



Blackwater North State School

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Friendship and Learning

Achievement for All



Effort * Respect * Responsibility * Safety

Blackwater North State School

Student Code of Conduct

2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Principal Name: Lisa Wogand

Principal Signature:



Date:
05/12/20

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

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

Date: / /2020

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Purpose

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

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

Its purpose is to facilitate high standards of behaviour from everyone in the school community, ensuring teaching and learning is prioritised; all students are able to experience success; staff have a safe workplace and relationships with parents and guardians are valued.

Principal's Foreword

Blackwater North State School has a proud tradition of providing high quality education to students in an environment that promotes our core values of: Respect, Responsibility, Effort and Safety. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

- Respect:** for self and others
- Responsibility:** to be accountable for your actions, resolve differences in positive and peaceful ways, contribute to the school, community and wider society and care for the environment
- Safety:** to consider the physical and emotional safety of self and others at all times.
- Effort:** to strive for their best always.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and to act in the best interest of themselves and others at all times. Our school believes that communication and positive connections with community members is the most valuable skill we need in order to build a safe and supportive environment for students and their families.

Blackwater North State School staff take an educative approach to discipline. They know that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's expectations and local policies on school-wide behaviours, acknowledgement systems, the use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these expectations and policies and how students are explicitly taught appropriate standards of positive behaviours. Finally, it details the consequence systems that may apply when students breach the expected standards of behaviour, including the hierarchical use of redirection, time out, withdrawal of privileges, suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Blackwater North State School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of our values, what we expect from students and how we will support them to develop those values and meet the expectations.

