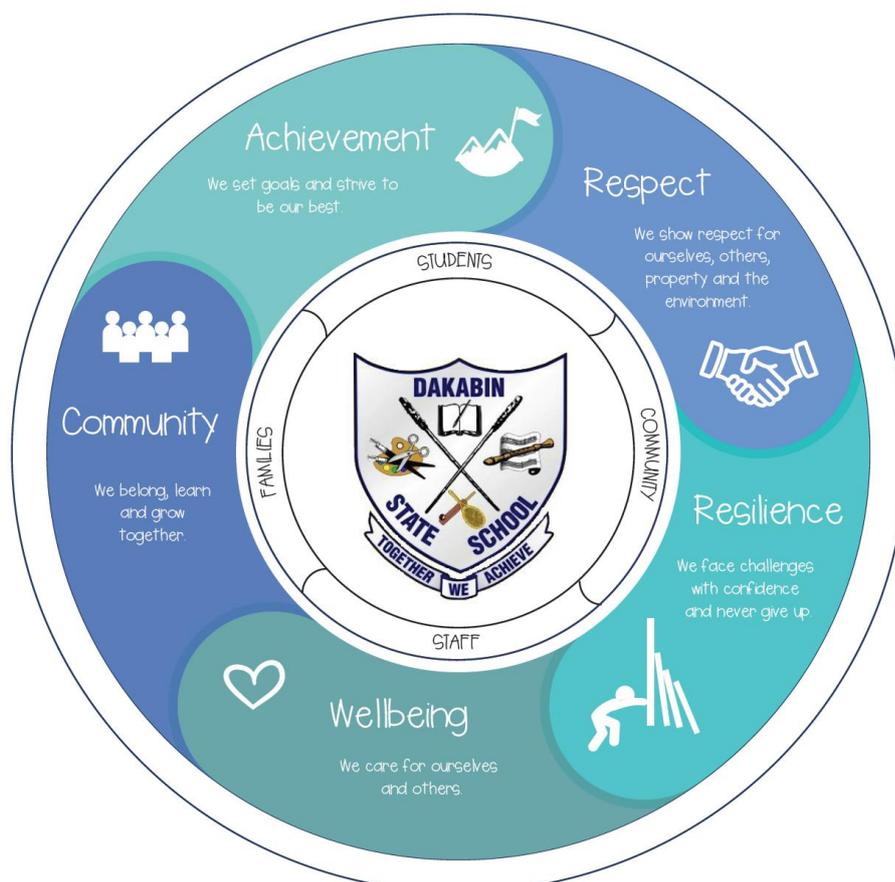


Date: 17 November 2020

Principal's Foreword

Dakabin State School has a long and proud tradition of providing high quality education to students from across Dakabin/ Kallangur area. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

The five core values of Dakabin State School are:



These five (5) values were developed through the consultation phase of this *Student Code of Conduct*, taking into account the work of the staff and student forums during Term 3 and 4 2020.

These values assist in shaping and building the expectations of our school and the skills of all students to be confident, respectful, self-disciplined and resilient young people within a community that places learning, inclusion and wellbeing at the forefront.

Our school staff believe that communication and positive connections with other people are the most valuable commodities for our students, staff and community now and into the future.

Dakabin State School staff take an educative approach to discipline, believing that behaviour can be taught and that when mistakes are made, opportunities for reflection, growth and personal learning are available. As a committed staff team, our primary focus is to create a safe, supportive and disciplined learning environment in order to maximise student learning.

Our *Student Code of Conduct* provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of time out, reflection, detention, suspension or exclusion.

I thank the students, school staff, parents/ carers and other members of the community for their work in bringing this Dakabin State School *Student Code of Conduct* to life. Your input and feedback during the development of this document have been invaluable.

I am proud of this *Student Code of Conduct*, in particular the clear explanations and guidance within, to shape the high expectations for the Dakabin State School community moving forward.

Brendan Smith
Principal,
Dakabin State School
17 November 2020

P&C Statement of Support

As president of the Dakabin State School Parents & Citizens Association, I am proud to support the updated *Student Code of Conduct* and the values and expectations contained within.

The inclusive, transparent consultation process led by the Dakabin State School staff has ensured that all stakeholders have had the opportunity to contribute and provide feedback on the final product. This has been an important aspect in the development of the Dakabin State School *Student Code of Conduct*, as the awareness and involvement of staff and parents/ carers in partnership is critical to ensuring all stakeholders are able to support the students of the school to meet the set expectations for learning and behaviour.

We encourage all parents/ carers to familiarise themselves with the Dakabin State School *Student Code of Conduct*, and to take time to talk with their children about the expectations contained herein and discuss any support their children may need to be successful at school. In particular, we want to emphasise the systems in place to help students affected by bullying and other anti-social behaviours, to build their children's capability to respond, report and be resilient to the challenges that can present during the years of schooling and later in life.

Bullying is a community-wide issue and we all have a role to play in combating it. We are aware that bullying can have particularly devastating impacts on our young people. It is important that every parent/ carer and child of Dakabin State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media, instant messaging, online gaming interactions or text messaging. It is important that parents/ carers and children know that whilst schools provide support and advice to help address problems of bullying, parents/ carers have a responsibility to monitor their children's on-line presence and provide clear expectations and parameters around their life in the digital world. The flowchart on page 30 provides an excellent starting point to understand how to approach the school about these types of concerns.

Any parents/ carers who wish to discuss the Dakabin State School *Student Code of Conduct* and the role of families in supporting the learning and behavioural expectations of students at our school are welcome to contact the Dakabin State School P&C Association via the school or join the P&C Association.

It is with your understanding that we can work collaboratively with school staff to ensure all children are safe and appropriately supported to meet their individual social and learning needs at our school.

Nigel Moser
President,
Dakabin State School P&C Association
17 November 2020

Consultation

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

In the first phase, we held a series of internal meetings with staff between June and October 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, a School-based *Staff Behaviour Team* was formed to allow a deep dive into the next steps for our school – in conjunction with the preparations for our Quadrennial School Review (QSR) and Department of Education’s *School Improvement Unit Review* in early 2021 (delayed due to the COVID-19 pandemic). As part of this process, consultation with groups of students in each year level was conducted by members of the Behaviour Team to identify the key tenets of the “Dakabin student” to inform further discussion of the school’s values. On the September 2020 Student-Free Day, the all staff were involved in similar discussions regarding the school’s mission, vision and values.

