Hervey Bay
Special School

Student Code of Conduct
2024-2027

Equity and Excellence

Through the Alice Springs (Mparntwe) Education Declaration, we, as a nation, committed to equity and excellence in education – that all children and young people are confident, creative lifelong learners active in their community. Achieving our vision requires a collective understanding of what we all stand for and how we will make it a reality.

Excellence cannot be achieved without equity.

Equity and Excellence: realising the potential of every student (PDF, 11.4MB) (DOCX, 1MB) renews our focus on empowering our teachers and school leaders, investing in digital innovation, school performance, fostering collaboration between schools and community and delivering sustainable investment in schools for the future.

To achieve our vision of Equity and Excellence, we will focus on:

Educational achievement

Knowing each student's learning progress is essential to making sure they are on track for positive educational outcomes. Setting clear expectations for every student and every school supports them toachieve. This means we:

- have a common goal that every student achieves at least one year of learning growth each year
- have clear expectations for schools and help them to differentiate support so every student realises their potential.

Wellbeing and engagement

Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working. Designing and delivering meaningful pathways for every student is key to lifting learning outcomes. This means we:

- know each student and understand what works best for them
- support staff and student wellbeing and engagement to establish a strong foundation for learning outcomes.

Culture and inclusion

The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every state school. This means we:

- embrace diversity by creating welcoming, inclusive and accessible educational settings
- value student, parent/carer, community and stakeholder voice in our approach to teaching and learning.

Purpose

Hervey Bay Special School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Hervey Bay Special School Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to student wellbeing, safety and discipline.

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

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Endorsement

Janet Firmstone
Principal

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P&C President

Date: 22 January 2024

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Principal's Foreword

Hervey Bay Special School is a vibrant learning community, located on the beautiful Fraser Coast.

Our values are embedded in our ways of working which aim to provide all learners with rich and diverse learning experiences. Our school motto **"Learning together, growing together"** recognises our desire to enable students and staff to reach their full potential in a safe, respectful and engaging learning environment.

Our school community seeks to:

- Establish strategies which foster a sense of wellbeing for all.
- Embed creative ways of working to maximise engagement in learning.
- Nurture open and respectful relationships.

Our school wide expectations are:

- We are Safe
- We are Respectful
- We are Learners

These expectations have been used in the development of the Hervey Bay Special School Student Code of Conduct, with the aim of explicitly shaping and building the skills of all of our students to be confident, self-disciplined and kind young people.

Underpinning our student code of conduct is the belief that communication and positive connections with others are the most valuable skills our communities need now and in the future. As such, our staff take an educative approach to modelling an teaching positive behaviours. We believe that behaviour can be taught and that mistakes are opportunities for growth.

Our Student Code of Conduct provides an overview of the school's policies on the use of mobile phones, the removal of student property, responses to behaviours which impact on own and others learning and wellbeing and the approach to preventing and addressing incidents of bullying. Additionally, our Student Code of Conduct details the steps school staff take to explicitly teach expected behaviours. It also details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

Janet Firmstone

Principal

Data Overview

Hervey Bay Special School monitors and responds to multiple data streams related to student discipline, safety and wellbeing. These data streams include the departmental systems of MYHR to record workplace incidents, and One School to record behaviour incidents, positive behaviours, as well as attendance and academic data. Several committees representing a cross section of the school community monitor these data streams and make decisions to support discipline, safety and wellbeing at Hervey Bay Special School.

The school's Learning and Wellbeing team is made up of the Principal, Deputy Principals, Guidance Officer, and our paraprofessionals, Speech Pathologist, Occupational Therapist and Phsyiotherapist (once per term). They meet weekly to review student engagement, wellbeing and behaviour data and student referrals. The Positive Behaviour for Learning Professional Learning Team (PLT) which includes a wide cross section from the school community including parents, teachers and teacher aides, Principal and Deputy Principal also meet 3 times a term and review both behaviour incidents and positive behaviours. This data stream informs school wide behaviour goals and is linked to explicit teaching for expected behaviours. The Work Place Health, Safety and Wellbeing committee meets termly and reviews workplace incident data as well as staff wellbeing.

The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff on what they do well and how they can improve. The School Opinion Survey is widely promoted, interpreted and shared with the community. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

Parents or caregivers may request information relating to their child's attendance, academic performance, or behaviour. To obtain this information a request must be made through the school office. Every effort is made to comply with all requests for information however, the school is responsible for ensuring that information published maintains the privacy of individual students.

