Runcorn Heights State School

Student Code of Conduct 2026-2029

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 2019-2023

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

Contact Information

Postal address:	200 Nemies Road, Runcorn Qld 4113
Phone:	07 37118333
Email:	theoffice@runcheigss.eq.edu.au
School website address:	www.runcheighss.eq.edu.au
Contact Person:	Alison Frazer (Principal)

Endorsement

Principal Name: Alison Frazer

Principal Signature:

Date: 22 April 2026

P&C President: Elizabeth Court

P&C President Signature:

Date: 22 April 2026

Contents

Purpose	4
Principal's Foreword	5
Parents & Citizens Association Statement of Support	6
School Captains' Statement	7
Consultation	8
Data Overview	9
Review Statement	9
School Opinion Survey	10
School Disciplinary Absences (SDA)	13
Learning and Behaviour Statement	14
Multi-Tiered Systems of Support	14
Consideration of Individual Circumstances	16
Student Wellbeing	16
Student Support Network	18
Whole School Approach to Discipline	20
PBL Expectations	21
Differentiated and Explicit Teaching	25
Focused Teaching	25
Intensive Teaching	25
Legislative Delegations	32
Legislation	32
Delegations	32
Disciplinary Consequences	33
School Policies	37
Temporary removal of student property	37
Use of mobile phones and other devices by students	39
Preventing and responding to bullying	40
Appropriate use of social media	48
Restrictive Practices	50
Critical Incidents	51
Related Procedures and Guidelines	52
Resources	53
Conclusion	54
Appendix	55

Queensland Government

Purpose

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

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

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

Queensland Government

Principal's Foreword

Runcorn Heights State School has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school community are the foundation to supporting the success of all students.

Underpinning our education and relationships are the Runcorn Heights State School three core values: **Acceptance, Inclusion and Respect**:









These values also underpin our school behaviour expectations. Our school community identified the following behaviour expectations to teach and promote our high standards of behaviour. These are called our **STAR** expectations:



Runcorn Heights State School staff take an educative approach to discipline, believing 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 local policies. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Runcorn Heights State School Student Code of Conduct together over the last six months and for the extensive work undertaken during the consultation phase to review, refine and continue to implement the Positive Behaviour for Learning framework at Runcorn Heights State School. Your interest and views shared through the process of developing this document and during the implementation of Positive Behaviour for Learning across the whole school has been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Queensland Government

Parents & Citizens Association Statement of Support

We, the Runcorn Heights School P&C are proud to support the new Student Code of Conduct. The consultation process led by Alison Frazer and Jodie Smith has ensured parents have had access to the draft version of the Student Code of Conduct via the Parent & Citizens (P&C) Association, Student Council, and the school newsletter. Parents have had opportunities to contribute and provide feedback on the final product. This process has been an important aspect in the review of the Runcorn Heights State School Student Code of Conduct as the awareness and involvement of parents is critical to ensuring the students of the school are supported to meet the set expectations.

We encourage all parents and caregivers to familiarise themselves with the Runcorn Heights State School Student Code of Conduct and take the time to talk with your children about our school's core values and expectations. Please consider any support your child may need to meet the expectations set out in this document.

As a community, we all have a role to play in demonstrating the Runcorn Heights State School values and expectations. The Student Code of Conduct explains the systems in place to support students and families to effectively work together with school staff to reinforce student wellbeing and learning outcomes.

Any parents who wish to discuss the Runcorn Heights State School Student Code of Conduct, and the role of families in supporting the behavioural expectations of students, are welcome to contact the School Council Chair or join the Runcorn Heights State School P&C Association. With your support we can work collaboratively with school staff to ensure all students feel safe and appropriately supported to meet their individual needs.

Queensland Government

School Captains' Statement

On behalf of the student body at Runcorn Heights State School, we support the Student Code of Conduct developed for implementation in 2026.

Students who have questions or issues they would like raised by School Captains are first encouraged to talk with their Student Council Class Representative; however, our students are also invited to approach any school captain and have a discussion.

We understand that input from the students in our school community is ongoing and essential so there will be expectations for our future school captains too.

School Captain Name:	Cohen Nord
Date:	30/04/2026
School Captain Name:	Ariyah Ram
Date:	30/04/2026
School Captain Name:	Belinda Ronnfeldt
Date:	30/04/2026
School Captain Name:	Jayton Yeh
Date:	30/04/2026

Queensland Government

Consultation

The consultation process used to inform the review and update of the Runcorn Heights State School Student Code of Conduct occurred in three phases.

Review: At the end of 2024, the 2020 – 2023 document was shared for feedback with our school community through our school newsletter and our P&C Association. The school-based Positive Behaviour for Learning (PBL) Team held a series of internal meetings reviewing the document.

Update & Consultation: Into 2025, the PBL team continued to meet and update the Student Code of Conduct and these updates were shared with the community for feedback and consultation again through the school newsletter and P & C Association. Internally, updates were shared with staff at staff meetings and with representatives from our student body through our School Leaders including Student Councilors.

To support the review of this document, a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey were interrogated. As staff, we identified strengths and successes from our previous school behaviour plan, and areas for further development regarding our whole school's positive reinforcement process.

Key stakeholders in the school community were informed about the explicit Positive Behaviour for Learning focus and the ongoing review of practices to strengthen our approach to teach explicit behaviour expectations. Student leaders were involved in providing their opinions on how behaviour is responded to in our school community. Their opinions and outcomes of the School Opinion Survey have been considered in the development of this Student Code of Conduct.

Draft & Endorsement: By April, 2026, upon completion of the consultation phase the draft version, was sent to the P&C meeting on 22 April 2026 for endorsement. The P&C unanimously endorsed the Runcorn Heights State School Student Code of Conduct for implementation in 2026.

Any families who require assistance to access a copy of the Runcorn Heights State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact a member of the Leadership Team and/or the Principal.

Review Statement

The Runcorn Heights State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A comprehensive review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Queensland Government

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. 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.

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

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

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

There are four different confidential surveys for

- Parents,
- Students,
- Staff; and
- Principals.

For more information, refer to frequently asked questions page.

Queensland Government

Parent opinion survey:

Parent/Caregiver school report, 2025

(0472) Runcorn Heights State School

Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:	Your school								References			
	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Agreement	Last year 2024	Your school type Primary	Your region MSR	Qld state schools
School culture												
My child likes being at this school.	108	2.8	0.0	3.7	12.0	48.1	33.3	93.5	-1.1	1.6	1.8	4.1
This school celebrates student achievements.	107	0.0	1.9	0.9	11.2	46.7	39.3	97.2	-1.3	2.2	2.7	3.2
This school fosters respectful relationships among all students.	106	2.8	1.9	3.8	23.6	43.4	24.5	91.5	3.0	0.6	0.9	2.8
Teachers at this school motivate my child to learn.	108	1.9	3.7	3.7	12.0	48.1	30.6	90.7	-0.8	-1.5	0.0	1.5
This school looks for ways to improve.	101	2.0	4.0	6.9	19.8	49.5	17.8	87.1	1.4	-1.9	-1.8	-0.8
This school treats students equally, regardless of gender.	104	5.8	4.8	6.7	10.6	46.2	26.0	82.7	-4.8	-9.5	-9.0	-7.6
This school has a strong sense of community.	106	3.8	2.8	4.7	18.9	45.3	24.5	88.7	3.6	-2.1	-1.7	-0.3
This is a good school.	105	1.9	2.9	4.8	18.1	43.8	28.6	90.5	6.9	-2.1	-2.1	-0.6
Teaching and learning												
Teachers at this school expect my child to do their best.	106	0.0	0.9	0.9	15.1	57.5	25.5	98.1	0.5	1.4	2.0	2.3
Teachers at this school provide my child with useful feedback about their schoolwork.	104	1.9	3.8	6.7	17.3	42.3	27.9	87.5	-0.7	-2.2	-2.2	-1.3
My child is making good progress at this school.	107	1.9	3.7	0.9	26.2	38.3	29.0	93.5	6.0	3.1	3.0	4.4
I understand how my child is assessed at this school.	106	1.9	2.8	8.5	13.2	50.0	23.6	86.8	1.5	-0.9	-1.2	-0.8
My child is interested in their schoolwork.	108	2.8	6.5	5.6	20.4	43.5	21.3	85.2	-0.8	-3.3	-2.2	-0.4
My child's learning needs are being met at this school.	107	2.8	4.7	5.6	15.9	48.6	22.4	86.9	4.9	-0.3	-0.4	1.3
Other												
This school is well maintained.	108	1.9	0.9	6.5	17.6	47.2	25.9	90.7	1.5	-2.1	-2.1	-1.5

A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of **Agreement**.
NA means there is no data; **DW** means the data is withheld to protect the confidentiality of respondents.

