



Chatsworth State School

Learners flourish



Chatsworth State School

Student Code of Conduct

2025-2028

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

Acknowledgement of Country

Chatsworth State School respectfully acknowledges the Traditional Custodians of the land on which we learn and work, and pays respect to Elders past, present and emerging.

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Endorsement

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Principal Signature:	
Date:	20-01-2026
P/C President and-or School Council Chair Name:	Gemma Beard
P/C President and-or School Council Chair Signature:	
Date:	06-11-25

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Purpose

Chatsworth State School is committed to providing a **safe, respectful, and disciplined learning environment** for all students, staff, parents, and visitors. Within this environment, students are supported to engage in high-quality learning experiences and to develop the values, behaviours, and skills that underpin lifelong wellbeing and success.

Guided by our school motto, **Learners Flourish**, we believe that every student thrives when expectations are clear, relationships are strong, and learning is prioritised. Our school at Chatsworth State School is *We Dream. We Believe. We Create. We succeed.*

The **Chatsworth State School Student Code of Conduct** outlines the shared responsibilities and processes that support a consistent, whole-school approach to behaviour. It provides a clear framework for promoting positive behaviour, responding to concerns, and ensuring that teaching and learning remain the central focus of our school. Our Student Code of Conduct is designed to uphold **high standards of behaviour**, ensuring that all students have the opportunity to experience success in their learning, while staff are supported to work in a calm, safe, orderly, and respectful environment.

All members of our school community play an important role in upholding the expectations outlined in the Student Code of Conduct. By working together, we ensure the best possible outcomes for our students, staff, and families.

Principal's Foreword

At **Chatsworth State School**, we are proud to be a **Positive Behaviour for Learning (PBL)** school, grounded in the shared values of **Respect, Safety, and Learning**. These core values sit at the heart of our school culture and guide how we think, act, and interact with one another each day.

- **Respect** means showing kindness, using positive language, and valuing the rights, feelings, and differences of others.
- **Safety** means making responsible choices that keep ourselves and others safe, physically, socially, and emotionally.

- **Learning** means taking pride in our efforts, striving for personal best, and celebrating growth, progress, and success.

Through the PBL framework, our staff explicitly teach expected behaviours, support students to develop self-regulation and problem-solving skills, and consistently acknowledge positive choices. By clearly teaching, modelling, and reinforcing these expectations, we equip our students with skills that support success both at school and beyond. As a school community, we are committed to fostering a safe, inclusive, and supportive environment where every student feels valued, connected, and empowered to succeed. Together, through **consistency, connection, and care**, we create a positive learning culture where every **Chatsworth Champion** can thrive



Mitch Mullen

Acting Principal

P&C Statement of Support

As President of the Chatsworth State School P&C Association, I am proud to support the updated Chatsworth State School Student Code of Conduct. This document reflects our school's strong commitment to creating a safe, respectful and inclusive learning environment for all students. The consultation process led by Principal Kay Rye and her leadership team was open and transparent, ensuring that parents and carers had genuine opportunities to contribute feedback.

Our P&C values this collaboration, as we know that parent engagement is vital to promoting positive student behaviour and wellbeing. We encourage all parents and carers to take time to read through this Code of Conduct with their children, discuss the expectations, and talk about how we can work together to support every student to be a Safe, Respectful Learner — our Chatsworth Champions.

At Chatsworth State School, we are proud of our strong Positive Behaviour for Learning (PBL) framework. This system provides clear expectations, consistent responses, and positive reinforcement to help students build strong values and lifelong skills.

Bullying and unsafe behaviour have no place in our school community.

We urge families to familiarise themselves with the supports available, including our High 5 strategy, and to contact the school promptly if concerns arise.

When parents, staff and students work together, we create the safe and supportive environment every child deserves.

Any parents who would like to discuss this Code of Conduct or become more involved in promoting positive behaviour at our school are warmly encouraged to join the Chatsworth State School P&C Association.

Together we can ensure all students are supported, connected, and empowered to succeed.



Gemma Beard

P&C President – Chatsworth State School

Consultation

Consultation and Data Review

The process used to develop the **Chatsworth State School Student Code of Conduct** occurred in three phases and reflected our commitment to consultation, transparency, and shared ownership.