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. At Hervey Bay Special School we encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school

Multi-Tiered Systems of Support

Hervey Bay Special School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	**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 Positive Behaviour for Learning (PBL) expectations. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	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. 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 Positive Behaviour for Learning (PBL) 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: • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). 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.
3	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. 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: • 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.

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.

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.

Consideration of Individual Circumstances

Staff at Hervey Bay Special 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 teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what 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 to discuss the matter.

Hervey Bay Special School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and nonviolent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

Student Learning and Wellbeing

Hervey Bay Special School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services.

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.

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.

Hervey Bay Special School acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Hervey Bay Special School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages as part of a broader sexuality and relationships education program.

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

Hervey Bay Special 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

Hervey Bay Special 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 Consent to administer medication at school form signed by the prescribing health practitioner. Hervey Bay Special 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

Hervay Bay Special School implements early intervention measures and supports 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 student plans.

Suicide prevention

Hervey Bay Special 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, Hervey Bay Special 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, Hervery Bay Special School will enact 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, Hervey Bay Special School staff will immediately enact the School Emergency

Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Learning & Wellbeing Committee

Hervey Bay Special School is proud to have a comprehensive Learning & Wellbeing Team in place to help the social, emotional and physical wellbeing of every student. In addition to the relationship and support provided by class teachers and teacher aides, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Hervey Bay Special School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Learning & Wellbeing Team.

Hervey Bay Special School has a Learning & Wellbeing Team that meets weekly to discuss and review student referrals.

Position	Role
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties • acts as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process. responsible for student welfare at each level • provides continuity of contact for students and their families through the years of schooling • ensures students feel safe and comfortable and want to come to school
Deputy Principals	• leadership of Learning & Wellbeing Team to promote an inclusive, positive school culture • monitor attendance, behaviour and academic data to identify areas of additional need.

Chaplain/ Student Support	• provides individual and, at times, group support to students to assist their engagement with education and training under the guidance of the leadership team.
	• support students to overcome barriers to education such as
	  ○ attendance at school
	  ○ relationships/social skills
	• provides continuity of contact for students and their families through schooling
	• ensures students feel safe and comfortable and want to come to school
	• nurtures a sense of belonging to an individual , group, year level and school.

Students at Hervey Bay Special School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers/ Aides
- Support Staff
- Administration Staff
- Guidance Officer
- School Chaplain
- School based Speech and Language Pathologist
- School based Occupational Therapist
- School based Physiotherapist
- School based Nurse

External support is also available through the following government and community agencies:

- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police Service

- Autism Queensland
- Headspace
- True Relationships

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include:

- Principal Advisor Student Protection
- Mental Health Coach
- Autism Coach
- Inclusion Coach
- Advisory Visiting Teachers
- Senior Guidance Officers.

Whole School Approach to Discipline

All areas of Hervey Bay Special School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Positive Behaviour for Learning is our school-wide framework for managing behaviour.

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

PBL is an evidence-based framework used to:

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

This document outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through the Student Code of Conduct, shared expectations for student behaviour are plain to everyone, assisting Hervey Bay Special School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our staff take responsibility for making the expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach. Our staff also take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful in all contexts.The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

We aim to assist students to develop self-management skills and take on the responsibility of their own decisions and choices. With parental and staff involvement, our school works to achieve a shared focus on behavioural issues and support plans which will provide safe and supportive learning environments. We recognise our students' disabilities impact upon their behaviour and that explicit and specialised instruction is required to ensure that our students are provided with the appropriate adjustments, and that these are taken into consideration when responding to behaviours.

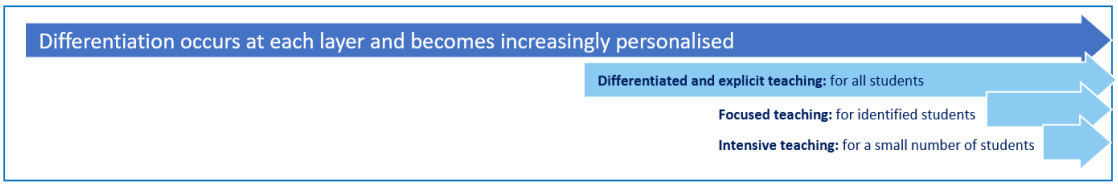
Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Differentiated and Explicit Teaching

Hervey Bay Special School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback, and opportunities for practise.