Fairness / Clarity of rules												
The expectations and rules are clear at this school.	110	1.8	3.6	0.9	10.9	54.5	28.2	93.6	1.3	0.1	-0.1	0.8
Teachers at this school treat students fairly.	107	5.6	3.7	6.5	19.6	40.2	24.3	84.1	-7.6	-5.6	-5.2	-3.5
Student behaviour is well managed at this school.	109	8.3	9.2	8.3	19.3	38.5	16.5	74.3	-3.6	-8.1	-9.4	-6.3
Safety												
My child feels safe at this school.	110	2.7	2.7	5.5	20.0	41.8	27.3	89.1	3.6	-0.9	-1.7	0.3
Teachers at this school are interested in my child's wellbeing.	105	1.0	3.8	2.9	18.1	44.8	29.5	92.4	0.7	-0.3	0.2	1.4
Partnerships												
This school works with me to support my child's learning.	107	2.8	2.8	2.8	15.9	48.6	27.1	91.6	1.0	1.8	1.9	2.8
I can talk to my child's teachers about my concerns.	110	0.0	2.7	4.5	9.1	43.6	40.0	92.7	-3.4	-1.1	-0.4	0.2
This school keeps me well informed.	110	0.0	2.7	6.4	14.5	43.6	32.7	90.9	3.2	3.9	2.9	4.2
Staff at this school are responsive to my enquiries.	109	0.0	3.7	0.9	18.3	45.9	31.2	95.4	7.0	3.4	4.0	4.6
Staff at this school are approachable.	110	0.9	2.7	2.7	14.5	42.7	36.4	93.6	1.4	-0.3	0.4	0.8
This school asks for my input.	104	0.0	4.8	9.6	19.2	49.0	17.3	85.6	4.0	4.9	5.2	6.7
This school takes parents' opinions seriously.	102	6.9	8.8	9.8	20.6	35.3	18.6	74.5	-3.3	-8.5	-8.5	-7.1

A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of **Agreement**.
NA means there is no data; **DW** means the data is withheld to protect the confidentiality of respondents.

Queensland Government

Student opinion survey:

Student school report, 2025

(0472) Runcorn Heights State School

Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:	Your school								References			
	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Agreement	Last year 2024	Your school type Primary	Your region MSR	Qld state schools
Fairness / Clarity of rules												
The expectations and rules are clear at my school.	131	0.8	3.1	6.9	25.2	32.1	32.1	89.3	-0.4	-4.8	-3.5	-3.2
Teachers at my school treat students fairly.	131	6.9	10.7	17.6	22.1	25.2	17.6	64.9	8.1	-13.4	-9.8	-8.9
Student behaviour is well managed at my school.	135	11.9	19.3	17.0	31.1	11.9	8.9	51.9	5.4	-18.0	-13.6	-12.1
Safety												
I feel safe at my school.	130	4.6	2.3	11.5	26.9	35.4	19.2	81.5	11.0	-5.1	-2.5	-1.4
I feel safe undertaking online activities using my school's internet.	130	0.8	2.3	8.5	13.8	37.7	36.9	88.5	0.1	-4.9	-2.7	-2.6
My teachers are interested in my wellbeing.	129	5.4	6.2	7.0	22.5	33.3	25.6	81.4	3.8	-6.6	-2.2	-1.2
Partnerships												
My school encourages me to participate in school activities.	132	0.8	2.3	4.5	17.4	28.0	47.0	92.4	4.7	-0.1	2.4	2.8
My school takes students' opinions seriously.	130	7.7	6.9	19.2	25.4	20.8	20.0	66.2	2.6	-10.5	-5.0	-3.8
I can get help with my schoolwork at home.	126	6.3	5.6	7.1	14.3	32.5	34.1	81.0	7.8	-4.4	-2.3	-2.0

A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of **Agreement**.
NA means there is no data; **DW** means the data is withheld to protect the confidentiality of respondents.

School culture												
My school encourages students to respect one another.	135	0.7	3.7	4.4	18.5	34.8	37.8	91.1	11.8	-2.6	-0.2	0.8
My school celebrates student achievements.	135	2.2	0.7	3.0	17.0	39.3	37.8	94.1	8.9	1.7	3.4	4.1
I like being at my school.	132	9.8	7.6	7.6	23.5	28.0	23.5	75.0	15.3	-3.3	-1.3	1.7
I can talk to my teachers about my concerns.	127	9.4	5.5	10.2	16.5	29.9	28.3	74.8	10.3	-4.4	0.5	1.7
My school gives me opportunities to do interesting things.	131	5.3	0.8	9.9	25.2	29.8	29.0	84.0	3.8	-5.8	-3.3	-2.5
My school looks for ways to improve.	129	3.9	0.8	5.4	29.5	34.1	26.4	89.9	15.2	0.6	4.7	5.5
I feel accepted by other students at my school.	131	9.2	3.1	13.0	25.2	27.5	22.1	74.8	11.7	-1.3	0.2	1.8
My school treats students equally, regardless of gender.	131	13.7	6.9	18.3	17.6	20.6	22.9	61.1	1.5	-15.3	-13.0	-11.2
My teachers motivate me to learn.	133	4.5	2.3	8.3	12.8	38.3	33.8	85.0	3.3	-7.2	-3.0	-1.9
This is a good school.	128	8.6	5.5	8.6	26.6	24.2	26.6	77.3	18.0	-8.0	-4.6	-2.9
Teaching and learning												
My teachers expect me to do my best.	134	0.0	0.0	0.7	11.9	40.3	47.0	99.3	10.2	2.3	3.4	3.8
My teachers help me with my schoolwork when I need it.	133	3.8	1.5	4.5	29.3	29.3	31.6	90.2	8.8	-1.6	0.6	1.6
My teachers provide me with useful feedback about my schoolwork.	132	5.3	1.5	6.1	28.0	28.8	30.3	87.1	6.1	-3.6	-0.1	0.6
I understand how I am assessed at my school.	133	5.3	7.5	6.0	22.6	37.6	21.1	81.2	2.3	-6.3	-4.4	-3.4
My schoolwork challenges me to think.	131	5.3	2.3	6.9	16.8	34.4	34.4	85.5	3.8	-3.8	-2.4	-2.6
I am interested in my schoolwork.	131	13.7	8.4	19.1	26.0	23.7	9.2	58.8	2.9	-10.2	-8.7	-6.6

A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of **Agreement**.
NA means there is no data; **DW** means the data is withheld to protect the confidentiality of respondents.

Other												
I can access computers and other technologies at my school for learning.	132	3.8	2.3	3.8	15.9	41.7	32.6	90.2	1.1	-3.9	-2.4	-2.1
My school is well maintained.	128	9.4	5.5	12.5	23.4	28.1	21.1	72.7	8.4	-10.6	-5.7	-5.0

A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of **Agreement**.
NA means there is no data; **DW** means the data is withheld to protect the confidentiality of respondents.

Queensland Government

Staff opinion survey:

Staff school report (all staff items), 2025

(0472) Runcorn Heights State School

Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	Your school								References			
	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Agreement	Last year 2024	Your school type Primary	Your region MSR	Qld state schools
Fairness / Clarity of rules												
The expectations and rules are clear at this school.	59	0.0	3.4	3.4	10.2	28.8	54.2	93.2	13.8	3.5	4.4	5.0
Students are treated fairly at this school.	59	3.4	5.1	3.4	23.7	35.6	28.8	88.1	16.5	-0.9	-2.3	-0.8
Student behaviour is well managed at this school.	59	3.4	6.8	5.1	20.3	49.2	15.3	84.7	28.0	6.8	7.2	9.2
Students with disability are well supported at this school.	59	1.7	5.1	1.7	20.3	42.4	28.8	91.5	13.9	2.0	1.5	2.2
Safety												
I am aware of health, safety and wellbeing procedures at this school.	59	1.7	1.7	0.0	11.9	52.5	32.2	96.6	2.4	1.5	1.5	2.0
There is adequate focus on workplace safety at my workplace.	59	1.7	1.7	5.1	11.9	50.8	28.8	91.5	17.6	1.3	2.1	2.8
I feel this school is a safe place in which to work.	59	1.7	3.4	3.4	20.3	40.7	30.5	91.5	22.0	2.9	2.8	4.0
Partnerships												
This school takes staff opinions seriously.	59	1.7	1.7	5.1	10.2	54.2	27.1	91.5	24.9	9.8	11.6	13.1
This school encourages parents/carers to be active partners in educating their child.	58	1.7	0.0	0.0	13.8	48.3	36.2	98.3	8.7	4.2	5.0	5.8
School culture												
This school fosters respectful relationships among all students.	58	1.7	0.0	8.6	3.4	63.8	22.4	89.7	4.6	-3.5	-3.4	-2.0
This school looks for ways to improve.	59	1.7	0.0	3.4	5.1	49.2	40.7	94.9	9.4	1.3	1.7	2.8
I enjoy working at this school.	58	3.4	0.0	3.4	8.6	39.7	44.8	93.1	11.9	0.4	0.5	1.4
This school promotes gender equality.	56	1.8	0.0	3.6	0.0	51.8	42.9	94.6	0.8	-1.4	-0.7	-0.2
If I raised a concern, I feel confident that it would be taken seriously.	59	1.7	3.4	5.1	15.3	44.1	30.5	89.8	20.3	5.5	7.8	8.7
This is a good school.	58	1.7	1.7	3.4	17.2	44.8	31.0	93.1	15.2	0.1	0.4	1.1

A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of **Agreement**.

NA means there is no data; **DW** means the data is withheld to protect the confidentiality of respondents.