Phase 1 – Staff Consultation:

Between March and April 2025, the school leadership team met with teaching and support staff to review key data sets, including student attendance, school disciplinary absences (SDA), and feedback from the annual School Opinion Survey.

During these meetings, staff identified strengths of our previous behaviour plan, celebrated successes in our PBL journey, and discussed areas for further improvement to ensure alignment with Education Queensland's current Student Code of Conduct framework.

Phase 2 – Parent and Student Feedback:

The student code of conduct, PBL process and updates and the uniform policy was presented to the P&C and feedback was given.

This included questions about the effectiveness of our Positive Behaviour for Learning (PBL) system, communication between home and school, and areas where families felt additional support or consistency was needed.

Participants were invited to rank priorities and share ideas for strengthening respectful relationships, student safety, and learning engagement.

Phase 3 – Draft Review and Endorsement:

Following the feedback process, a draft of the Chatsworth State School Student Code of Conduct was developed and shared with the wider school community for review.

Suggestions and comments were considered carefully, and the final version was presented to the Chatsworth State School P&C Association for endorsement in November 2025.

The P&C unanimously endorsed the document for implementation in **2026**, confirming our shared commitment to maintaining a safe, respectful, and inclusive school environment.

Communication and Implementation:

A communication plan has been established to ensure the Code of Conduct is visible and accessible to all members of the school community.

Key messages are shared through the school newsletter, Facebook page, website, and classroom communication platforms.

Printed copies and simplified summaries are available on request through the school office. Families who require additional support accessing the Code of Conduct are encouraged to contact the school for assistance.

Data Overview

Chatsworth State School is committed to maintaining an **open, transparent, and accountable approach** to monitoring and reporting on student behaviour, safety, and wellbeing. We use a range of departmental tools and data sets to track progress, identify trends, and inform decision-making across our **Positive Behaviour for Learning (PBL)** framework.

School Opinion Survey

Each year, parents and carers, students, and staff are invited to provide feedback through the Department of Education's **School Opinion Survey**. This valuable feedback provides insights into school climate, wellbeing, communication, and the effectiveness of behaviour and learning support practices.

The survey helps us celebrate strengths, identify areas for improvement, and ensure our school continues to provide a **safe, supportive, and inclusive learning environment**.

Four confidential surveys are conducted annually for:

- Parents and carers
- Students (in selected year levels)
- Staff
- Principals

These surveys measure perceptions of safety, respect, learning engagement, and school leadership. Results are reviewed by the school leadership team, the PBL Committee, and the P&C Association as part of our annual evaluation and planning cycle.

OneSchool Data management

In addition to survey feedback, Chatsworth State School uses **OneSchool**, the Department of Education's secure, statewide data management system, to record and analyse student information.

OneSchool supports the school in:

- managing student information and attendance
- recording behaviour incidents and wellbeing supports
- planning and monitoring curriculum and assessment
- tracking student performance and achievement
- managing resources and operational processes

This system ensures our reporting processes are **consistent, sustainable, and aligned with departmental policy**, enabling staff to make informed decisions that promote student success and wellbeing.

All data recorded in **OneSchool** is confidential in nature and is collected, stored, accessed, and shared in accordance with relevant Queensland and Commonwealth legislation, as well as Department of Education policies and procedures.

Access to OneSchool data is restricted to authorised staff and is used solely for lawful and educational purposes to support student learning, wellbeing, and safety.

Chatsworth State School is committed to ensuring that all student information is managed securely, responsibly, and ethically, reflecting best practice in data governance and safeguarding the privacy of students and families.

PBL data and continuous improvement

Behaviour, attendance, and wellbeing data are reviewed **fortnightly** by the PBL team. This regular analysis supports:

- early identification of trends and emerging needs
- targeted interventions and supports for students
- informed teaching of behavioural expectations in classrooms

Key trends and actions are shared with staff through weekly Learning Team meetings, ensuring a consistent and proactive whole-school approach to behaviour and wellbeing. Together, these data tools and review processes support a strong culture of **Respect, Safety, and Learning** at Chatsworth State School, ensuring every student is supported to reach their full potential as a **Chatsworth Champion**.