In the third phase, the Behaviour Team led the final staff consultation around the school’s mission, vision and values – prior to the proposed values (rules) being presented to the Parents & Citizens Association for in-principle support in October 2020. The proposed values (rules) were referenced, refined and discussed during the QSR community consultation sessions in late October 2020.

Finally, a draft *Student Code of Conduct* was prepared for community comment via critical feedback from a sub-committee of the Parents & Citizens Association and Dakabin State School Local Consultative Committee. Following this, the final version, incorporating suggested changes and feedback, was sent to the Parents & Citizens Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Dakabin State School *Student Code of Conduct* for implementation in 2021.

A communication strategy will also be developed to support the implementation of the Dakabin State School *Student Code of Conduct*, including promotion through the school website, regular school newsletters and through the formal enrolment processes. Any families who require assistance to access a copy of the Dakabin State School *Student Code of Conduct* are encouraged to contact the school.

Review Statement

The Dakabin State School *Student Code of Conduct* will undergo annual minor updates to reflect changing circumstances, data and staff.

A full review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

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

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

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

There are four different confidential surveys for:

- parents
- students
- staff
- principals

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

School Opinion Survey

Parent opinion survey

Performance measure	2018 (n=35)	2019 (n=47)	2020 (n=97)
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	88.9%	89.6%	-
this is a good school (S2035)	88.9%	87.5%	94.7%
their child likes being at this school* (S2001)	94.4%	85.4%	93.8%
their child feels safe at this school* (S2002)	97.2%	87.5%	91.8%
their child's learning needs are being met at this school* (S2003)	88.9%	87.5%	88.7%
their child is making good progress at this school* (S2004)	91.7%	87.5%	88.7%
teachers at this school expect their child to do his or her best* (S2005)	97.2%	91.7%	96.9%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86.1%	91.3%	91.8%
teachers at this school motivate their child to learn* (S2007)	86.1%	93.8%	93.8%
teachers at this school treat students fairly* (S2008)	88.9%	93.5%	91.6%
they can talk to their child's teachers about their concerns* (S2009)	94.3%	89.6%	93.8%
this school works with them to support their child's learning* (S2010)	88.9%	87.2%	91.6%
this school takes parents' opinions seriously* (S2011)	85.7%	80.9%	92.2%
student behaviour is well managed at this school* (S2012)	86.1%	70.2%	86.0%
this school looks for ways to improve* (S2013)	85.7%	87.0%	93.8%
this school is well maintained* (S2014)	66.7%	83.3%	80.4%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2018 (n=60)	2019 (n=119)	2020 (n=149)
they are getting a good education at school (S2048)	96.7%	98.3%	-
they like being at their school* (S2036)	93.3%	90.6%	90.6%
they feel safe at their school* (S2037)	86.7%	95.0%	93.3%
their teachers motivate them to learn* (S2038)	91.7%	99.2%	98.7%
their teachers expect them to do their best* (S2039)	100%	100%	98.7%
their teachers provide them with useful feedback about their school work* (S2040)	95.0%	97.5%	98.7%
teachers treat students fairly at their school* (S2041)	90.0%	91.6%	84.7%
they can talk to their teachers about their concerns* (S2042)	90.0%	83.3%	87.9%
their school takes students' opinions seriously* (S2043)	85.0%	89.8%	85.2%
student behaviour is well managed at their school* (S2044)	58.3%	84.0%	81.9%
their school looks for ways to improve* (S2045)	98.3%	94.1%	97.3%
their school is well maintained* (S2046)	90.0%	91.6%	93.9%
their school gives them opportunities to do interesting things* (S2047)	95.0%	98.3%	92.6%
this is a good school (S2068)	86.7%	93.2%	92.4%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2018 (n=34)	2019 (n=43)	2020 (n=42)
they enjoy working at their school (S2069)	91.2%	93.0%	-
they feel that their school is a safe place in which to work (S2070)	91.2%	93.0%	92.9%
they receive useful feedback about their work at their school (S2071)	88.2%	83.7%	-
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85.7%	88.9%	78.4%
students are encouraged to do their best at their school (S2072)	97.1%	100.0%	-
students are treated fairly at their school (S2073)	88.2%	90.7%	-
student behaviour is well managed at their school (S2074)	76.5%	79.1%	-
staff are well supported at their school (S2075)	79.4%	81.4%	-
their school takes staff opinions seriously (S2076)	78.1%	73.8%	-
their school looks for ways to improve (S2077)	97.0%	90.7%	100.0%
their school is well maintained (S2078)	84.8%	83.7%	-
their school gives them opportunities to do interesting things (S2079)	84.8%	90.5%	-
this is a good school (S2108)	90.9%	93.0%	92.9%
the wellbeing of employees is a priority at their school (S3224)	78.8%	72.1%	83.3%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

- = Question not available in the 2020 Pulse Survey, due to a Queensland Government decision during the COVID-19 pandemic.response

School Disciplinary Absences (SDA)

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

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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at Dakabin State School in 2018, 2019 and 2020.