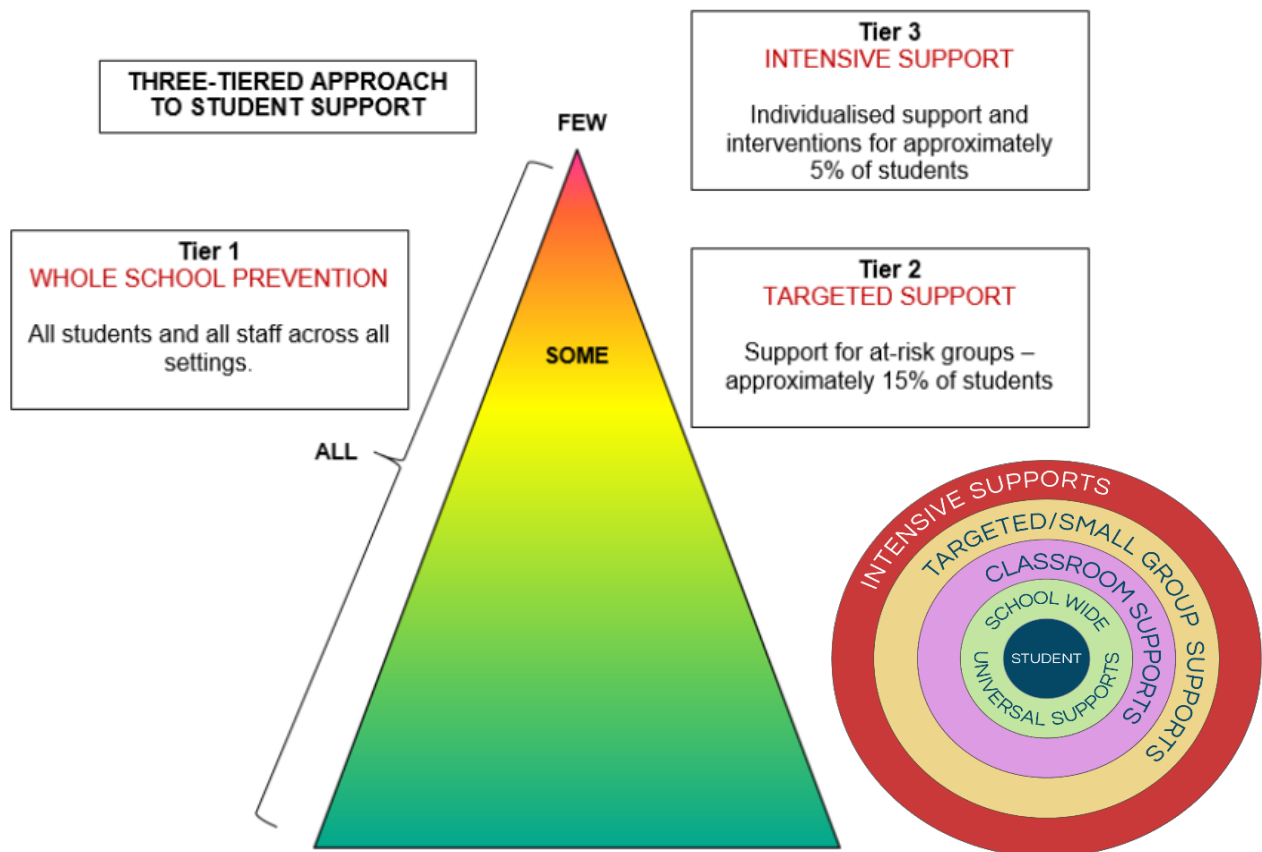
Lisa Wogand
Principal

Whole School Approach to Discipline

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence an individual's 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. The rights of all community members of Blackwater North State School are recognised and valued; therefore, the school has adopted a School-wide Positive Behaviour for Learning approach that incorporates a consistent set of values and expectations to be demonstrated in each area of school context. Positive Behaviour for Learning is applicable to all students, staff and community members.

Positive Behaviour for Learning – Tiered Support System

Positive Behaviour for Learning at Blackwater North State School is a multi-tiered system of support and is the foundation for our integrated approach to learning and behaviour. Positive Behaviour for Learning is a positive, preventative behaviour support model that is applicable for all community members that is grounded in targeted collaborative planning, data-informed decision-making, explicit teaching strategies and consistent application of acknowledgement and consequence systems.



PBL is an evidence-based framework used to:

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

At Blackwater North State School we believe discipline is not about punishment. Our positive discipline policy reflects our belief that student behaviour is an integral part of the teaching and learning approach in our school. Our staff take responsibility for making the school-wide values and expectations clear, for delivering supportive instruction about how to meet these expectations and using behavioural incidents as opportunities to re-teach.

The development of the Blackwater North State School Student Code of Conduct has been based on the Positive Behaviour for Learning framework with a consistency of approach to teaching appropriate behaviours. The language, values and expectations of Positive Behaviour for Learning can be used in any environment, including the home setting and wider community for our students. Providing every opportunity for students to succeed is a shared goal of every family and school staff member. More information about Positive Behaviour for Learning at Blackwater North State School is available in our team developed document; On TRACK 4 Success - Blackwater North State School Positive Behaviour for Learning Handbook.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same Positive Behaviour for Learning values and expectations that are in place for students; Respect, Responsibility, Effort and Safety.

Values

Below are examples of what our Positive Behaviour for Learning expectations look like for students across the school. The Matrix is organised by the four integral values and the expectations associated with each value in each area of the school environment.

In addition, each classroom has a matrix with a set of examples to help students, staff and visitors understand the expectations and meet the standards we hold for everyone at Blackwater North State School.

Our Positive Behaviour for Learning Expectation Matrix is ever- evolving and is reviewed regularly by the Positive Behaviour for Learning team in collaboration with staff at Blackwater North State School. This process ensures that the Matrix remains responsive to the needs of students, staff, families and the wider community.

Positive Behaviour for Learning Expectations for Staff and Parents

The table below explains the Blackwater North Positive Behaviour for Learning expectations for parents when visiting our school, together with the standards we commit to as staff.

Respect

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

Responsibility

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Effort

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You endeavour to support your child to meet the learning and behavioural expectations at school.	We endeavour to be clear about learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You remain informed about school news and activities by reading the school newsletter, official social media posts and other materials sent home by school staff.	We will use the electronic school newsletter, official social media site and notes to notify parents about school news, excursions or events.
You approach the class teacher or principal at your earliest convenience if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Safety

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information that may impact your child's learning and/or wellbeing needs with school staff.	We will strive to ensure your confidentiality and support your child's learning and/or wellbeing at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Consideration of Individual Circumstances

Inclusive educational practice is paramount at Blackwater North State School. Staff consider students' individual circumstances, such as; behaviour history, disability, mental health and well-being, religious and cultural backgrounds, home environment and care arrangements, when teaching expectations, acknowledging positive behaviour or in response to inappropriate behaviour and applying disciplinary consequences. Staff recognise that the way we teach, the support we provide and the way we acknowledge or respond to students may differ according to specific needs. This reflects the principle of equality, where every student is given the individual support they need to be successful.