Workplace culture												
This school keeps me well informed about things that are important to my work.	58	0.0	1.7	8.6	6.9	55.2	27.6	89.7	18.0	3.1	4.5	5.8
This school has an inclusive culture where diversity is valued and respected.	58	1.7	1.7	1.7	6.9	41.4	46.6	94.8	8.3	1.2	1.4	2.7
This school's culture supports people to achieve a good work-life balance.	58	3.4	3.4	3.4	15.5	43.1	31.0	89.7	20.0	4.9	7.4	8.3
This school offers flexible work arrangements.	54	3.7	3.7	3.7	24.1	44.4	20.4	88.9	28.5	5.0	9.1	7.7
I am confident that poor performance will be appropriately addressed in this school.	57	7.0	5.3	17.5	15.8	40.4	14.0	70.2	13.7	-5.8	-2.2	0.4
Recruitment and promotion decisions in this school are fair.	51	2.0	2.0	5.9	13.7	49.0	27.5	90.2	19.0	7.8	10.8	12.3
This school appropriately supports staff following an occupational violence/aggressive incident.	54	1.9	1.9	5.6	24.1	38.9	27.8	90.7	36.6	11.7	11.7	13.4
Other												
Information and communication technology issues at this school are resolved promptly.	56	1.8	1.8	5.4	21.4	55.4	14.3	91.1	4.7	2.2	2.0	2.7
This school is well maintained.	59	3.4	0.0	11.9	23.7	42.4	18.6	84.7	-1.8	-4.8	-3.4	-3.1
This school is well managed.	59	1.7	0.0	6.8	5.1	50.8	35.6	91.5	27.3	5.0	5.0	6.8
The school leadership team model the behaviours expected of all employees.	59	1.7	0.0	5.1	5.1	47.5	40.7	93.2	24.6	7.0	8.1	9.6

A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of **Agreement**.

NA means there is no data; **DW** means the data is withheld to protect the confidentiality of respondents.

Teaching and learning												
Students are encouraged to do their best at this school.	58	0.0	0.0	3.4	3.4	46.6	46.6	96.6	-0.4	-1.2	-0.1	0.4
Staff wellbeing												
Staff are well supported at this school.	58	1.7	1.7	3.4	13.8	48.3	31.0	93.1	27.4	10.9	11.7	13.2
I feel that staff morale is positive at this school.	58	3.4	1.7	6.9	34.5	36.2	17.2	87.9	40.2	10.8	10.7	13.4
Staff are treated fairly and consistently at this school.	58	3.4	1.7	5.2	22.4	41.4	25.9	89.7	29.0	9.9	11.1	13.1
The wellbeing of employees is a priority for this school.	58	1.7	1.7	1.7	19.0	43.1	32.8	94.8	35.1	12.5	14.1	15.6
I am supported to manage the pressures of my workload.	57	1.8	1.8	8.8	26.3	33.3	28.1	87.7	21.1	7.2	9.6	10.7
Staff development												
I receive useful feedback about my work at this school.	56	1.8	3.6	7.1	14.3	44.6	28.6	87.5	22.3	3.6	5.2	6.5
I have access to relevant professional development.	58	3.4	3.4	13.8	15.5	39.7	24.1	79.3	12.6	-7.0	-6.8	-6.2

A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of **Agreement**.

NA means there is no data; **DW** means the data is withheld to protect the confidentiality of respondents.

Queensland Government

School Disciplinary Absences (SDA)

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

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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

RUNCORN HEIGHTS STATE SCHOOL DISCIPLINARY ABSENCES			
Type	**2023**	**2024**	**2025**
Short Suspensions – 1 to 10 days	117	69	30
Long Suspensions – 11 to 20 days	1	2	2
Exclusions	1	0	0

Queensland Government

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. Students or parents are welcome to make an appointment with their child's classroom teacher, in the first instance, to discuss any concerns and are also welcome to make an appointment with a member of the Leadership Team and/or Principal to discuss the model of behaviour support and discipline used at this school.

Models of Behaviour Support

Multi-Tiered Systems of Support

Runcorn Heights State School uses Positive Behaviour for Learning (PBL). PBL is a multi-tiered system of support (MTSS) which forms 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, school staff match increasingly intensive interventions to the identified needs of individual students.

	Prevention Description
Tier 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 functions 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; and • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be introduced at the school.
Tier 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 expectations. Tier 2 provides support by building on the lessons provided at the Tier 1 level, 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:

Queensland Government

	• There is a clear connection between the skills taught in the interventions and the school-wide expectations, • Interventions require little time from classroom teachers and are easy to sustain, • Variations within each intervention are limited; and • 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.
Tier 3	Individualised services for **few students** (2-5%) who require the most intensive support provided by a school. 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 in 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 Functional Behaviour Assessment or 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; and • 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 the Department of Education or external 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.

See Appendix A for the PBL 3 Tiers of Support at Runcorn Heights SS

Queensland Government

Consideration of Individual Circumstances

At Runcorn Heights State School, staff carefully consider each student's unique circumstances, such as behaviour history, disability, mental health and wellbeing, cultural and religious background, and home environment. These factors guide how expectations are taught, how inappropriate behaviour is addressed, and how any disciplinary consequences are applied.

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 their personal history, current circumstances 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 consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, 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 a member of the Leadership Team and/or the Principal to discuss the matter.

Student Wellbeing

Runcorn Heights State 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 Department of Education's 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 K–12 Curriculum, Assessment and Reporting Framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school curriculum at Runcorn Heights State School, we provide life and relationship education programs that reinforce public health and safety messages that are delivered through organisations such as True Relationships and Bravehearts.

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.

Queensland Government

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

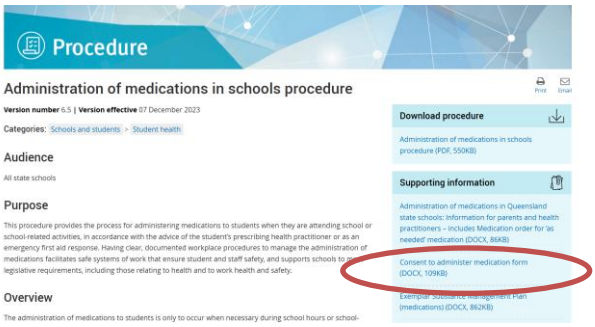
This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

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

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

For more information, Click Here

You can find the direct link to the form here:



If the above link does not work, please contact the school on 3711 8333

Runcorn Heights State School maintains a minimum of one adrenaline auto- injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health
Runcorn Heights State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

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

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

- The student is not left alone,
- Their safety and the safety of other students and staff is maintained,
- Students receive appropriate support immediately,
- Parents are advised; and
- All actions are documented and reported.

Queensland Government

Suicide postvention
In the case of a student suicide that has not occurred on school grounds, Runcorn Heights State 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, Runcorn Heights State School staff immediately enact the School Emergency Response Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Runcorn Heights State School is proud to have a Student Support Network in place to support the social, emotional, and physical wellbeing of every student.

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

Parents who would like more information about the student support roles and responsibilities are invited to contact a member of the Leadership Team and/or the Principal.

Role	What they do
School Principal	• Leadership of the whole school to promote an inclusive, positive school culture.
Senior Deputy Principal	• Lead role for implementation of Positive Behaviour for Learning (PBL), • Coordinate transition to secondary for students moving from Year 6 to Year 7; and • Monitors attendance, behaviour and academic data to identify areas of additional need.
Junior Deputy Principal	• Coordinates transition into Prep; and • Monitors attendance, behaviour and academic data to identify areas of additional need.
Head of Special Education	• Coordinates transitions for students with a verified disability; and • Monitors attendance, behaviour and academic data of students with a disability to identify areas of additional need.
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 (with parental consent), • Assists students with specific difficulties, acting as a mediator or providing information on other life skills; and • Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Registered School Nurse (External)	• Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs; and • Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
School Chaplain	• Provides support to students on a 1:1 basis or in small groups, • Provides outreach support to families; and • Facilitates small group programs e.g Gritt, Sparkle and Seasons of Growth.
Positive Behaviour for Learning Team (PBL)	• Sets the direction for the explicit teaching of Positive Behaviour for Learning, • Collects, analyses and monitors behaviour data; and • Share information with wider teaching team.

Queensland Government

Student Support Team (SST)	• Provides a collaborative approach to identifying next steps to support teachers in meeting students' needs; and • Prioritises referrals that require Speech Language, Guidance Officer, Occupational Therapy and/or Physiotherapy services.
Complex Case Team	• Review and monitor Tier 3 PBL student data; and • Review and monitor Complex Case students (students who are in care and/or extensive plus verified disability and/or have been suspended).

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information please contact a member of the Leadership Team and/or the Principal.

Queensland Government

Whole School Approach to Discipline

Runcorn Heights State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support to inform the response to behaviour in our 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 evidence-based practices are used by teachers to support students; and
- Continually support staff members to maintain consistent school and classroom improvement practices.

At Runcorn Heights State School our approach to responding to behaviour is about more than responding with forms of punishment. Our belief is that responding to student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with a member of the Leadership Team and/or Principal.

Queensland Government

Positive Behaviour for Learning 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 follow our four Positive Behaviour for Learning (PBL) expectations:

To be **S**afe, a **T**eam Player, an **A**chiever and to be **R**esponsible.

Students
Our school expectations are supportive of our school motto *Aim High* and encouraged universally across the school with the use of our school mascot Runchie Rocket who encourages the students to:
Aim High and reach for the stars.

Safe	***Runchie knows that a safe student will:***
	• Keep hands and feet and objects to self. • Be in the right area at the right time. • Wear a sun safe hat. • Walk quietly to the left of the walkways.
Team player	***Runchie knows that a team player will:***
	• Be an upstander not a bystander. • Respect and support others. • Include, welcome and acknowledge others. • Work cooperatively with others.
Achiever	***Runchie knows that a student who achieves will:***
	• Aim high and set goals for improvement. • Be prepared to take risks. • Use strategies to make good choices. • Have a ready to learn mindset.
Responsible	***Runchie knows that a responsible student will:***
	• Follow instructions first time, every time. • Use manners and appropriate language. • Wear correct uniforms. • Place own rubbish in the bin.