DAKABIN STATE SCHOOL – SUMMARY OF SCHOOL DISCIPLINARY ABSENCES			
Type	2018	2019	2020*
Short Suspensions – 1 to 10 days	63	124	109*
Long Suspensions – 11 to 20 days	0	0	0*
Charge related Suspensions	0	0	0*
Exclusions	0	1	0*

* Denotes Year to Date 2020 (January – 28 October 2020)

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

Multi-Tiered Systems of Support

Dakabin State School uses multi-tiered systems of support as the foundation for our integrated approach to learning and behavioural expectations. This is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and concepts of positive behaviour for learning expectations.. This involves:</p> <ul style="list-style-type: none"> • <i>teaching behavioural expectation in the setting/ context in which they are required</i> • <i>being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</i> • <i>providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</i> • <i>asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made</i> • <i>explicit teaching of the PAUSE process across Prep – Year 6 to manage the emotional response to situations and implement mindful strategies to proactively calm and de-escalate</i> • <i>explicit teaching of the Zones of Regulation so that students can identify the emotion and Zone in order to respond accordingly</i>
2	<p>Targeted instruction and supports for some students (10 – 15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of the school-derived positive behaviour for learning expectations. The types of interventions offered at this level will vary according to the needs of each school’s student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • <i>there is a clear connection between the skills taught in the interventions and the school-wide expectations</i> • <i>interventions require little time of classroom teachers and are easy to sustain</i> • <i>variations within each intervention are limited</i> • <i>interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need)</i> • <i>for identified students, explicit teaching of the Zones of Regulation will occur so that students can identify their emotional response, consider the Zone and respond accordingly. This interfaces with parent/ carer communication and differentiation/ management strategies including Whole Child Plans, IBSP, ICPs/ PLPs and other Support Plans as necessary</i> <p>If the school data indicates that more than 10 – 15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>

3	<p>Individualised services for few students (2 – 5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>
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Consideration of Individual Circumstances

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

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

Our staff 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 punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Student Wellbeing

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Dakabin State School is a proud member of the Be You Network (www.beyou.edu.au), a partnership with Beyond Blue that incorporates the work done by *Response Ability*, *KidsMatter Early Childhood*, *KidsMatter Primary*, *MindMatters* and *Headspace School Support*.

Our Tier 1 intervention strategies for all students at Dakabin State School include the explicit teaching of the *PAUSE process*, the *Zones of Regulation* and the five school values of *Respect*, *Resilience*, *Achievement*, *Wellbeing* and *Community*.

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the curriculum at Dakabin State School, we provide age-appropriate education that reinforces public health and safety messages.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

Dakabin 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

Dakabin State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

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

Dakabin 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.

Mental health

Dakabin State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#) in conjunction with the student's parent/ carer and the family's health care professional/s.

Suicide prevention

Dakabin State School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Senior Guidance Officer or other appropriate staff.

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, Dakabin 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 postvention

In the case of a suicide of a student that has not occurred on school grounds, Dakabin State School enacts a postvention response, by communicating with the family of the student 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, Dakabin State School staff immediately enact the School Emergency Management Plan, communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Services

Dakabin State School is proud to have a comprehensive Student Support Services team to support 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 where every student can strive to reach their potential.

Students can approach any trusted school staff member at Dakabin 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 member of the Student Support Services team.

Parents/ carers who require further information about the Student Support Services are invited to contact our Head/s of Diverse Learning via the school office.

Role	What they do
Executive Team Principal Deputy Principal	<ul style="list-style-type: none"> • Lead the implementation of school-derived positive behaviour for learning expectations • Monitor student attendance, behaviour and academic data • Coordinate student transitions, including pre-Prep to Prep and from Year 6 to Year 7 • Monitor School Opinion Survey data • Liaise with parents/ carers, staff, students, community and Departmental or Government officers • The Principal has legislative responsibility and delegation for school operations on behalf of the Department of Education (Queensland).
Head of Dept. (Curriculum)	<ul style="list-style-type: none"> • Coordinates the curriculum program across Prep – Year 6 • Assesses the consistency of instructional practices.
Guidance Officer	<ul style="list-style-type: none"> • Provides a comprehensive student support program within the school environment offering support for students, parents/ carers and staff as required • Assists students with diverse learning needs and their parents/ carers with specific information, support and advice regarding internal and external agencies to support complex case management • Liaises with parents/ carers, staff, internal and/ or external agencies as necessary through the psychometric assessment, profiling and reporting of students with diverse or complex needs.
Head/s of Diverse Learning (HoDL)	<ul style="list-style-type: none"> • Facilitate and manage Student Support Services, including AIMS management, case conferencing, differentiation coaching, relevant documentation (including ICP, PLP, IBSP, transition plan and social stories) and monitor inclusive practices for all students • Liaise with parents/ carers, staff and/or external providers to provide a supportive learning environment which supports the diverse learning needs of all students • Continually review current policies, procedures and practices to support engagement in staff professional learning opportunities to build capability in inclusive practices for all students • Model and broker the development of positive relationships by engaging stakeholders in reflective and restorative conversations • Develop, monitor and review whole school inclusion plans/ processes that address diversity in line with legislation, Departmental policy/ procedures and human rights • Coach staff to make appropriate curriculum adjustments to support student access and engagement with the curriculum and wellbeing • Collaborate with other Departmental officers and specialists (e.g. O.T., Guidance Officers, Speech Language Pathologists, physiotherapists) to coordinate services/ strategies to improve learning
Support Teacher in Diverse Learning (STiDL)	<ul style="list-style-type: none"> • Understand the legislation and policies that impact on schooling especially in relation to students with disability and diverse learning • Model and support staff to improve access to the curriculum, embed socially just practices and promote inclusion across the school • Provide specialised teaching support to school teams and individual staff in identifying patterns of achievement and selecting evidence-based intervention strategies at whole school, cohort and student level for students performing below age-appropriate level • Collect validation evidence for identified students, supporting the regular development and review of EAP Profiles alongside the HoDL • Provide ongoing mentoring support and advice to staff to adjust/modify curriculum and assessments, including role modelling best practice • Participate and lead case conferencing as appropriate, liaising with internal and external specialist staff and parents/ carers as required.
School Chaplain	<ul style="list-style-type: none"> • The point of contact for students, parents/ carers and staff to engage with pastoral care • The point of access for community agencies to support faith development and the critical welfare and wellbeing outreach services through care packaged and pre-prepared meals.

It is important for students and parents/ carers to understand there are regional and state-wide support services that are available to supplement the available networks within our school.

Department of Education (Queensland) regional or state-wide staff that can be consulted by school-based staff include:

- Principal Advisors
- Mental Health Coaches
- Autism Coaches
- Inclusion Coaches
- Advisory Visiting Teachers
- Senior Guidance Officers.

For more information about potential access to these services, please contact the school office.