This also means that not everyone will be treated the same. 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. Consistency of approach is assured in that staff will cater for the individual needs of every student in order to maximise opportunities for success.

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 a student's family. This applies even if the behavioural incident involves your child. You can be assured that school staff will address any matter appropriately. We expect that parents and students will respect the privacy of other students and families.

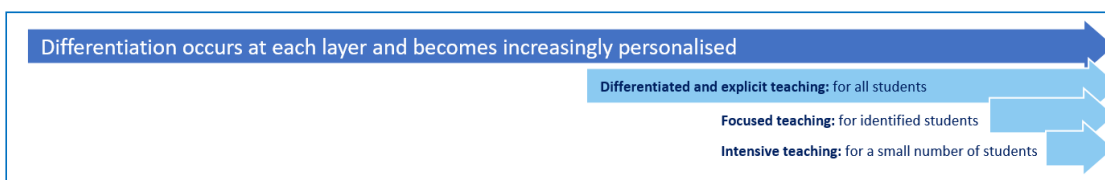
If you have concerns about the behaviour of another student at the school, or the way staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter.

Differentiated and Explicit Teaching

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

Teachers at Blackwater North State School recognises individual learning styles therefore they extensively plan what students are taught, how they are taught and how they can demonstrate what they know as a differentiated approach to teaching behaviour. These decisions about differentiation are made in response to developmental stages, age appropriateness, school-wide data and individual student monitoring/review. 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 skills and understanding.

There are three main layers to differentiation, as illustrated in the diagram below.



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

Every classroom in our school uses the aforementioned Positive Behaviour for Learning Expectations Matrix, 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 and across the school. 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.

Tier 2 - Focus Teaching

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

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of

a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

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

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

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

- The Pause Program – Education Queensland
- Respectful Relationships Curriculum
- Daniel Morecombe Curriculum
- Zones of Regulation
- Functional Behaviour Assessment.

The School can also offer support and short courses for interested Parents and guardians who may be struggling with behaviour management or with understanding the specific issues facing their child. For more information about these programs, please speak with the Guidance Officer or Principal.

Tier 3 - Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 2-5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

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

Disciplinary Consequences

When acting to make disciplinary decisions, all state school employees are required to act in accordance with the Public Service Act 2008 as well as departmental policies and procedures, including the Student Protection procedure, the Code of Conduct for the Queensland Public Service and the department's Standard of Practice. In managing a student disciplinary matter, principals and other school staff will:

- interact with students, families and staff in a friendly, courteous and professional way
- protect student and staff confidentiality and privacy as much as possible
- act independently, impartially and in the public interest
- act fairly and observe natural justice
- investigate behaviour incidents in a timely manner without undue delays
- inform student (at an appropriate time) of any allegations against them, and provide them with an opportunity to respond
- gather all relevant evidence and information to establish the facts of the matter
- remain objective
- base findings on sound reasoning and relevant evidence.

The disciplinary consequences model used at Blackwater North State School is developed from the Positive Behaviour for Learning framework and 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 acknowledgement, corrective feedback, rule reminders and time out/buddy classes may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, time-out and rule reminders; they may continue to display low-level problem behaviour. A consistent pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching (including alternative programming) is required to enable them to meet the behavioural expectations of the school. This may be needed throughout the 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

Differentiated

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

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language – instructions are short and succinct
- 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
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom/ playground)

Focussed

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
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Team for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Team 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
- 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)