Teachers at Hervey Bay Special 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. The decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



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

Every classroom in our school uses the PBL Expectations Matrix, 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. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

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 Hervey Bay Special School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

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

- Zones of Regulation
- The Brave Program (child)
- The Brave Progra (teen)
- Positive Penguins App

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

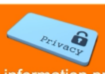
For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact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

Hervey Bay Special School is committed to educating all students, including those with challenging behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. These students may be referred to more complex case management support which in many cases may include individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff. These staff may facilitate:

- a Functional Behaviour Assessment for appropriate students;
- working with other staff members to develop appropriate behaviour support strategies;
- monitoring the impact of support for individual students through ongoing data collection;
- making adjustments as required for the student; and working with the Leadership Team to achieve continuity and consistency.

School Expectation Matrix

A set of behavioural expectations in specific settings has been attached to each of our three school rules. These have been differentiated to meet the diverse needs of our learners. The School Expectations Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

	We are Safe	We are Respectful	We are Learners
All areas	We keep hands feet and objects to ourself.	We follow instructions.	We try to solve problems.
Learning	We use equipment carefully.	We gain attention and wait our turn.	We try our best.
Relationships	We use a STOP signal if we feel unsafe.	We allow everyone their personal space.	We report problems and ask for help.
Technology	 We keep our information private online.	We hand in our mobile phones.	We use school devices for learning.
Outdoors	We are sun smart.	We share and take turns.	We are team players.
Eating	We eat our own food.	We put our rubbish in the bin.	We pack away our own lunchbox.
Toilets	We wash our hands.	We keep toilet doors closed.	We ask when we need to use the bathroom.
Community	We stay with the group.	We wear our school uniform.	We show pride in our school.

	We are Safe	We are Respectful	We are Learners
All areas	We keep hands feet and objects to ourself. We stay with the group.	We follow instructions. We celebrate success.	We try to solve problems. We are in the right place, at the right time.
Learning	We use equipment carefully. We stay with the group.	We gain attention and wait our turn. We help others when we can.	We try our best. We allow others to learn.
Relationships	We use a STOP signal if we feel unsafe. We take ownership of our words and actions.	We allow everyone their personal space. We use kind words.	We report problems and ask for help. We encourage others to join in.
Technology	We keep our information private online. We ask for help if we feel unsafe online.	We hand in our mobile phones. We ask before using a device.	We use school devices for learning. We stop and think before posting online.
Outdoors	We are sun smart. We move carefully around school.	We share and take turns. We transition with the group.	We are team players. We follow the rules for equipment and games.
Eating	We eat our own food. We stay seated when eating.	We put our rubbish in the bin. We leave the eating area clean and tidy.	We pack away our own lunchbox. We take our leftover food home.
Toilets	We wash our hands. We keep the bathroom area clean and tidy.	We keep toilet doors closed. We save water by turning off the taps.	We ask when we need to use the bathrrom. We return to class as soon as possible.
Community	We stay with the group. We get on and off the bus as instructed.	We wear our school uniform. We wait quietly for the bus or taxi.	We show pride in our school. We follow the bus rules.

Legislative Delegations

In this section of the Hervey Bay Special 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 Principal may provide Deputy Principal's an:

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')

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

See Appendix 1 & 2.

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 Hervey Bay State Special School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, 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 practice 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 schoolleadership 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 Teaching Responses

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 4 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)

- Detention

Focused Teaching Responses

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Learning & Wellbeing Committee for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive Teaching Responses

School leadership team work in consultation with Learning & Wellbeing Committee to address persistent or ongoing serious problem behaviour. This may include:

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

School Disciplinary Consequences

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 Hervey Bay Special School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 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 a suspension

Students who are suspended from Hervey Bay Special School will 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 to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension

Arrangement

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

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

Structure

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

Possible agenda:

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

Reasonable Adjustments

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

Consequences for unacceptable behaviour

Hervey Bay Special School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The One School application is used to record all minor and major problem behaviour.

Minor and major behaviours

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

Minor behaviours are those that:

- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- is managed by the staff member in situ (***does not*** require involvement of another staff member or leadership team).

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
    1. Names the behaviour that the student is displaying;
    2. Asks the student to name expected school behaviour;
    3. States and explains expected school behaviour if necessary; and
    4. Gives positive verbal acknowledgement for expected school behaviour.