Whole School Approach to Discipline

Dakabin State School uses a locally-developed version of the *Positive Behaviour for Learning* (PBL) program 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 extra-curricular activities, camps and excursions.

The Dakabin positive behaviour framework is an evidence-based program used to:

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

At Dakabin State School, we believe that our focus on positive learning expectations reflects our belief that student attitude, actions and behaviours are part of the overall teaching and learning approach in our school.

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

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

Any students or parents/ carers who have questions, would like to discuss the *Student Code of Conduct* or the school's positive behaviour expectations are encouraged to speak with the class teacher or a member of the school leadership team via the school office.

Learning & Behavioural Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five positive learning behaviour expectations.



Students

Below are examples of what the Dakabin five (5) values look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Dakabin State School.

Achievement

We set goals and strive to be our best

- Challenge yourself through high expectations
- Take responsibility for your attitude, learning and behaviour
- Set and monitor learning goals
- Strive for personal best
- Celebrate and acknowledge progress and success

Respect**We respect ourselves, others, property and the environment**

- Celebrate diversity, cultures and backgrounds
- Show respect for myself, peers, staff and our school
- Promote inclusion and being kind to others
- Care for the natural environment of our school and community

Resilience**We face challenges with confidence and never give up**

- Learn from our mistakes
- Bounce back when things do not go to plan
- Keep trying, even when you are unsure of what to do
- Ask for help from an adult when you need it

Community**We all belong, so we can work, play and learn together**

- Form and maintain positive friendships
- Enjoy time with peers and friends
- Create strong partnerships between home and school
- Ensure our school's positive reputation in the community

Wellbeing**We have a responsibility to look after ourselves and each other**

- Maintain an awareness of our own safety and wellbeing
- Be mindful of the safety and wellbeing of other people
- Engage with the explicit teaching of *PAUSE* and the *Zones of Regulation*
- Promote positive ways of thinking, working and learning
- Recognising that it is ok to ask for help when needed

Parents/ carers and Dakabin State School staff

The table below explains the Dakabin five (5) Values (positive behavioural expectations) for parents/ carers when visiting or engaging with our school and the standards we commit to as staff members:

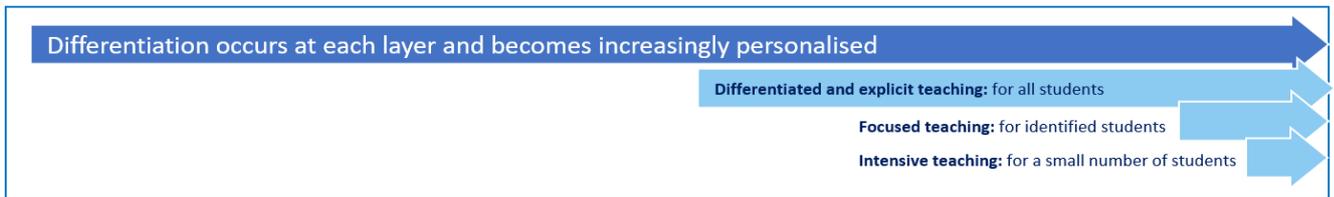
Dakabin Value	Our expectations	Our actions
Achievement	Support the school in celebrating and acknowledging achievement	Recognise and promote achievement as a positive and celebrative process
	Promote student learning achievement by being involved and supportive	Be engaged and involved as much as possible in the learning process
	Participate in consultation process for improvement and provide feedback as necessary or requested	Provide feedback when requested and be an active member of the school community
	That all members of our community are engaged in the strategic future for the school	Ensure our strategic directions are collaboratively developed and communicated effectively
Respect	Show respect to all students, staff, parents/ carers and visitors at all times	Build a culture of mutual respect in the best interests of student progress
	Follow the instructions of school staff when on or around the school grounds	Provide clear communication and direction to all members of our community
	Be patient and calm when raising a matter with the school	Respond to correspondence as soon as practicable (within 24 – 48 hours)
	Speak positively about the school and school staff in all conversations with students	Develop a positive reputation and culture for our school within the community
	Conduct yourself in a way that provides a role model for students	Maintain professionalism and confidentiality at all times
	Understand that school feedback may be challenging however it comes from a genuine care for the student's growth	Commit to respectful conversations and a future-focussed outcome
Resilience	Understand that calculated risk taking is a part of age appropriate development	Provide opportunities to develop resilience through explicit teaching
	Promote a growth mindset	Foster positivity and opportunity
	Encourage challenge and promote that failure is a healthy part of growth	Provide a supportive and safe environment for learning and development
Wellbeing	Be mindful of individual circumstance and the diversity of our community	Prioritise welfare and wellbeing as critical to learning engagement
	That all members of our community play a role in their own welfare and wellbeing, and encourage finding support when required	Position the explicit teaching of welfare and wellbeing to support all members of the school community
	Raise concerns of a welfare and wellbeing nature with the school as soon as practicable	Understand that school staff may need to refer matters raised to external agencies in line with relevant legislation
Community	Recognise diversity and inclusion as key strengths for our school and community	Provide an inclusive and welcoming environment for all stakeholders
	Be a part of the school and wider community, sharing common interests and building a brighter future	Be involved – we value your involvement
	Build a culture of trust and support in our local community	Develop mutually beneficial partnerships to build the sense of community

Differentiated and Explicit Teaching

Dakabin 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. School staff reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Staff members at Dakabin 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 teaching staff to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



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

Every classroom in our school uses the Dakabin Expectations Matrix aligned to the Zones of Regulation, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom to guide potential student actions and staff member actions. The completed matrix is on display in every classroom, used as the basis of teaching expectations aligned with the Zones of Regulation throughout the year and revisited regularly to address any new or emerging issues.