Queensland Government

Expectations for Parents, Caregivers and Staff

The table below explains the PBL expectations for parents and caregivers when visiting our school, alongside the standards we commit to as staff, in alignment with the Parent and Community Code of Conduct.

Safe

Parents & Caregivers	***Staff***
What we expect to see from you	***What you can expect from us***
You support your child to meet the learning and behavioural expectations at school. Example – Reminding and reinforcing your child to keep hands, feet and objects to ourselves.	We are clear about our learning and behavioural expectations, and teach these explicitly to our students, and share them with our community.
Demonstrate safe practices when leaving and collecting your child from the designated areas at school. Example - Modelling safe behaviours crossing the road at the school crossing, at the end of the day, waiting in the designated areas away from classrooms.	Parents will be informed of supervised zones and times where students can safely wait before and after school.
Ensure de-identification of school and other students when posting online. Example – blocking out student and community faces and school uniform / badge when posting photos of school events on Social Media.	Celebrate school events through our school newsletter with caregiver consent. Prompt attention and contact to address social media issues that affect staff, students or families.

Team Player

Parents & Caregivers	***Staff***
What we expect to see from you	***What you can expect from us***
Respecting the obligation of staff to maintain student and family privacy and confidentiality. Example – Understanding that staff are not at liberty to disclose information about other students or their families.	Maintaining privacy and confidentiality about information relating to your child and family.
Ensuring your child attends school consistently as *Every Day Counts* and notifying the school promptly of any absences or changes to family contact details, when required. Example – Absences must be supported by a 'reasonable' excuse.	Creating a safe, supportive and inclusive learning environment with consistent expectations for all students.
Recognising and respecting differences in the school community by demonstrating a non-judgmental attitude towards others. Assisting your child to see the strengths in the diversity of their fellow classmates. Example – Having positive conversations with your child about their peers from a range of cultural backgrounds.	Celebrating the diversity of the school community beliefs through the recognition of signification social, cultural and historical events. Promoting diversity in the classroom to strengthen and build an inclusive environment and a culture of acceptance.

Queensland Government

Achiever

Parent	*Staff*
What we expect to see from you	***What you can expect from us***
Supporting your child to meet the learning and behavioural expectations at school. Example – Assisting your child at home with tasks set by the teacher (eg. Reading, spelling).	Setting clear learning and behavioural expectations in the classroom and providing verbal and/or written feedback (in line with the Departments of Education's reporting guidelines) about your child's progress.
Staying informed about school news and activities through regular newsletters and material sent home by staff and responding to these in a timely manner. Example – Regularly access school updates sent through emails and school newsletters to ensure you do not miss payment or consent deadlines.	Notifying parents through the electronic school newsletters, emails and SMS updates as the primary means of informing parents about school news, excursions or upcoming events.
Using a positive, solution-focused approach to resolving complaints. Example – Requesting an appointment with the Principal as part of Following the Complaints Management Policy in the school's Parent Information Handbook	Office staff will identify a school representative to contact you to resolve the school related complaint.

Queensland Government

Responsible

Parent	*Staff*
What we expect to see from you	***What you can expect from us***
Sharing relevant information relating to your child's learning, social and behavioral needs with school staff. Example – Sharing information that may potentially impact your child's learning and wellbeing in the classroom and beyond. This includes any relevant medical information or family circumstances.	Sharing relevant information with you about your child's learning, social and behavioral progress at school. We will maintain student records and work samples confidentially in accordance with the Department of Education's Education and Training Sector Retention and Disposal Schedule (ERDS).
Responsibility for ensuring your child arrives on-time at school with the appropriate equipment and uniform. Example – Child is at their classroom by 8:30am – with a charged iPad for iPad classrooms.	Arrange appropriate contact for discussion of attendance requirements and notification of event and resourcing lists, within a timely manner.
Respecting school, student and staff privacy in all your communications, including online and in person. Example – If you have a concern or query, make an appointment to meet with the relevant staff member, Deputy Principal or Principal, in alignment with the 'Communicating with your child's school' guidelines.	Responding to concerns and enquiries in alignment with the 'Communicating with your child's school' guidelines.
Respectful and positive conversations at home and school about school staff, students and parents. Example – Consider the privacy of all members of our school community and seek further clarification around any concerns by making contact with relevant personnel.	Due respect will be given in school related discussions involving students and parents.
Seeking opportunities to provide positive feedback to teachers about their work with the class, students or colleagues. Example – Share positive comments with teachers about their contribution to your child and our school community.	Work closely with families to accommodate their personal needs, including work commitments, finances and family structures.

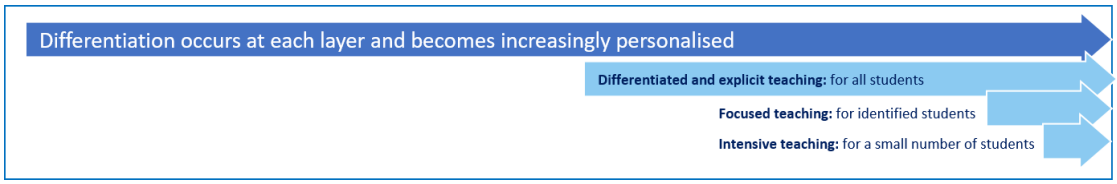
Queensland Government

Differentiated and Explicit Teaching

Runcorn Heights 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 Runcorn Heights State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



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

Focused Teaching

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

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

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

- no longer require the additional support,
- require ongoing focused teaching; and/or
- require intensive teaching.

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, or 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.

Queensland Government

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

Proactive and Preventative Processes

Runcorn Heights State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations,
- Student of the Week awards reinforcing the fortnightly Positive Behaviour for Learning focus of the school,
- School Behaviour Leadership Team members' regularly attend professional development to support parents and high needs students, and support to others in sharing successful practices,
- Comprehensive induction programs in the Runcorn Heights State School Student Code of Conduct for new students, as well as new and relief staff; and
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Reinforcing expected school behaviour

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

Our priority at Runcorn Heights State School is to ensure that there is consistency happening within our classrooms and that all parties including students, staff and the community are speaking a common language, regardless of the year level students are in.

The Whole School Behaviour Management system was designed to do the following things:

- Set high expectations for the behaviour standards for all students,
- Create a 'whole school' system to create consistency and fairness for all students, all classes and all year levels,
- Motivate students to strive towards set targets and levels,
- Acknowledge and provide positive reinforcement to students who consistently follow the school expectations,
- Set consistent and transparent consequences for students who do not follow the school expectations; and
- Improve the communication between school and home so that parents and caregivers are updated constantly about student behaviour at school.

The Behaviour Management system:

Celebrating success:

- Students must have a clear understanding of how to meet the STAR Expectations,
- At the beginning of each year, students are provided a PBL Badge. Students work towards collecting tokens which attach to the badge,
- To earn a token, students need to collect 100 points,
- Students collect points when demonstrating the STAR Expectations. The points students have earned are tracked through their PBL Passport,
- Every 20 points means that students can choose a reward from the classroom reward system,
- Every 100 points means that the student will come down to the office to collect a token for their PBL Badge and celebrate their achievements with the Leadership Team,
- Students aim to collect 100 points and 1 token per term,
- Teachers will create a class system for recording the points; and

Queensland Government

- As a whole school a menu of positive reinforcers will meet the needs of individuals and/or groups. This will include reinforcers that provide access to social attention, activities and/or tangible items that appeal to student needs. A range of reinforcers will include those referred to as:
    - 'Free and frequent' e.g verbal and non-verbal praise and encouragemen.
    - Intermittent reinforcers e.g points.
    - Strong and long-term e.g access to certain privileges/rewards.
    - Individual, group and whole class reinforcers.

Processes for responding to unacceptable behaviour

At Runcorn Heights State School we recognise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is designed to prevent inappropriate behaviour and provide a framework for responding to these behaviours. At RHSS we use the STAR expectations to guide the school expectations for Positive Behaviour for Learning. The PBL Badge and passports positively reinforce student behaviours and encourages students to AIM HIGH in everything that they do.

The RHSS PBL Response to Behaviour System

Level	Indicators	Action	Outcome
Aiming High!	Following STAR expectations Following school routines Completing set class work Displaying courteous and respectful behaviour Making positive contributions to the class and school.	Award PBL Point Verbal Acknowledgement	Student behaviour reinforced Possibility of parallel praise for other students Other students have modelled what appropriate STAR behaviours look like
Caution: You are not ready for take off!	Displaying unacceptable behaviour. Examples may include: Disruption to class. Refusal to complete work. Unsafe behaviours directed at others.	A student is given explicit redirections to improve their behaviour. Ongoing disruption to teaching and learning student given a choice eg Complete work now or at lunch Complete work in class or in buddy class	Follow through: If student then displays STAR expectations, reinforce this If disruption continues, follow through on alternative Possible record on OneSchool
Red Alert! You have entered the Danger Zone	A student at this level has not responded to targeted approaches to redirect behaviours. Examples may include: Continual refusal to comply with Instructions Continual disruption to class Disrespectful behaviour Refusal to complete work Truancy from the classroom Unsafe behaviours directed at others.	A student is given redirections to improve their behaviour. Consequences will be put into place by the classroom teacher for the behaviours and/or may be referred to the Deputy Principal or Principal for support. Parent may be contacted Student may be sent home	Recorded on OneSchool Deputy Principal notified Possible RTR Communication with home

Queensland Government

Playground Management

Our school aims to provide a safe and supportive environment for children to learn and interact with others. It is everyone's responsibility to ensure students are able to eat in a healthy environment and to play safely, free from harassment. Playground supervisors have a moral and legal responsibility in terms of Duty of Care; therefore, supervision is provided on a roster basis during all breaks. We also offer a variety of clubs to increase the play option for students. Staff will actively seek to provide positive reinforcement to the students who are seen to be displaying expected behaviours in the playground.