Disciplinary Consequences

The vast majority of students at Chatsworth State School will be confident and capable of meeting established expectations that are clear, explicitly taught, and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to classroom misbehaviours.

Staff at Chatsworth State School may apply a range of disciplinary responses when addressing behaviours that do not align with school expectations. Decisions regarding appropriate responses are informed by the individual circumstances of the learner and the context in which the behaviour occurs. Disciplinary responses are implemented to support behaviour change, reinforce expectations, and promote positive engagement, rather than to punish.

The following outlines the range of responses that may be used by staff when addressing behaviours that are inconsistent with our school values and culture.

Detention

Detentions may be issued by teachers. Detentions usually occur near the classroom area of the teacher who issued the detention. Sometimes students may also accompany the supervising teacher in the playground if that teacher is on duty. Detentions may also occur at the Administration building or Reflection Room. Students may also be withdrawn from the playground as a measure to address unacceptable behaviour in this setting. In this case, students are usually required to remain in the Administration building, where they can be adequately supervised and supported. Detentions can occur for the duration of the lunch break, with students being provided the opportunity to eat their lunch and access the toilets during this time. If a student fails to attend a detention, this may be considered disobedience, and the school principal decides about the appropriate course of action. Examples of consequences for non-compliance or non-attendance may be the implementation of a discipline improvement plan or suspension.

Out of school hours detentions

In some cases, detentions may be issued outside of school hours. In such cases, parent contact will be made at least 24 hours prior to the proposed detention to discuss the time, date, location, travel arrangements and duration of the detention.

Withdrawal from classes

In some cases, students may be withdrawn from classes, as a consequence for unacceptable behaviour. This may be for one or more days, and if appropriate, may be used as an alternative to suspension. When students are withdrawn, they are placed in the Administration Building. Whilst withdrawn from classes, students can access learning materials and continue with their learning materials.

School Disciplinary Absences (SDA)

At Chatsworth State School, we use a range of evidence-based and proportionate responses to address inappropriate or unsafe behaviour. Our goal is always to teach, support and restore, ensuring that disciplinary measures are fair, consistent and used only when necessary. Principals and school leaders make decisions about disciplinary consequences in line with the *Education (General Provisions) Act 2006 (Qld)* and the Department of Education's *Safe, Supportive and Disciplined School Environment Procedure (2024)*. In responding to student behaviour, the principal may consider and apply SDA's as part of the full suite of behaviour support and disciplinary responses authorised under the *Education (General Provisions) Act*, informed by the individual circumstances of the student.

the seriousness of the behaviour, and the rights and safety of all members of the school community.

There are four main categories of SDA:

- **Short Suspension** (1–10 school days)
- **Long Suspension** (11–20 school days)
- **Charge-related Suspension** (pending criminal matters)
- **Exclusion** (removal from the school roll following serious behaviour)

As per the Education (General Provisions) Act 2006, each of the following is a ground for suspension:

- *disobedience;*
- *misbehaviour;*
- *conduct that adversely affects, or is likely to adversely affect, other students;*
- *conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;*
- *the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;*
- *the student is charged with a serious offence (as defined in the Working with Children (Risk Management and Screening) Act 2000);*
- *the student is charged with an offence, other than a serious offence, and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending;*

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

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

Return to school following suspension

Students who have been suspended from Chatsworth State School may be invited, with their parents, to attend a re-entry meeting to support a successful return to school and classes. It is not mandatory for a student or their parents to attend a re-entry meeting. A re-entry meeting focuses on the expectations and standards required at Chatsworth State School, and what further support may be available to enable the student to be successful. It is an opportunity to look forward towards improvement, not a time to focus on past behaviours or review a suspension decision. During a re-entry meeting, arrangements may also be made that enable the student to engage in a restorative conversation or support meeting when the return to school. This allows the student to further understand the harm or impact caused by their behaviour, and they make agreements with individuals about acceptable behaviour moving forward.