What zone are you in?			
Blue Zone	Green Zone	Yellow Zone	Red Zone
I know this because	I know this because	I know this because	I know this because
<ul style="list-style-type: none"> I move slow I stretch and rub my eyes I have a sad face I cry, yawn or sigh 	<ul style="list-style-type: none"> I sit up straight I smile I follow instructions I listen and answer questions 	<ul style="list-style-type: none"> I wiggle and squirm I frown or glare I act silly and call out I get tight muscles I'm in the wrong place I'm not being safe and sensible 	<ul style="list-style-type: none"> I yell, scream and cry I stomp and bang on things I throw objects I swear or say unkind words I am out of control
I can	I can	I can	I can
<ul style="list-style-type: none"> Eat something Do a quiet activity Speak to my teacher Exercise to energise 	<ul style="list-style-type: none"> Learn Play respectfully Work in a positive way Be proud 		<ul style="list-style-type: none"> Take a break Do a preferred calming activity Walk away Get help Go to a safe place
Teacher Actions	Teacher Actions	Teacher Actions	Teacher Actions
<ul style="list-style-type: none"> Check in with the student Encourage actions above 	<ul style="list-style-type: none"> Teacher acknowledgement Parent email or phone call Principal or Deputy visit 	<ul style="list-style-type: none"> Provide Choices Friendly reminders of expectations Give warnings Reset - time out / buddy class Communicate with carer / parent Consequence may occur 	<ul style="list-style-type: none"> Provide Choices Allow time for student to calm Follow up with a discussion Give warnings Reset - time out / buddy class Communicate with carer / parent Consequence may occur

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 Dakabin State School to provide focused teaching. Focused teaching is aligned to the school's expectations of behaviour and student progress is monitored by the classroom teacher/s to identify those who:

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

Dakabin State School has a comprehensive Student Support Services team 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 to address specific skill development for some students:

- BeYou framework
- Supported Play
- PAUSE program
- Zones of Regulation
- Essential Skills for Classroom Management
- Classroom Profiling
- Functional Based Assessment

For more information about these programs, please contact the school office.

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

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

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Dakabin State School follows the same differentiated approach used in the proactive teaching and support of student 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, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions 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. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

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

<i>Pre-correction ("Remember, walk quietly to your seat")</i>	<i>Non-verbal and visual cues (e.g. posters, hand gestures)</i>
<i>Whole class practising of routines</i>	
<i>Provide demonstration of expected behaviour</i>	<i>Proximity control</i>
<i>Corrective feedback (e.g. "Hand up when you want to ask a question")</i>	<i>Rule reminders ("When the bell goes, stay seated")</i>
<i>Explicit instructions ("Pick up your pencil")</i>	<i>Revised seating plan and relocation of student/s</i>
<i>Tactical ignoring of inappropriate behaviour (not student)</i>	<i>Ratio of 5 positive to 1 negative feedback to class</i>
<i>Individual positive reinforcement for appropriate behaviour</i>	<i>Give 30 second 'take-up' time for student/s to process instruction/s</i>
<i>Reminders of incentives or class goals</i>	<i>Private discussion with student about expected behaviour</i>
<i>Low voice and tone for individual instructions</i>	<i>Redirection</i>
<i>Break down tasks into smaller chunks</i>	<i>Class-wide incentives</i>
<i>Provide positive choice of task order ("Which one do you want to start with?")</i>	<i>Reprimand for inappropriate behaviour</i>
<i>Model appropriate language, problem solving and verbalise thinking process ("I'm not sure what is the next step, who can help me?")</i>	<i>Warning of more serious consequences ("removal from classroom", "buddy class")</i>
<i>Prompt student to take a break or time away in class</i>	<i>Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)</i>
	<i>Detention (locally known as Reflection)</i>

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention (referred to as Reflection at our school)
- Behavioural contract or monitoring sheets
- Counselling and guidance support
- Self-monitoring plan
- Check in/ Check out strategy
- Teacher/ Administration coaching and debriefing
- Referral to Student Support Services for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Services 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)
- Part-time placement, in conjunction with parents/ carers
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school

School Disciplinary Absences

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

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

At Dakabin 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.

Dakabin State School has a current *Instrument of Authorisation* in force (see Appendix 4, page 47). The *Instrument of Authorisation* provides for the Principal to authorise the Deputy Principal/s to inform parents/ carers and students of a decision to suspend a student of the school on the Principal's behalf, under Section 281 (Chapter 12, Part 3, Division 2) of the Education (General Provisions) Act 2006.

Parents/ carers and students may appeal a long suspension (11 – 20 days), charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools 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 Dakabin State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents/ carers to attend a re-entry meeting, however it is strongly recommended. 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, 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 contact is saved in OneSchool, under the Contact tab, including any notes or points of discussion during the meeting.

Structure

The structure of the re-entry meeting should follow a set agenda, shared in advance where possible 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

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 student support services staff, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property 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 Dakabin State School and will be removed if found in a student's possession:

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

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

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

Responsibilities

State school staff at Dakabin State School:

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

Parents/ Carers of students at Dakabin 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 Dakabin 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 Dakabin State School:

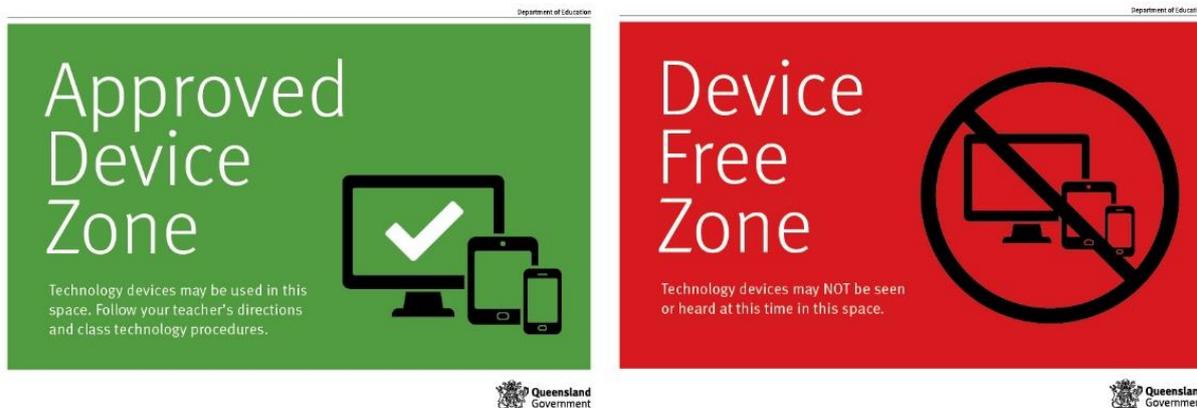
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Dakabin State School *Student Code of Conduct*
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive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

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information 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, Dakabin State School has determined that explicit teaching of responsible use of mobile phones 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.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



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 Dakabin State School to:

- use iPads or laptop devices (NOT mobile phones) 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 device for learning
- place the device out of sight before and after school, and during lunch breaks unless the device is being used in a teacher-directed activity to enhance learning.