Minor and Major Behaviours – refer to Appendix B for RHSS Minor and Major Behaviour Matrix

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

- **Minor** unacceptable behaviour is handled (where possible) by staff members **at the time** it happens.
- **Major** unacceptable behaviour is referred directly to the school Leadership Team.

Minor Behaviours are those that:

- Are minor breeches of the STAR expectations,
- 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,
- Are not part of a repeated pattern of behaviour; and/or
- Do not require involvement of specialist support staff or a member of the Leadership Team.

Minor Behaviours may result in the following consequences:

- A redirection and reminder of expected behaviour; and/or
- A consequence that is logically connected to the problem behaviour, such as a partial (time away) or complete removal from an activity or event for a specified period of time, individual meeting with the student to facilitate a restorative approach for example an apology or restitution or time for work completion.

A behaviour referral 'orange slip' may be completed and information is uploaded into OneSchool by the staff member dealing with the behaviour (to be completed by the end of the school day). This process serves as a notification to the classroom teacher that an incident has occurred and enables the classroom teacher to effectively monitor any repeated behaviours.

Repeated Minor Behaviours = Reportable Minor Behaviour

- Classroom Teacher contacts parent and documents into – OneSchool – Contacts,
- Classroom Teacher arranges discussion with Year Level Deputy Principal; and/or
- Student Outcome e.g
    - Discussion with Deputy Principal and/or
    - Student Contract or
    - Playground Plan or Support Plan

Queensland Government

Reportable Minor Behaviours – Considerations:

- Nature of behaviour,
- Timeframe between incidences; and
- Pattern of repeated behaviour.

Major Behaviours are those that:

- significantly violate the rights of others,
- put others/self at risk of harm; and
- requires the involvement of a member of the school Leadership Team.

Major behaviours result in an immediate referral to a member of the Leadership Team due to the seriousness of the behaviour. When a major behaviour occurs, staff members calmly state the nature of the major behaviour and remind (no s) the student of the expected school behaviour. The staff member may complete the behaviour referral 'red slip' and records into OneSchool. If the incident has caused physical harm to self or others a member of the Leadership Team must be notified immediately. A member of the Leadership Team investigates the behaviour, records the actions and consequence into OneSchool.

Behaviours may result in the following consequences:

Students who engage in behaviours which are not in alignment with our STAR expectations, may receive a consequence including one of the following examples:

- time out in the office,
- alternate lunchtime activities,
- loss of privilege,
- restitution,
- restorative conversation,
- send home,
- loss of break times to engage in reflection and/or restorative justice approaches (Responsible Thinking Room),
- warning regarding future consequence for repeated offences; and
- invitation withdrawn to attend a school activity (eg Sports Days, Music Nights, Gala Days, Incursions, Excursions and Camps etc).

For violent physical assault consideration to all the facts will be undertaken and may result in a period of suspension. For major violent physical assaults or the use or supply of weapons or drugs, the student can expect to be recommended for exclusion from school following an immediate period of suspension.

For major behaviours, students may complete a Student Statement to support the Leadership Team in understanding the entire event.

See Appendix C for Response to Behaviour flowchart
See Appendix D for Orange (Minor) Behaviour Slip and Red (Major) Behaviour Slip
See Appendix E for Student Statement
See Appendix F for PBL Badge, passports and reward ideas

Relate problem behaviours to expected school behaviours

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

Queensland Government

- identify what they can do to change their behaviour in line with expected school behaviour.

Responsible Thinking Room (RTR)
The RTR is a location staffed during the play breaks to supervise students who have lost their break time as a consequence of consistent inappropriate behaviours or a major behaviour. Students are placed in the RTR by the Principal or Deputy Principal or their delegate. Students are given the allocated eating time to eat their lunch and attend the RTR during their play break for a maximum period of 20 minutes. Parents may be notified either by letter or phone call as appropriate to the situation and this contact is recorded in OneSchool.

After School Detention
A student may be given an afterschool detention by the Principal, Deputy Principal or delegate. If the detention is to be undertaken **outside of school hours**, including Saturday:

- A risk assessment has been completed and a risk management plan developed,
- Parents have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent,
- Parents have been consulted about suitable times for the detention to be completed within the parameters set by the school; and
- Parents have been informed of:
    - location and duration of the detention
    - their responsibility to arrange travel/supervision to and from the detention, where appropriate.

Detention is recorded in OneSchool (keeping records in OneSchool enables them to be used as evidence in the future, e.g. it records that student knew the expected behaviour and consequences and records the support put in place by the school).

Ensuring consistent responses to problem behaviour
At Runcorn Heights State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through professional development/training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive professional development/training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or when consequences are applied for problem behaviour.

Queensland Government

Basic defusing strategies

- 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; and
- Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decisive moments during the sequence of events, evaluate the decisions made, and identify acceptable decision options for future situations.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member; and/or
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Runcorn Heights State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.
Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, guiding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment; and
- Physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- Property destruction,
- School disruption,
- Refusal to comply,
- Verbal threats; or
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances,
- Be in proportion to the circumstances of the incident,
- Always be the minimum force needed to achieve the desired result; and
- Take into account the age, stature, disability, understanding and gender of the student.

Queensland Government

Legislative Delegations

Legislation

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

- *Anti-Discrimination Act 1991* (Qld)
- *Child Protection Act 1999* (Qld)
- *Disability Discrimination Act 1992* (Cwth)
- Commonwealth Disability Standards for Education 2005 (Cwth)
- *Criminal Code Act 1899* (Qld)
- *Education (General Provisions) Act 2006* (Qld)
- Education (General Provisions) Regulation 2017 (Qld)
- *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 Regulations 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

Queensland Government

Disciplinary Consequences

The disciplinary consequences model used at Runcorn Heights State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, consequences and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion, the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

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

- 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,
- Minimum 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,

Queensland Government

- 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); and
- Detention.

Focused

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

- Functional Behaviour Assessment,
- Individual student behaviour support strategies (e.g. Student behaviour plan, playground plan),
- Targeted skills teaching in small group,
- Token/point system,
- Detention,
- Behavioural contract,
- Guidance Officer support,
- Self-monitoring plan,
- Check in Check Out strategy,
- Teacher coaching and debriefing,
- Referral to Student Support Team for team-based problem solving; and
- Stakeholder meeting with parents and external agencies.

Intensive

School Leadership Team work in consultation with the Student Support Team and/or regional Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

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

Queensland Government

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; and
- Exclusion (period of not more than one year or permanently).

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

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

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

Re-entry following suspension

Students who are suspended from Runcorn Heights State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

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

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

Structure

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

Possible agenda:

- Welcome back to school,
- Check in on student wellbeing,
- Discuss any recent changes to school routine or staffing,
- Offer information about supports available (e.g. playground plan, Guidance Officer),
- Set a date for follow-up,

Queensland Government

- Thank student and parent/s for attending; and
- 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.

Queensland Government

School Policies

Runcorn Heights State School has 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; and
- 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; and
- 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 Runcorn Heights 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 or vapes),
- Alcohol,
- Aerosol deodorants or cans (including spray paint),
- Explosives (e.g. fireworks, flares, sparklers),
- Flammable solids or liquids (e.g. fire starters, mothballs, lighters),
- Poisons (e.g. weed killer, insecticides); and
- Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

Queensland Government

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

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

Responsibilities:

State school staff at Runcorn Heights State School:

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

- Ensure your children 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 Runcorn Heights 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; and
  - 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 Runcorn Heights 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 Runcorn Heights 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; and
  - 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.

Queensland Government

Use of mobile phones and other devices by students

Responsibilities

The responsibilities for students using mobile phones or other devices (including BYO iPad program) at school or during school activities, are outlined below.

Please note: this extends to the way students act online both at school and when online at home.

It is **acceptable** for students at Runcorn Heights State School to:

- Bring a mobile phone or other personal devices to school and sign item in to the office at the beginning of the school day and collect upon leaving school for the day,
- Use school or BYO iPad 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; and
    - Researching and learning through the department's eLearning environment.
- Be courteous, considerate and respectful of others when using school or BYO iPad at school.

It is **unacceptable** for students at Runcorn Heights State School to:

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

At all times students, while using ICT facilities and devices supplied by the school, or as part of the BYO iPad program, will be required to act in line with the requirements of the Runcorn Heights 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,

Queensland Government

- 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; and
    - 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

Runcorn Heights State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Runcorn Heights State School has a Student Council made up of the Year 6 Student Leaders and representatives from Years 3-6. These students meet regularly with a staff member and/or a membership of the Leadership Team to promote strategies that enhance student wellbeing, safety and learning outcomes.

Queensland Government



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 in 2026 for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces in alignment with The Student Learning and Wellbeing Framework. At Runcorn Heights State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions that impact directly on them.

Queensland Government

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); and/or
- 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; and
- Isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Runcorn Heights State School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

Queensland Government

Runcorn Heights State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:
Prep to Year 6 – Classroom Teacher **Deputy**
Principals – Years 3 – 6 and Prep-2 **Principal**

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one 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 two 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 three 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 four 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 five 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

Queensland Government

Cyberbullying

Cyberbullying is treated at Runcorn Heights State 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.

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.

If students or parents wish to make a report about cyberbullying they should approach the class teacher in the first instance and/or one the Deputy Principals.

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

Parents 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. As at January 2026, this is Ms Alison Frazer.