Minor problem behaviour is handled by staff members at the time it happens.

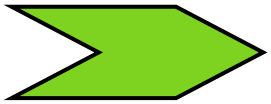
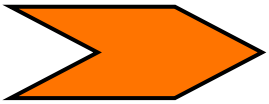
Major behaviours are those that:
- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours are those that:
- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of School Leadership Team or another staff member

Major problem behaviour is handled by staff members who follow the directions of the leadership team, if additional support is required.

Examples – Major and Minor Behaviours

Behaviour Category	Definition	Non-Example (Not Recorded on OneSchool)	Minor (Recorded on OneSchool)	Major (Recorded on OneSchool)
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	• Says "Bloody hell." • Says "stupid" or "ugly" and it is not directed at others.	• Low intensity instance of inappropriate language not directed at a person. Examples: – *Non-directed swearing (e.g. "This is sh*t")*	• Swearing directed towards others in a demeaning or provoking way. Persistent intentional use of inappropriate language. Examples: – *Swearing directed at an adult or peer "You're a f*ckhead"*
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	• Says, "Ha Ha bombs go boom!" in play.		• States "I have a bomb!" • Setting off a fire alarm
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	• Calling someone stupid as an isolated incident. • Says "I'm not going to be your friend." • Ignoring a friend.	• Low intensity of disrespect of others Examples: – *Calling a student a nickname more than once after that student has indicated that they do not like that nickname.* – *Mocking* – *Name calling* – *Targeting a student (one off)*	• Persistent targeting of others Examples: – *Ongoing physical abuse* – *Ongoing verbal abuse* – *Inappropriate touching* – *Intimidation* – *Credible threats with intent to harm others* **A major is an incident that occurs continually (daily).**
Defiance	Student refuses to follow directions given by school staff.	• Rolls eyes when asked to do something. • Says or writes "I hate you." • Mutters under their breath.	• Low intensity of refusal to follow directions or talks back and/or uses non-directed swearing or gestures when given a direction (after verbal redirection has taken place). Examples: – Says "no" or similar – Walks away or turns their back to the staff member – Swears (e.g. "This is sh*t")	• Persistent refusal to follow directions combined with an attitude that challenges an adult. Examples: – Yells at an adult "I'm going to kill you", – Uses their body in a physically threatening way i.e., fist raised, pretending to hit or punch
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	• Says "Oh whatever" with a hand flick and eye rolling • Uses hand gestures inappropriately (no targeted audience)	• Low intensity of talking back and/or uses non-directed gestures to others (after verbal redirection has taken place). Examples: – Says "This sucks." or "I don't have to listen to you." – Gives others "the finger"	• Persistent talking back and/or uses non-directed gestures to others with an attitude that challenges another. Examples: – Continually shows disrespect by not following instructions (daily) over days/weeks – Unable to be redirected after multiple verbal response or gesture
Disruption	Student engages in behaviour causing an interruption in learning or during an event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	• Throws a rubber to a friend who has asked for a rubber • Calls out answers to questions excitedly • Movement breaks • Moves themselves to quiet area as part of a: – IBSP – Well-Being Plan – ISSP – Risk Assessment Plan	• Repeated, inappropriate behaviour that disrupts learning and/or teaching (after redirection). Examples: – Repeated talking to peers – Yelling/repeated calling out • Repeated failure to respond to a reasonable instruction from adults. Examples: – Refuses to return to class after break – Repeatedly uses playground equipment without teacher supervision	• Persistent behaviour causing prolonged interruption to learning. Examples: – Turns over furniture – Sustains out of seat behaviour • Actively or persistently refuses to follow reasonable instructions from adults. Examples: – Uses a mobile phone during school hours
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	• Wears a non-HBSS hat. • Parent provides communication regarding dress code breach • Removes clothes when changing clothes or in private areas e.g., toilets	• Repeated breaches of dress code and Sun Safety Policy. Examples: – Single top or t shirt with inappropriate symbols/ language	• Persistent breaches of the school dress code and Sun Safety Policy. Examples: – Removes clothes in public areas e.g., classroom and playground