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

- have their mobile phone in their possession during the school day (NOT stored at the Office)
- use a mobile phone or other devices in an unlawful manner
- use any technology 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 any device (including those with Bluetooth functionality) to cheat during exams/ assessments

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

Dakabin 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.

Dakabin State School has a **Student Council**, with representatives from the Year 6 leadership group meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The Student Leadership meeting may include the core elements of the Australian Student Wellbeing Framework:



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

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

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

The conflicts outlined above whilst not demonstrating 'bullying' behaviours are still considered serious and need to be addressed and resolved as appropriate. At Dakabin State School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

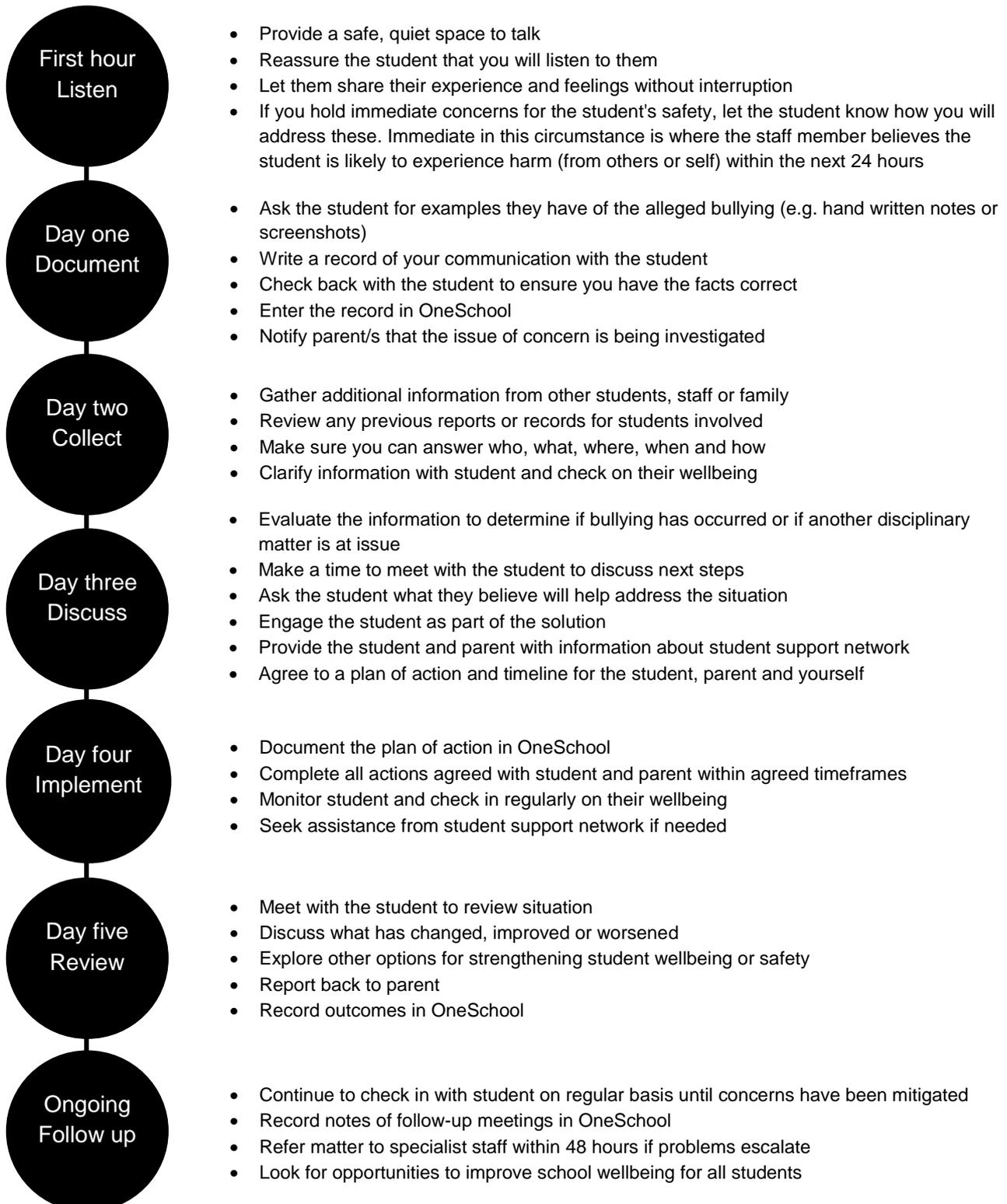
The following flowchart explains the actions Dakabin State School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment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

Dakabin State School - Bullying response flowchart for staff

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents/ carers to report bullying:

Initial report: Class teacher/s (Prep – Year 6)
Subsequent reports: Relevant Deputy Principal or Principal



Dakabin State School – Cyberbullying Response

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

In the first instance, students or parents/ carers who wish to make a report about cyberbullying should approach the relevant class teacher or specialist teacher. Following this initial report, the school Executive Team can be approached directly by students, parents/ carers or staff for assistance in preventing and responding to cyberbullying.