Queensland Government

Runcorn Heights State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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 any evidence of the online content or a potential unlawful online behaviour, where legally permissible. 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?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

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

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 Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a 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.

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 as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. 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.

Queensland Government

Cybersafety and Reputation Management (CRM)

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

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Runcorn Heights State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Queensland Government

Runcorn Heights State School – Anti-Bullying Compact

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

Runcorn Heights State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as:

- Ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm,
- Involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening,
- Happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records); and
- 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; and
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature Parent's signature

School representative signature

Date:

Queensland Government

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; and
- 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 (Cwth) 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; and
- Report the content to the social media provider.

Queensland Government

Restrictive Practices

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

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

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

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

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

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

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

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

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

Queensland Government

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re- escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Queensland Government

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. This may include reference to

- 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; and
- Using mobile devices

Queensland Government

Resources

- Australian Professional Standards for Teachers
- Bullying. No Way!
- eheadspace
- 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

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

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

As a complainant, it is your responsibility to:

- Give us a clear idea of the issue or concern and your desired solution,
- Provide all the relevant information when making the complaint,
- Understand that addressing a complaint can take time,
- Cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated; and/or
- Inform relevant staff 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.

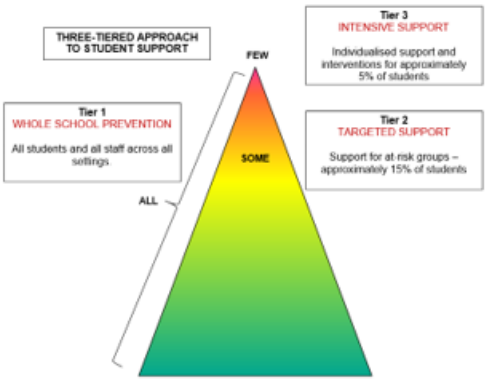
   Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. This includes issues relating to harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Complaints and grievances management policy.

Appendix A:

PBL 3 Tiers of Support at Runcorn Heights SS

'Intensive' interventions
Tier 3 or 'intensive' interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'intensive' level of supports involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations.
It is important that students requiring Tier 2 and Tier 3 interventions have received, and are continuing to receive, the same level of Tier 1 support as other students. Tier 2 and 3 interventions are only effective when Tier 1 foundations are strong. If there are more than 15% of students receiving Tier 2 support then more attention has to be paid to Tier 1.

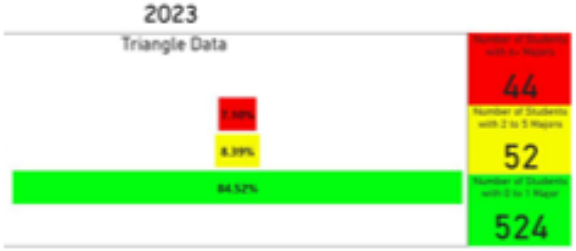
'Universal' supports
Tier 1 'differentiated and explicit teaching for all students', or school-wide interventions, are the critical foundation for PBL. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning.
The focus of Tier 1 intervention is on all students and staff across all settings—whole-school, classroom and non-classroom.

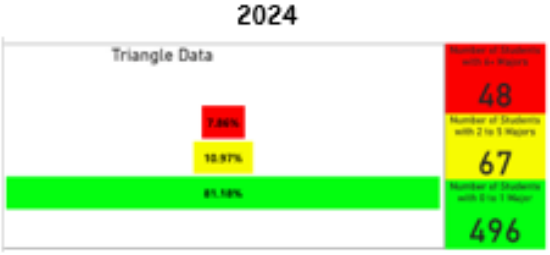


'Targeted' interventions
Tier 2 or 'focused' interventions support approximately 15% of students in a typical school who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional Tier 2 or "targeted" level interventions.
The focus of Tier 2 is to reduce the number of existing students requiring additional support.

https://behaviour.education.qld.gov.au/supporting-student-behaviour/positive-behaviour-for-learning/ tiers -of-support

Tier 1 100% of students	**Tier 2** Appx 15% of students	**Tier 3** Appx 5% of students
0-1 major behaviours	2-5 major behaviours	6+ major behaviours
• Three weekly PBL focus introduced at whole school assembly, followed up in classrooms on a daily basis • Essential Skills • Differentiation • Zones of regulation? • Greeting Circles? • Calming space • STAR badges • Class awards • Star tickets • In class reward system • Flexible seating • Brain Breaks • Fruit Break • Active supervision	• Tier 1 strategies • Review of data at PBL meetings • Referral to SST • Chappy Groups • GO support • Play plans • Monitoring charts • Focus goal charts • Retreat access • Check ins • Small group support • Strong relationship between school and home • Increase positive messages home (email check ins etc)	• Tier 1 strategies • Tier 2 strategies • Review of data at Leadership meetings • Function of Behaviour Analysis • Individual Behaviour Support Plans • Adjusted program • Stakeholder Meetings • Referrals to external agencies • Intensive programs informed by knowledgeable others eg SGO, Student Protection Advisor, Qld Health, Paediatrician, Child Safety • Referral to Regional Support





Queensland Government

Runcorn Heights State School Minor & Major Behaviour Matrix

January 2025 update

STAR Expectation	OneSchool Behaviour Categories & Definitions	Minor *Managed by the intervening staff member (teacher aide / teacher / leadership) and may or may not be recorded on OneSchool – this is at teacher discretion. Parent contact may or may not be made.*	Major *Managed at the Leadership level and must be recorded on OneSchool by the intervening staff member. Parent contact will be made.*	Non examples
I am RESPONSIBLE I use manners and appropriate language	**Abusive Language** Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Low-level inappropriate language, written or verbal Examples: • yelling back at another party 'this sucks' • screaming at other parties during class time (eg shut up, idiot, swearing in playground but not directed at anyone, name calling) • written notes or messages using low-level inappropriate language	Repeated verbal or written messages that involve swearing or use of words in an inappropriate way directed at others Examples: • offensive and/or aggressive language • verbal abuse including verbal bullying • threats to others • false statements and/or accusations of others	*Swearing under breath to self / at self when make a mistake / hurt themselves *Negative self talk
I am an ACHIEVER I use strategies to make good choices	**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.	Engages in minor falsifying of learning not involving any other person or does not gain advantage from the given action Examples: • claiming work done by someone else as own • minor dishonesty	Engages in falsifying of learning Examples: • deliberate and intentional plagiarism • looking at answer sheet on teacher's desk	*Copying off a peer's board work that they missed
I am RESPONSIBLE I use manners and appropriate language	**Bomb Threat / False Alarm** Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Delivers message of possible threat to school campus that does not result in disruption to the school community Examples: • making a threat / false alarm not resulting in a lockdown / evacuation	Delivers message of possible threat to school campus that results in disruption to the school community Examples: • making a threat / false alarm resulting in school lockdown / evacuation	*Pushing the emergency button in the student foyer
I am a TEAM PLAYER I respect and support others	**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.	Engaging in minor, repeated levels of bullying Examples: • low level teasing (eg name calling) in a game • known name calling using words / sounds / actions which are triggering to the other party • active bystander • online messages	Repeated teasing, physical and verbal intimidation of another party Examples: • sustained targeting (physical/verbal/written) by the same individual • sustained active bystander behaviour • ongoing online messages	*One off behaviour which the person stops once they have been told is offensive by another person
I am RESPONSIBLE I follow instructions the first time, every time	**Defiance** Student refuses to follow directions given by school staff.	Ignores staff instruction Examples: • does not pick up rubbish when asked • does not move to the correct area when asked	Repeatedly ignores staff instruction Examples: • yelling at staff eg 'No!' or 'Fuck off' and repeating behaviours they have been redirected from • staring down staff / adults repeating actions they have been told to stop	*Sitting in corner / in sight of classroom with head down not following instructions
I am a TEAM PLAYER I respect and support others	**Disrespect** Student intentionally delivers socially rude or dismissive messages to adults or students.	Delivers low level rude or dismissive messages Examples: • ignores others • ignores the agreed rules of the game in the playground • inappropriate gesture to peers eg middle finger	Delivers high level rude or dismissive messages Examples: • inappropriate gestures to adults eg middle finger	**Rolling eyes / huffing at others but follows request
I am a TEAM PLAYER I work cooperatively with others	**Disruption** Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Low intensity but ongoing inappropriate disruption Examples: • repeated calling out without raising hand • repeated noise, talking • minor disruption to class	Deliberate and repeated behaviour causing an interruption in a class or playground (eg yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc) Examples: • constantly walking around or out of place, yelling out, and interrupting learning • not responding to reminders and re-direction, warnings or interventions • not leaving the classroom when asked due to their disruptive behaviours	*Occasional calling out in the excitement of class life *Talking in class that stops when given rule reminder
I am RESPONSIBLE & SAFE I wear correct uniform with a sun safe hat	**Dress Code** Student wears clothing that is not within the dress code guidelines defined by the school.	Wearing of clothing that is neat, but not within, the dress code guidelines defined by the school Examples: • wearing items of clothing not connected to school colours • wearing coloured nail polish • not wearing a hat in playground	Refusal to comply with school dress code Examples: • wearing visually inappropriate or offensive clothing • wearing non-sun safe clothing • intentional refusal to comply with school dress code	*Wearing a hat which is not green *Wearing clear nail polish *Wearing coloured shoes
I am an ACHIEVER I use strategies to make good choices	**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.	Modification of documents to mislead Examples: • writing name on another person's work – not assessment	Modification of documents to mislead Examples: • signing of parent consent form knowing parents did not provide consent • crossing out other person's name and/or writing own on property eg hat • signing of parent consent form	*Writing over a name to make it clearer
I am SAFE I keep hands and feet and objects to self	**Fighting** Student is involved in mutual participation in an incident involving physical violence.	Engaging in mutual participation low level fight Examples: • slapping games • play fighting causing injury	Engaging in mutual participation fight Examples: • making a plan to 'meet' and 'fight' • inciting the other party and a physical fight breaks out • fighting as a reaction to acceleration of argument	*Play fighting not resulting in injury
I am a TEAM PLAYER I respect and support others	**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.	Engaging in minor/one off delivery of harmful messages Examples: • comment relating to appearance or other identifying characteristics	Repeated harmful messages Examples: • ongoing use of slurs • use of language which is known to be triggering for the other party • following others whilst taunting or delivering slurs • looking at others in a way which makes them uncomfortable (staring / leering / ogling) whilst taunting or delivering slurs	*Engaging in joking with a known friend and unintentionally uses a triggering word then apologises and checks up on their friend
I am an ACHIEVER I use strategies to make good choices	**Other – charge related suspension** Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.		Principal discretion.	