Arrangements

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

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

Structure

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

Possible agenda:

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

- Walk with student to classroom

Reasonable adjustments

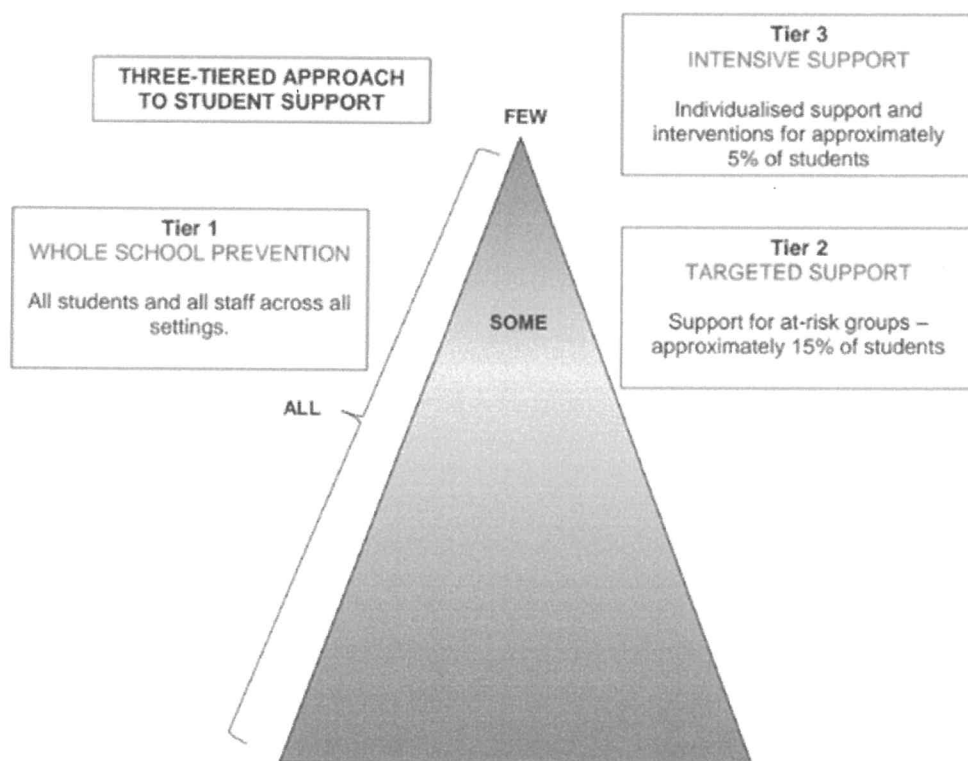
In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision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

All Queensland state schools are required to record and report School Disciplinary Absences (SDA) each year through the Department's OneSchool system. This ensures consistency, transparency and accountability in behaviour management across the state. The Department publishes annual SDA data in each school's public report.

Internally, Chatsworth State School analyses SDA data each term through OneSchool to identify trends, review support plans, and inform ongoing staff professional learning. This process ensures that our school continues to balance high expectations with appropriate support, helping all students demonstrate the values of Safety, Respect, and Learning.

Learning and Behaviour Statement

Every member of the Chatsworth State School community brings their own beliefs, values and experiences. We recognise and celebrate this diversity as one of our greatest strengths. Our shared expectations of being Safe, Respectful and Learners help us live and learn together positively, even when our personal beliefs differ. We encourage any student or parent who would like to discuss how our behaviour support and discipline model works to contact the Principal or Head of Inclusion to arrange a meeting.



Multi-Tiered Systems of Support (MTSS)

Chatsworth State School uses a Multi-Tiered System of Support as the foundation for our integrated approach to learning, wellbeing and behaviour.

This model links directly to our Positive Behaviour for Learning (PBL) framework and allows us to match the level of support each student needs to be successful. Our approach is preventative, differentiated and data-informed, using practical strategies and teamwork to provide the right support at the right time.

Tier 1 – Universal Support (for all students)

All students (100 %) receive Tier 1 supports through quality teaching of the Australian Curriculum and the explicit teaching of our PBL expectations — Safe, Respectful, Learners.

Tier 1 focuses on prevention and consistency across the whole school.

At this level, we:

- Teach expected behaviours in the settings where they will be used (e.g., classroom, playground, transitions).