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

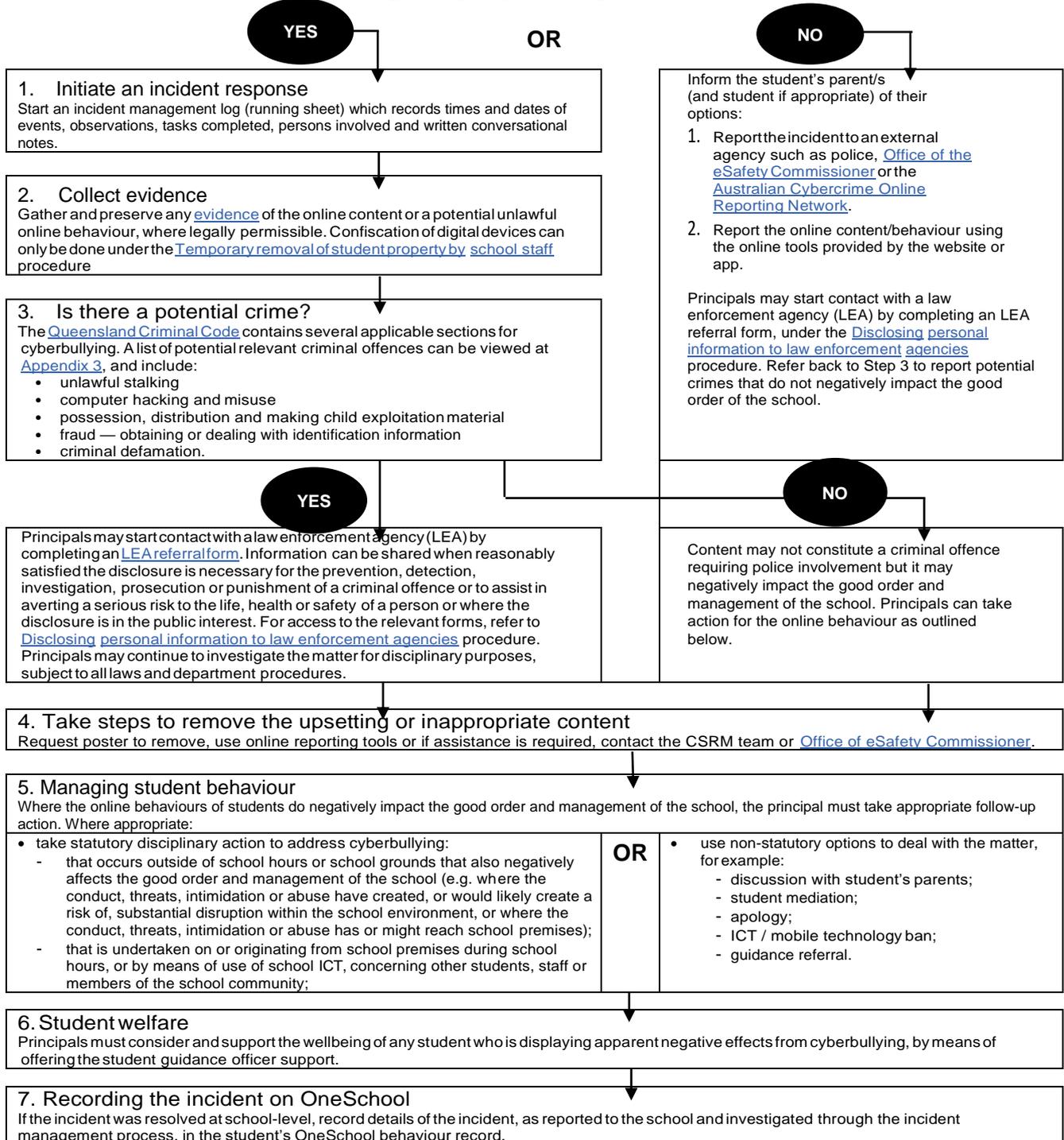
Parents/ carers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/ carers may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. If applicable, state school staff will be referred for investigation to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

How to manage online incidents that impact Dakabin State School

<p>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.</p>	<p>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.</p>	<p>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@ed.qld.gov.au.</p>
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Does the online behaviour/ incident **negatively impact the good order and management** of the school?



Cybersafety and Reputation Management (CRM)

The Queensland 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

Dakabin 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 services team 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 Dakabin 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.

Dakabin State School – Anti-Bullying Statement

The Anti-Bullying Statement provides a clear outline of the way our community at Dakabin State School works together to establish a safe, supportive and disciplined school environment. From the start of the 2021 school year, this Contact is provided to all students and their parents/ carers upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Dakabin State School – Anti Bullying Statement

We agree to work together to improve the quality of relationships in our community at Dakabin 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 subjected to bullying.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent/ carer, staff member, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

Appropriate Use of Social Media

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

It is 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 comments 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/ carer, 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/ carers are their child's first teachers — they will learn online behaviours from you – hence it is critical that you set a positive example for them

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

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

Complaints Management Procedure

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#)