Queensland Government

Appendix B continued:

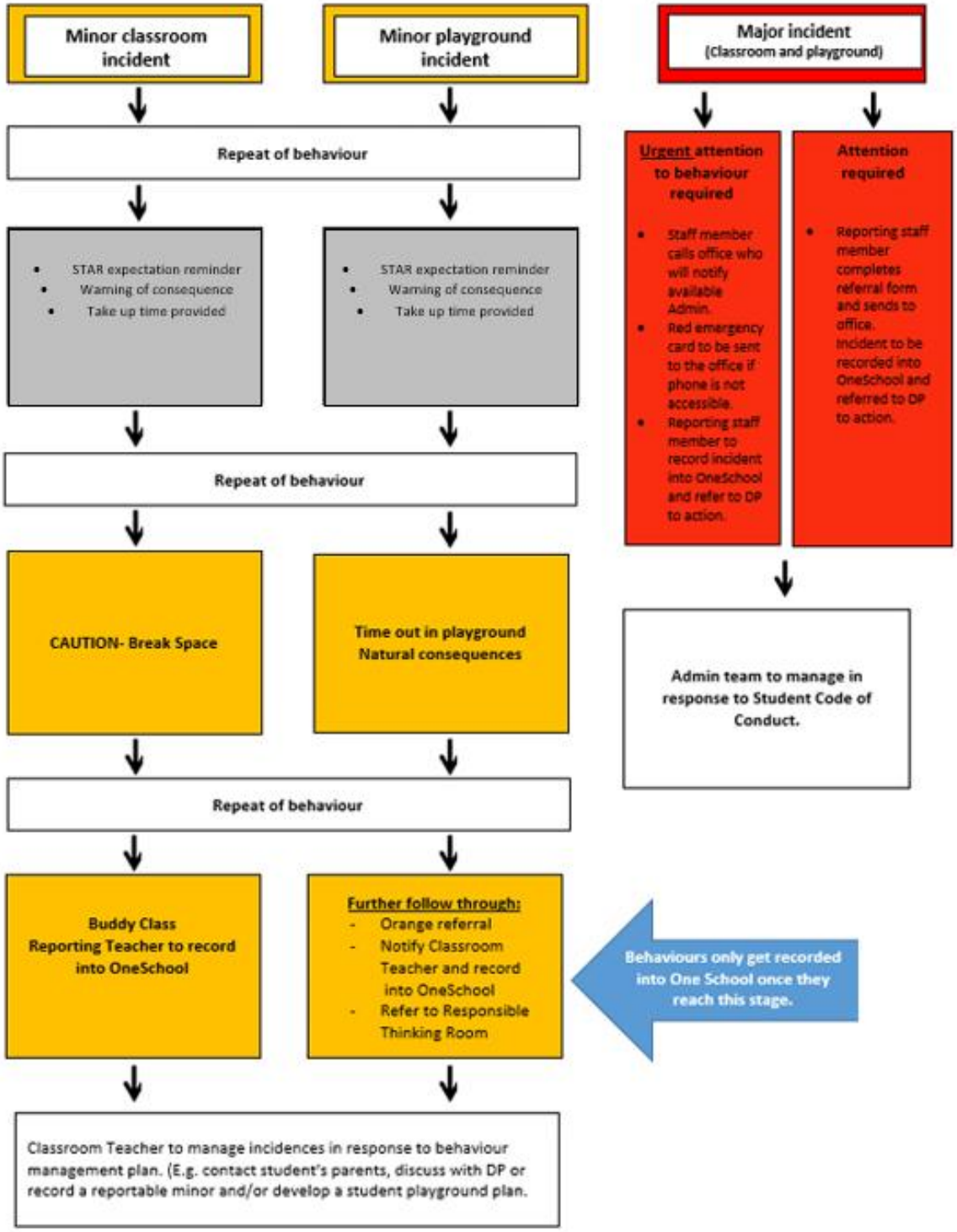
I am SAFE I keep hands and feet and objects to self	**Physical aggression** Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	Use of non-threatening physical contact with others Examples: • non-threatening physical action eg play fighting or a game that involves a form of contact resulting in someone being hurt or had the potential of being hurt	Serious and intentional physical contact where injury may occur Examples: • serious physical aggression • fighting, tackling, biting, hitting, punching, kicking • spitting • aggressive retaliation • deliberate harm to flora and fauna	*Hard tag in tag game where an apology is given freely
I am a TEAM PLAYER I work cooperatively with others	**Property damage** Student participates in an activity that results in destruction, damage or disfigurement of property.	Damage of property without intent – accidental damage Examples: • breaking a ruler • breaking a toy	Damage and/or destruction of property that does not belong to student with intent Examples: • clogging the toilets with paper • throwing paper around the toilets • destroying classroom • throwing an item in anger causing damage • pulling out plants form the garden • defacing property eg drawing on walls	*Object breaking not through misuse but age / deterioration of item
I am SAFE I keep hands and feet and objects to self	**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.	Use of non-threatening property misuse with others Examples: • playing with sticks in places other than the banks causing harm • non deliberate harm to flora / fauna eg ball goes towards plovers causing physical harm • throwing an item and causing harm without intent eg eraser hits someone in the eye by accident	Serious and intentional property misuse where injury may occur Examples: • deliberate kicking of the ball towards fauna (eg plovers) • aggressive misuse of property eg sticks, rulers, lunchboxes, balls • throwing items with aggression	*Ball accidentally goes towards plovers but does not make contact *Walking with a stick in a non threatening / intimidating manner *Ball hits another person without intent *Passing an item by throwing to another person eg eraser not causing harm
I am an ACHIEVER I have a ready to learn mindset	**Refusal to participate in the educational program of the school** Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Refusal to participate in the educational program of the school Examples: • repeated noncompliance over days / weeks which does not impact the learning of others • not using items for the instructional program properly eg playing with play dough instead of using it as instructed for the purpose of the learning task	Refusal to participate in the educational program of the school causing impact on others Examples: • interrupting guests who are presenting at an excursion / incursion • requiring an activity to be completely abandoned by participants	*Choosing to go to the calm down space when dysregulated
I am an ACHIEVER I use strategies to make good choices	**Substance misconduct involving tobacco or other legal substances** Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	Use of legal substances in inappropriate ways Examples: • ongoing and repeated sharing of lunches • dares to eat food eg warheads • participation in eating the flora on the school grounds	Possession or use of substances that can or will cause serious damage to person Examples: • in possession of or selling of drugs • in possession of tobacco, vapes or alcohol • under the influence of illegal drugs, tobacco products or alcohol • selling of other items eg lollies	*Eating lollies etc as part of provided school lunch
I am an ACHIEVER I use strategies to make good choices	**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.	Engaging in low level inappropriate use of ICT resources Examples: • accessing ICTs without permission • accessing web content not related to learning task or off- task from given instruction • using someone else's password • not handing in mobile phone to office daily • inappropriate use of school or personal device taking digital images of others without permission	Engaging in use of ICT resources in an inappropriate manner Examples: • using ICTs or phone to access or show inappropriate photos • sending an inappropriate email or text during school time (even if at home to peers who are at school) • inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school • intentional damage to school ICT device • intentional use of digital images and or words used to cause harm or anxiety to others • accessing/downloading of inappropriate websites/content/pictures • changing of device settings	*Occasionally forgetting to take mobile phone to the office
I am a TEAM PLAYER I respect and support others	**Theft** Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Removal of property, or use of without permission, that belongs to someone else Examples: • Ongoing use of another person's property at their expense eg hat so they can't go and play or wasting someone else's glue	Deliberate removal of property that belongs to someone else Examples: • stealing / major theft • removal of high value items eg toys, money technology • stealing and eating food	*Accidentally wearing jumper / hat that does not belong to you *Taking an item to lost property *Using glue / eraser etc as a one off that does not belong to you
I am SAFE I am in the right area at the right time	**Truancy (out of class)** Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	Not entering, or leaving, designated area without permission Examples: • refusal to enter classroom or attend specialist lesson • leaving classroom without permission • not returning to class in a timely manner when on an errand / attending the bathroom • out of bounds	Failure to attend classroom without school or parent permission on a regular basis Examples: • walks out of class without permission and does not attend safe space eg Retreat	*Walking out of class; however, sits in a space class teacher can easily monitor them from whilst continuing to teach *Quickly collecting ball that went out of bounds
I am SAFE I am in the right area at the right time	**Truancy (out of school grounds)** Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	Leaving school grounds Examples: • jumping the school fence • walking out of school grounds however staying in sight	Leaving school grounds placing themselves in an unsafe situation Examples: • runs out of school grounds and does not respond to staff instructions to keep them safe • leaves the sight of the school grounds	*Ongoing unexplained absences
I am an ACHIEVER I use strategies to make good choices	**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).		Possession of a combustible item that will cause serious damage to person or property Examples: • lighter **and** aerosols	*Bringing aerosol deodorant to school
I am an ACHIEVER I use strategies to make good choices	**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.	Possession of an item that can cause serious damage to person or property without intent Examples: • bringing a knife to school to cut up fruit	Possession of an item with intent to protect self or cause serious damage to person or property Examples: • bringing weapons, including knives and any other items that could be considered a weapon • making a shiv at school • removing razor blades from sharpeners • not following safety plan	*Engaging in self harm