Behaviour Category	Definition	Non-Example (Not Recorded on OneSchool)	Minor (Recorded on OneSchool)	Major (Recorded on OneSchool)
Fighting	Student is involved in mutual participation in an incident involving physical violence.	• Rough play e.g., taps another student on the shoulder in a game of tiggy or kicks another student when playing soccer	• Low intensity of physical contact. Examples: – Pushes another student	• Persistent physical contact. Examples: – Punching – Kicking – Hitting – Tackling between at least two students with intent to cause harm
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	• Unintentional targeting for their gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	• Targets someone for their gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	• Continually targets (daily) someone for their gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	• Making unintentional contact with peers as part of a game – bumping into someone, roughhousing during football	• Repeated inappropriate physical contact/touching which does not result in physical injury (after redirection). Examples: – Pushing another student while waiting in line	• Continual physical contact with intent or outcome of causing injury or harm to others. Examples: – Intentionally hitting – Punching – Biting – Hair pulling – Tripping – Pinching – Kicking – Spitting
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	• Misinterpretation of a message Age/ Development/ Disabilities may be considered	• Delivers a message that is untrue and/or deliberately violates rules. Examples: – Intentionally lies to another – Gossips about another	• Deliberately misleading and consciously giving incorrect information relating to a behaviour incident. Examples: – Forges a parent signature – Lies about taking an adult's mobile phone
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	• Accidentally writes their name on another student's work	• Writes their own (or others) Gotchas • Copies another students work/assessment	• Signs a permission slip pretending to be their parent / care giver
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	• Accidently writes on someone's book Playing with pencils	• Repeated misuse of property for a purpose for which it was not intended and does not cause physical harm to self or others. Examples: – Lead pencil drawn on desk walls	• Participates in an activity that results in substantial destruction or disfigurement of property. Examples: – Throws someone's hat in the toilet – Major vandalism involving a cost to remove or replace
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	• Destroys their own property e.g., ripping up their own schoolwork	• Kicks glass doors • Destroys or attempting to destroy property that doesn't belong to them • Property damage without intent to damage for example throwing an object and it accidentally hits an object and breaks it	• Kicks the glass door and it smashes • Destroys a classroom, for example throwing chairs and/or tables (property damage that could harm themselves or others)
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.			• Possesses, sells or carries cigarettes, lighters or alcohol. Drinking or being under the influence of alcohol or other legal substances at school or during a school event. Examples: – Attends school disco with alcohol – Brings cigarettes/vapes to school

Behaviour Category	Definition	Non-Example (Not Recorded on OneSchool)	Minor (Recorded on OneSchool)	Major (Recorded on OneSchool)
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.			• Possesses, sells or carries substances or materials that are deemed illegal. Taking or being under the influence of substances or materials that are deemed illegal at school or during a school event. Taking another student's medication. Examples: – Attends school disco with illegal substace or material. – Has in their possession another persons medication, or a **restricted medication** without required doctors orders.
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	• Accidentally finding an inappropriate site. • Inappropriate use of social media at home.	• Non-serious, but inappropriate use of a digital device. Examples: – Writing an inappropriate word in the text of an email at school, using IT without permission.	• Serious, inappropriate use of IT. Examples: – Using someone else's account, accessing inappropriate websites, taking or sharing inappropriate pictures, stealing or damaging digital devices
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	• Giving/ finding someone else's property. • Taking a school item home.	• Intentionally takes small items e.g., pencil case, lunch.	• Intentionally takes large items e.g., phone, keys, glasses.
Use/ possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	• Pretend play	• Possesses, sells or carries a weapon or other object which could cause harm or physical injury to another person.	• Possess on their person or in their bag an item which has been declared by the school as prohibited Examples: – Matches – Lighters – Firecrackers – Petrol – Lighter fluid – Aerosols – Stolen property
Use/ possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	• Pretend play		• Possess on their person or in their bag an item which has been declared by the school as prohibited Examples: – Knife – Gun – Shanghai – Other weapons – Stolen property

Relate problem behaviours to school expectations

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour

Parent contact

At Hervey Bay Special School communication with parents to ensure student success is highly valued. Class teachers use communication books and phone calls to inform parents of engagement in classrooms.