Appendices

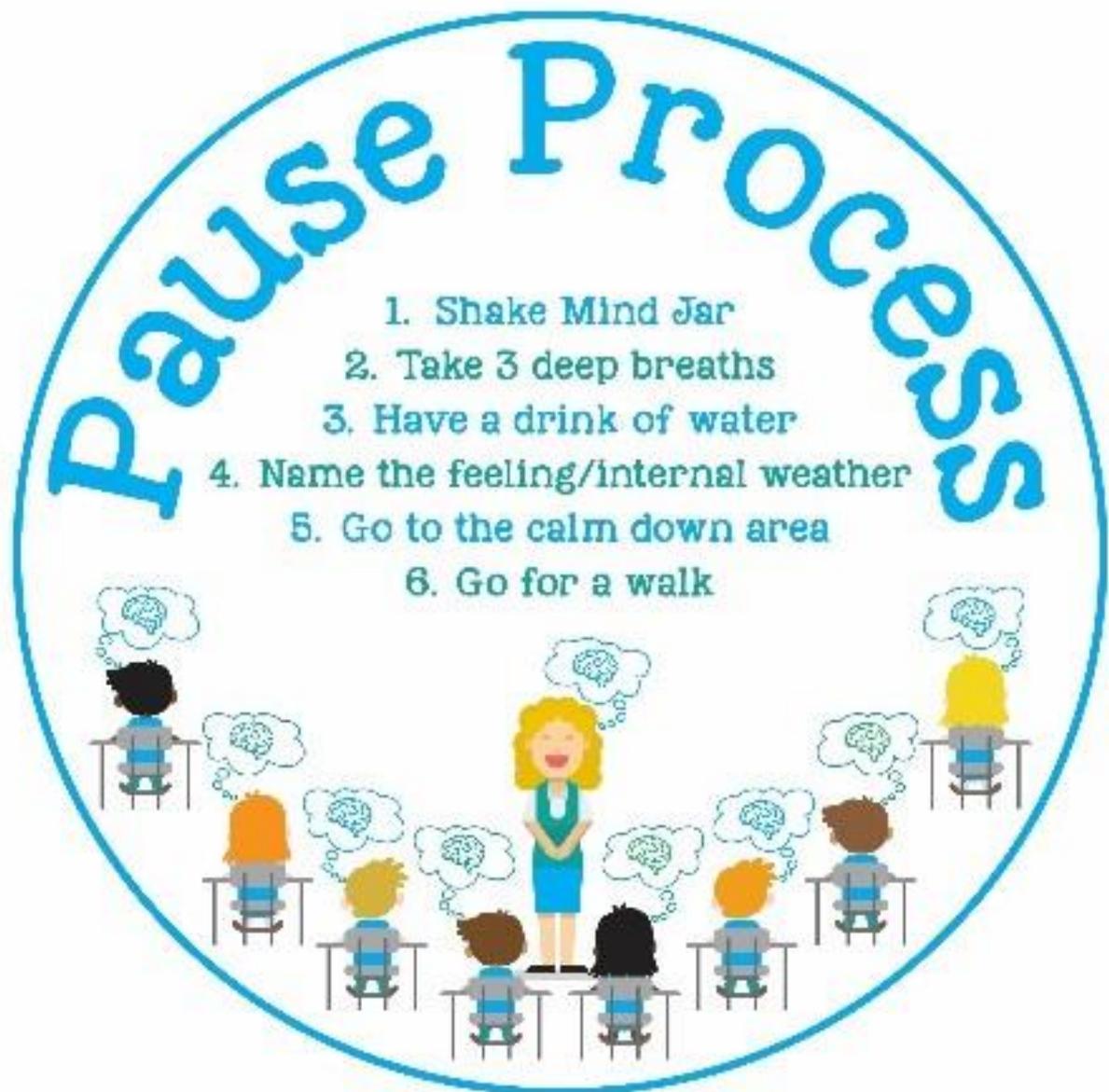
APPENDIX 1: The Dakabin 5 Values – for display purposes



APPENDIX 2: Classroom Display – Zones of Regulation

What zone are you in?	
	<p>I know this because</p> <ul style="list-style-type: none"> I move slow I stretch and rub my eyes I have a sad face I cry, yawn or sigh <p>I can</p> <ul style="list-style-type: none"> Eat something Do a quiet activity Speak to my teacher Exercise to energise <p>Teacher Actions</p> <ul style="list-style-type: none"> Check in with the student Encourage actions above
	<p>I know this because</p> <ul style="list-style-type: none"> I sit up straight I smile I follow instructions I listen and answer questions <p>I can</p> <ul style="list-style-type: none"> Learn Play respectfully Work in a positive way Be proud <p>Teacher Actions</p> <ul style="list-style-type: none"> Teacher acknowledgement Parent email or phone call Principal or Deputy visit
	<p>I know this because</p> <ul style="list-style-type: none"> I wiggle and squirm I frown or glare I act silly and call out I get fight muscles I'm in the wrong place I'm not being safe and sensible <p>I can</p>  <p>Teacher Actions</p> <ul style="list-style-type: none"> Provide Choices Friendly reminders of expectations Give warnings Reset – time out / buddy class Communicate with carer / parent Consequence may occur
	<p>I know this because</p> <ul style="list-style-type: none"> I yell, scream and cry I stomp and bang on things I throw objects I swear or say unkind words I am out of control <p>I can</p> <ul style="list-style-type: none"> Take a break Do a preferred calming activity Walk away Get help Go to a safe place <p>Teacher Actions</p> <ul style="list-style-type: none"> Provide Choices Allow time for student to calm Follow up with a discussion Give warnings Reset – time out / buddy class Communicate with carer / parent Consequence may occur

APPENDIX 3: Classroom Display – PAUSE process



APPENDIX 4: PAUSE and ZONES OF REGULATION ALIGNMENT

Pause Process

1. Shake Mind Jar
2. Take 3 deep breaths
3. Have a drink of water
4. Name the feeling/internal weather
5. Go to the calm down area
6. Go for a walk



What is my Brain doing in each Zone of Regulation?

Zones of Regulation

	Blue	Green	Yellow	Red
	REST AREA	GO	SLOW	STOP
Feelings	Sad Sick Tired	Happy Calm Focused Ready to learn	Frustrated Worried Silly Wiggly	Mad Angry Mean Terrified
Pause Brain links	<ul style="list-style-type: none"> Prefrontal Cortex beginning to switch off Amygdala firing - sending signals about feeling Sad 	<ul style="list-style-type: none"> Prefrontal Cortex on and focused Amygdala off 	<ul style="list-style-type: none"> Prefrontal Cortex off Amygdala firing – sending signals about feeling overwhelmed 	<ul style="list-style-type: none"> Prefrontal Cortex off Amygdala firing – sending signals about feeling Angry
Pause Process	<ol style="list-style-type: none"> 1. Shake Mind Jar 2. Take 3 deep breaths 3. Have a drink of water 4. Name the feeling/internal weather 5. Go to the calm down area 6. Go for a walk 			

Zone of Regulation Created by Leah Kuypers, MA Ed., OTR/L

APPENDIX 5: Instrument of Authorisation

Dakabin State School



Sheaves Road, Kallangur QLD 4503 | Phone: 07 3491 5222 | Fax: 07 3491 5200
Email: the.principal@dakabinss.eq.edu.au | Website: www.dakabinss.eq.edu.au
Principal: Brendan Smith
Deputy Principals: Juliane Lewis and Tim Adsett

Queensland Department of Education

Dakabin State School

Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')

I, BRENDAN SMITH, Principal of DAKABIN STATE SCHOOL, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

23 April 2020

BRENDAN SMITH

DATE

DAKABIN STATE SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