Examples of Minor & Major Behaviour

Category Heading		TO ALIGN WITH BNNS RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS	
		Minor Examples	Major Examples
1	<p>Bullying / harassment</p> <p>Bullying is ongoing / repeated actions involving an imbalance of power (i.e. social network, physical stature, age) including ongoing teasing/intimidation, taking of personal items/belongings, physical provocation, or electronic means such as text messaging. Indirect methods include encouraging others to engage in the above behaviours.</p> <p>If incident occurs on social media outside of school contact Principal/DP)</p>	<p>No minor example of bullying (see definition).</p> <p>If once off (e.g. teasing, name calling) use Item 17</p> <p>One off spreading rumours, name calling is verbal misconduct item no 17.</p> <p>Harassment - drawing offensive pictures, making offensive jokes, notes to friends about others.</p>	<p>Cyberbullying: inappropriate language/jokes/threats made about students online/social media (e.g. Facebook) or by using phones or other electronic devices. Spreading of inappropriate images.</p> <p>Harassment - Making unwanted sexual, racial, disability or religious comments either in person, written, online or by phone.</p> <p>Using a group of students to intimidate. Intentionally using body to intimidate others e.g. fist to face but not actually making contact.</p> <p>Harassment via the use of the inappropriate use of object in a degrading or sexual manner.</p>
2	<p>Defiant.</p> <p>Use Defiant only. Use major only – refer to administration Threats to adults covered by Item 17.</p>	<p>Refer to item 9 or 16.</p>	<p>Continued refusal to participate (item 9) or non-compliance (item 16).</p> <p>Refusing to give name or correct name.</p> <p>Lying with the intent to avoid consequence when evidence is apparent that they are responsible or to get someone into trouble.</p>
3	<p>Disruptive.</p>	<p>Repeated behaviour causing other students to be distracted from learning and/or interrupting teaching. E.g. loud calling out/shouting, back chatting, continued swinging on chair, out of seat, tapping to annoy that disrupts teaching and learning.</p>	<p>Behaviour causing an ongoing interruption in a learning activity (other students are visibly distracted/interrupted/prevented from engaging in learning activities) where the student is not responsive to repeated directions and after the use of ESCM and proactive preventative measures have been used. Unsafe conduct that interrupts teaching and learning. Disruption is so severe that the teacher is unable to continue instruction.</p>
4	<p>IT misconduct.</p>	<p>Refer to non-compliance with routine or refusal to participate in program of instruction. E.g. web surfing when class working on Cool Maths, playing games in class time, failure to log off when finished.</p>	<p>Access to or possession of inappropriate material (illegal files/pornography), inappropriate use of portable drives/USBs. E.g. USB from home with Call of Duty, Misuse of passwords/hacking systems.</p>
5	<p>Misconduct involving object</p>	<p>Student engages in actions using an object not for its intended purpose (stick, school equipment).</p>	<p>Student engages in actions using an object not for its intended purpose with intent to cause harm to others. E.g. throwing an eraser and injures another; stick and injury is caused, hitting with object.</p>
9	<p>Non-compliant with routine.</p> <p>Focus is on routines, procedures, following instructions in order to access the curriculum/activity.</p>	<p>Continual failure to follow standard school routines such as walking in line, waiting for instruction before leaving class, not logging off the computer when finished. (despite use of ESCMs and proactive, preventative measures)</p>	<p>No major. Refer to Defiant item 2</p>
10	<p>Physical misconduct.</p> <p>Person to person contact made.</p>	<p>Non-threatening physical interactions or rough play – e.g. general pushing and shoving, jostling in line, poking etc)</p>	<p>Fighting/physical aggression – involving intentional physical contact where injury may occur (e.g. hitting, punching, kicking, hair pulling, scratching, etc.)</p>
11	<p>Possess prohibited items.</p> <p>As outlined in banned items and Mobile Phone policy.</p>	<p>Possession of banned items: mobile phones, aerosols sprays, chewing gum, hand held electronic games, toys.</p>	<p>Student is in possession of knives or other objects readily capable of causing bodily harm (including look-alike knives or fake guns) or pornographic material</p>

12	Property misconduct.	Students engage in low-level damage to property of school, staff or student (e.g. writing on desk with pencil, student's work) can be easily removed or fixed.	Student participates in an activity that results in substantial destruction or disfigurement of property belonging to the school, staff or student. E.g. major graffiti, vandalism, car damage.
13	Refusal to participate in program of instruction. Focus is on teaching and learning – engagement with curriculum content.	Refusal to participate in school/staff-led tasks (despite activity being able to be accessed at their academic level i.e. appropriately differentiated and/or their ICP level.	Continued refusal becomes defiant item no 2 - major
14	Substance misconduct involving illicit substance. For majors only – refer to administration.	No minor	Possession, distribution or use of illicit drugs, utensils or chemicals.
15	Substance misconduct involving tobacco and other legal substances. For majors only – refer to administration.	No minor	Possession, distribution or use of tobacco, or items used in the creation or smoking tobacco (papers, lighters, matches). Possession, distribution or use of alcohol, medication or other intoxicating substances.
16	Truant/skip class	Student walks out of class however is still visible.	Student leaves class and is out of sight. Student skips class. Leaving school grounds without permission.
17	Verbal Misconduct (if it is a continual occurrence to staff, student or group of students it becomes bullying refer to Item 1.)	Incidental use of inappropriate language. Swearing about something or to a student in conversation. Non-threatening.	Swearing or abusive language directly at staff, visitors, parent helpers or students with intent to offend or hurt. Verbal threats/ aggression towards staff and or other student/s