Queensland Government

Appendix C:

Response to Behaviour Flowchart

In alignment with RHSS Minor and Major Behaviour Matrix:



Queensland Government

Appendix D:

BEHAVIOUR REFERRAL FORM
MINOR BEHAVIOUR – to be dealt with by staff member

Student: _____ **Class:** _____

Student: _____ **Class:** _____

Student: _____ **Class:** _____

Date: _____ **Time:** _____

Referring Staff Member: _____

Circle the ESCM strategy/ies you have used:

1	Establish Expectations	6	Descriptive Encouraging
2	Giving Instructions	7	Selective Attending
3	Waiting and Scanning	8	Redirecting to learning
4	Cueing with parallel acknowledgement	9	Give Choice
5	Body Language Encouraging	10	Follow Through

Location

□ Eating Area □ Toilets □ Walkways
□ Hall □ Basketball Court □ Out of Bounds
□ Tuckshop Area □ Oval (Upper / Middle / Lower)
□ Classroom □ _____

Behaviour (only tick 1)
Tick the final behaviour that resulted in the referral

□ Bullying / harassment □ Disruptive
□ Physical contact □ Property misconduct
□ Defiant / Threat/s to adults □ Threat/s to others
□ Non-compliant with routine □ Verbal Misconduct
□ Misconduct involving object
□ _____

Motivation
Choose 1 only.
(function of behaviour)

Obtain/Avoid
□Peers
□Adults
□Tasks/activities
□Items/objects
□Sensory stimulation

Details of Incident (to be recorded into OneSchool)
Antecedent – What happened first? **List all behaviours that occured**

Has the student been given a consequence? YES or NO

Consequence / Behaviour Management

Minor - classroom
□ Referral to DP – Reportable minor (to be determined by Classroom Teacher)
□ Restitution (letter of apology, etc.)
□ Parent Notified
□ Teacher/Student or Student/Student Conference
□ Other - _____

Minor - playground
□ Teacher/Student or Student/Student Conference
□ Time-out of play - _____mins
□ Referral to Responsible Thinking Room

□ Classroom Teacher Notified: Yes or No
□ Date recorded into OneSchool _____

Classroom teacher to be notified of all Minor behaviour incidents
Minor behaviours to be entered into OneSchool by referring staff member.

BEHAVIOUR REFERRAL FORM- Major Behaviour

Student/s: _____ **Class:** _____

Student/s: _____ **Class:** _____

Student/s: _____ **Class:** _____

Date: _____ **Time:** _____ _____

Referring Staff Member: _____

Circle the ESCM strategy/ies you have used:

1	Establish Expectations	6	Descriptive Encouraging
2	Giving Instructions	7	Selective Attending
3	Waiting and Scanning	8	Redirecting to learning
4	Cueing with parallel acknowledgement	9	Give Choice
5	Body Language Encouraging	10	Follow Through

Location

□ Eating Area □ Toilets □ Walkways
□ Hall □ Basketball Court □ Out of Bounds
□ Tuckshop Area □ Oval (Upper / Middle / Lower)
□ Classroom □ _____

Behaviour (only tick 1)
Tick the final behaviour that resulted in the referral

□ Bullying / harassment □ Disruptive
□ Physical contact □ Property misconduct
□ Defiant / Threat/s to adults □ Threat/s to others
□ Non-compliant with routine □ Verbal Misconduct
□ Misconduct involving object
□ _____

Motivation
Choose 1 only.
(function of behaviour)

Obtain/Avoid
□Peers
□Adults
□Tasks/activities
□Items/objects
□Sensory stimulation

Classroom teacher to be notified of all MAJOR behaviour incidents
MAJOR behaviours to be entered into OneSchool by referring staff member. If incident is urgent and needs immediate attention by a Leadership Team member contact the Office.

Details of Incident (to be recorded into OneSchool)
Antecedent: What happened first? **List all of the behaviours that occurred.**

Consequence / Behaviour Management

Major (actioned by a Leadership Team Member)

□ Teacher/Student or Student/Student Conference
□ Withdrawn from class for a period of time
□ Restorative Justice
□ Restitution (letter of apology, etc.)
□ Parent Notified
□ Playground Plan
□ Referral to Responsible Thinking Room
□ Other _____

□ Classroom Teacher Notified:
□ Actions/Outcome recorded into OneSchool by Leadership Team Member

Queensland Government

Appendix E: Student Statement



Runcorn Heights State School

Student Incident Statement



Your Name: **Your Class:**

The day of the incident: Mon | Tues | Wed | Thur. | Fri **Incident date:**

The time of the incident: Before School | Session 1 | Session 2 | Session 3

First Play Time | First Eating | Second Play Time | Second Eating | After School | Other_____

Where did the incident happen? Classroom | Undercover areas | Oval

Eating Area | Playground | Other:

Who else saw what happened?

Were you directly involved in the incident? Yes | No If NO, were you a witness? Yes | No

Describe what was happening before there was a problem. [What did you see and hear?]

What happened to cause the problem? [What went wrong?]

What did you do, or others do, to add to the problem? [How were you involved?]

Did your behaviour make the problem bigger or smaller? (highlight)

How did your behaviour make the problem bigger or smaller?

Would witnesses agree with your version of events? Yes **OR** No

If no, why not?

Which RUNCHIE STAR expectation was NOT followed - Safe Team Player Achiever Responsible?

Give behaviour examples like the one shown below.

SAFE – *I pushed Fred in the back once*	TEAM PLAYER – *I was not playing by the rules*
ACHIEVER – *I was not doing my learning*	RESPONSIBLE – *I was not in the right area*

Student signature: _____ **Todays Date:** _____

Staff Member: _____ **Signed:** _____ **Date:** _____

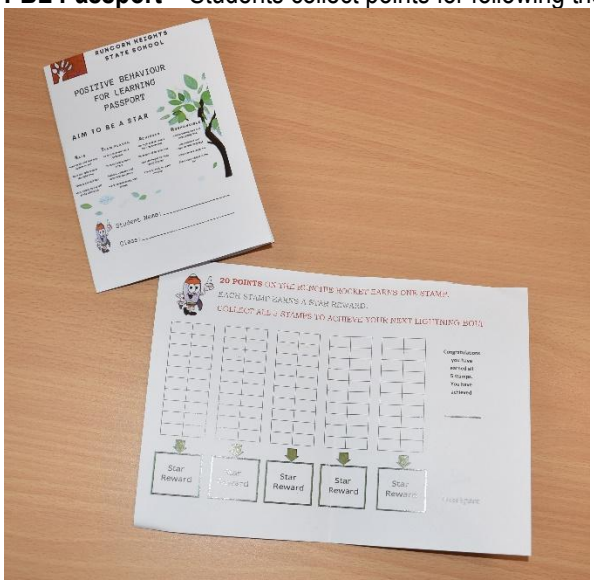
Staff Member Role: SCRIBE INTERVIEWER SCRIBE AND INTERVIEWER

Last reviewed 15/08/2024

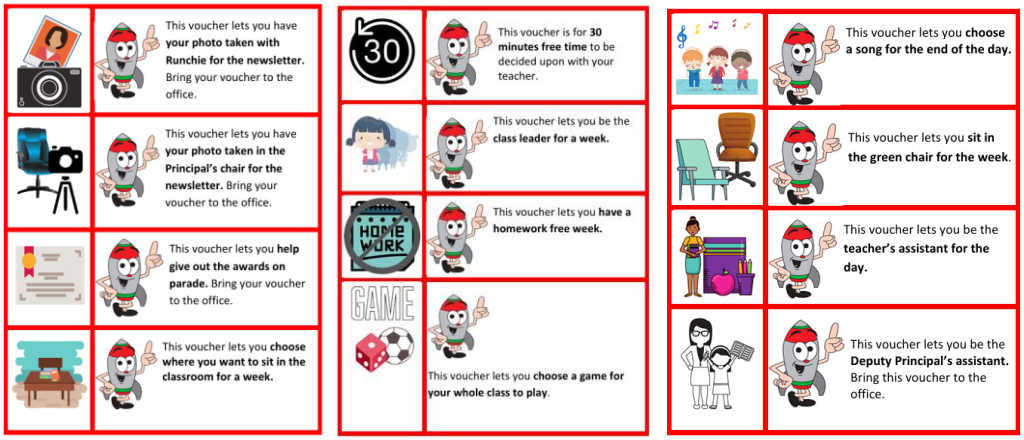
Queensland Government

Appendix F:

PBL Passport – Students collect points for following the STAR expectations:



PBL Rewards – Students can select a reward once they receive 20 points:



PBL Badge examples with Tokens – Students receive a token at every 100 points in their PBL Passport



Queensland Government