When students have demonstrated minor behaviour incidents, contact is made by the teacher with the parents/carers of those students who have engaged in the behaviours and those students affected. This contact will be made prior to the end of the school day, or as soon as practical thereafter. In the event of a major incident, parents or carers are contacted. Teachers in consultation with the leadership team determine who makes this contact following an incident debriefing

School Policies

Hervey Bay Special 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 Hervey Bay Special 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

Staff at Hervey Bay Special School:

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

- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

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

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Hervey Bay Special 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 **an expectation** that students at Hervey Bay Special School to:

- hand in their mobile devices to the Office on arrival at school. These will be stored in the school safe for collection at the end of the school day.
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Hervey Bay Special School to:

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

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

Hervey Bay Special 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.

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.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Hervey Bay Special 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 Hervey Bay Special 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.

Bullying response flowchart

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 will be clearly discussed and agreed with student and family.

Key contacts for students and Parents to Report Bullying

Class Teacher/ Teacher Aide

Deputy Principals

Principal

Day 1 Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day 2 Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3 Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4 Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5 Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow Up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

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

Cybersafety and Reputation management

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

- This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.
- The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.
- The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student intervention and Bullying

Hervey Bay Special 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 Learning & Wellbeing Committee section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Hervey Bay Special 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.

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond under the *Student protection procedure*.

Explicit images
If the incident involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content (including into OneSchool records). Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the *Online incident management guidelines*.

Help
Refer to the *Online incident management guidelines* for more details, or if assistance is required, contact the Cybersafety and Reputation Management team (CSRM) on 3034 5035, email Cybersafety.ReputationManagement@qed.qld.gov.au or search 'Cybersafety' through Services Catalogue Online.

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

YES or NO

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve evidence of the online content or a potential unlawful online behaviour, where legally permissible. Note the exemption about explicit images above. Confiscation of digital devices can only be done under the *Temporary removal of student property by school staff procedure*.

3. Is there a potential crime? (See Appendix 3 of the *Online incident management guidelines*.)

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to *Disclosing personal information to law enforcement agencies* procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement, but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour in line with the Student Code of Conduct.

Inform the student's parent/s (and student if appropriate) of their options:

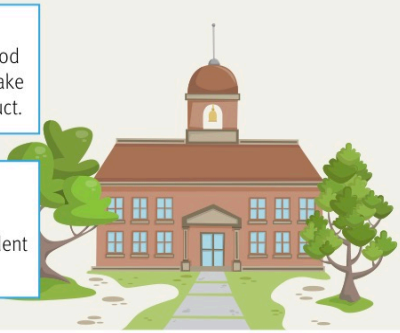
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cyber Security Centre.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with an law enforcement agency (LEA) by completing an LEA referral form, under the *Disclosing personal information to law enforcement agencies* procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

4. Take steps to remove the upsetting or inappropriate content
If the poster of the content is known, request removal. Alternatively use online reporting tools. If assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school community, the principal can take appropriate follow-up action according to the Student Code of Conduct.

6. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.



Anti-Bullying Compact

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

Hervey Bay Special School

We agree to work together to improve the quality of relationships in our community at Hervey Bay Special School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as:

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date: 00/00/00

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

Staff at Hervey Bay Special 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:

- Regard to the human rights of those students
- Safeguards students, staff and others from harm
- Ensures transparency and accountability
- Places importance on communication and consultation with parents and carers
- Maximises the opportunity for positive outcomes, and
- 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 at Hervey Bay Special School should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in One School.

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

- 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.
- 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.
- 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.
- 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.
- 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
- Using mobile devices
- Use of ICT systems

Resources

Australian Professional Standards for Teachers

Behaviour Foundations professional development package (school employees only)

Bullying. No Way!

headspace

Kids Helpline

Office of the eSafety Commissioner

Parent and community engagement framework

Parentline

Queensland Department of Education School Discipline

Raising Children Network

Student Wellbeing Hub

Conclusion

Hervey Bay Special 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.

Hervey Bay Special School

Hervey Bay Special 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, Janet Firmstone, Principal of Hervey Bay Special 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.

Janet Firmstone 24.01.2024
PRINCIPAL
HERVEY BAY SPECIAL SCHOOL
QUEENSLAND DEPARTMENT OF EDUCATION

Hervey Bay Special School

Hervey Bay Special School

Instrument of Authorisation

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

I, Janet Firmstone, Principal of HERVEY BAY SPECIAL 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 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal, to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal, who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name. The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal, tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal, tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

J L Firmstone

Janet Firmstone 22.01.2024
PRINCIPAL
HERVEY BAY SPECIAL SCHOOL
QUEENSLAND DEPARTMANT OF EDUCATION