School Disciplinary Absences

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

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

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Blackwater North State School will attend a re-entry meeting on the day of their scheduled return to school (or at another time suitable to the family). 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 punitive action 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.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing. Re-entry meetings are short, usually about 15 minutes in duration, and involve the Principal or their delegate attending with the student and their parent/s. At times other specialist staff and/or the class teacher may attend to offer additional support.

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Discuss supports that the school has put in place to assist student
- 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. The inclusion of support staff, such as guidance officers, may offer important advice and outline case management processes to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

Temporary removal of student property

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

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

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

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

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

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

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

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

Responsibilities

State school staff at Blackwater North State School:

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

Parents of students at Blackwater North State School

- ensure your children do not bring property onto school's grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Blackwater North State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Blackwater North State School

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

Use of mobile phones and other devices by students

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

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

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Blackwater North State School to:

- use school based devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device at the office for safe keeping during the school day. Collection is available at 3pm.
- seek principal approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Blackwater North State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in during the school day without approval
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Blackwater North State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Blackwater North State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know that 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.

Blackwater North State School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Council meeting are the core elements of the Australian Student Wellbeing Framework and Positive Behaviour for Learning. The Australian Student Wellbeing Framework is outlined as follows:



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for the Student Council is ensuring that all students feel safe and supported at school and that they promote the school's Positive Behaviour for Learning values and expectations. The engagement of students is paramount and at Blackwater North State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different school contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

While some incidents may not be deemed to be bullying, these conflicts are still considered serious and need to be addressed and resolved. At Blackwater North State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. Families can also seek advice from the Principal, Deputy Principal or Guidance Officer about preventing and responding to cyberbullying.

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

Students enrolled at Blackwater North State School may face in-school disciplinary action, such as 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.

Intervention and Support

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

Students who have been subjected to or witness to bullying have access to a range of internal support staff. 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 Blackwater North State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative 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 detentions, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to learn, collaborate, network, play 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 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.
- Be mindful when commenting 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 a 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.

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.

Cyber safety and Reputation Management (CRM)

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

This team provides support for schools to respond to concerns of inappropriate online behaviour and misuse of information and communication technology. The team has developed a guide for parents with important information about cyber safety 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.

Restrictive Practices

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

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

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

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

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

Very rarely restrictive practices will be planned as part of a comprehensive, personalised support process and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/containment/clinical holding) which are based upon behaviour risk assessments and/or clinical health requirements and are recorded in advance. The use of planned strategies will only occur where there is foreseeable immediate risk.

Following the use of any restrictive practice, a focused review process helps staff to understand how they responded to the risk in that incident. Staff will consider whether there are alternative 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 an occurrence that is sudden, urgent, and usually unexpected and requires 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. Staff should follow crisis plans for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space,

touching or grabbing, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour; stay calm and controlled, use a measured tone, choose language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately, speak privately to the student/s where possible, speak calmly and respectfully, keep a reasonable distance, be brief, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Right of Response

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

All Queensland state schools are committed to ensuring that all issues and concerns - 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 guardian, you can express your concerns with the service or with an 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 a clear idea of the issue or concern and your desired solution
- provide all the relevant information
- understand that addressing an issue may take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- communicate if something changes, including if support is no longer required.

The Department of Education may not proceed with your complaint if your conduct is unreasonable. In most instances, staff members are told of issues raised about them and they are 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.
 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.
- 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 Student Protection concerns and complaints about corrupt conduct, public interest disclosures or decisions made under legislation.

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.

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Australian Curriculum](#)
- [Learning and Wellbeing Framework](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Be You](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
- [Behaviour Risk Assessment Tool – Safety or Wellbeing](#)
- [Restrictive Practices](#)
- [Principal Guidelines – Student Discipline](#)
- [Student Discipline Procedure](#)

Legislative Delegations

Legislation

In this section of the Blackwater North State School Student Code of Conduct are links to legislation which influences decisions about the content of Queensland State School discipline procedures.

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

Delegations

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

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

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

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