- Reinforce positive choices using Cha-Ching rewards and our Bronze / Silver / Gold recognition system.
- Provide refresher lessons and targeted reteaching throughout the year.
- Seek feedback from students and families about school climate and support processes.
- Use consistent language and responses when addressing challenging behaviour, taking into account developmental stages and intent.

The PBL team monitors school-wide data through OneSchool to ensure Tier 1 practices are effective for the majority of students.

Tier 2 – Targeted Support (for some students)

Approximately 10–15 % of students may need additional, targeted intervention beyond Tier 1.

Tier 2 supports are short-term, small-group or individualised programs that help students practise and generalise the expected behaviours.

These supports build upon Tier 1 lessons and are designed to prevent escalation or ongoing difficulty.

At this level, we:

- Offer small-group social-emotional or regulation programs delivered by teachers or support staff.
- Provide increased feedback and check-in systems with a mentor or teacher.
- Strengthen home-school communication.
- Align supports to specific PBL expectations (Safe, Respectful, Learner).

If more than 15 % of students require Tier 2 support, the PBL team reviews Tier 1 implementation to strengthen universal teaching and consistency.

Tier 3 – Intensive Individualised Support (for few students)

A small number of students (2–5 %) require the most intensive and individualised support available.

Tier 3 planning is highly collaborative and data-driven, focusing on the underlying causes of behaviour and the strategies that will best support success. Tier 3 supports may include:

- Development of an Individual Behaviour Support Plan (IBSP) or Functional Behaviour Assessment (FBA).

- Individual or wrap-around meetings with parents, teachers, support staff and external agencies.
- Intensive teaching of replacement behaviours and self-regulation strategies.
- Targeted reinforcement and adjustments to the learning environment.

If school data indicates that more than 2–5 % of students require Tier 3 supports, the leadership and PBL teams conduct a full review of Tier 1 and 2 systems to ensure that universal and targeted practices are strong and consistent.

Continuous Improvement

Data from behaviour tracking, attendance, and wellbeing surveys is analysed fortnightly by the PBL Team. This process helps identify emerging trends, evaluate the effectiveness of supports at each tier, and celebrate improvements through the Bronze / Silver / Gold recognition system. By using our MTSS framework, Chatsworth State School ensures that every student receives the right support to be Safe, Respectful, and a Learner — a true Chatsworth Champion.

Whole School Behaviour Expectations

Chatsworth State School uses Positive Behaviour for Learning (PBL) as our whole-school approach to discipline and student wellbeing. Our expectations — Be Safe, Be Respectful, Be a Learner — are explicitly taught, modelled, and reinforced across all areas of the school. These expectations form the foundation of our school culture and support all students to become confident and responsible Chatsworth Champions. At Chatsworth, we believe that behaviour can be explicitly taught, just like academic subjects. Students participate in weekly PBL lessons where staff teach, model, and practise the expected behaviours in a range of settings, such as classrooms, playgrounds, transitions, and assemblies. Each week, the school focuses on one key expectation, which is introduced and discussed at whole-school parade and reinforced through classroom activities and visual displays.

Universal Behaviour Supports

Chatsworth State School has a strong system of universal supports that recognise and celebrate positive behaviour choices. These include:

Cha-Ching Reward System

- The Cha-Ching system is our school-wide positive behaviour token economy.
- Students earn “Cha-Chings” for demonstrating our PBL expectations of

Safety, Respect, and Learning.

- Cha-Chings act as a form of “token money” that students can save and spend on rewards or experiences of their choice, such as classroom privileges, special events, or prizes at the Cha-Ching Shop.
- This reinforces the connection between effort, positive behaviour, and reward, promoting intrinsic motivation and school pride.

Behaviour Achievement Levels – Bronze, Silver, and Gold

- Chatsworth students work towards achieving Bronze, Silver, and Gold Behaviour Levels each term.
- These levels recognise consistent demonstration of our school values and positive behaviour choices.
- Levels are reviewed regularly and communicated to students and families through classroom teachers and parade announcements.
- Students who maintain high behaviour standards and attendance are invited to participate in special Champion Day celebrations each term.

Champion Days

- At the end of each term, Champion Days celebrate student success.
- Activities vary each term but are always linked to positive choices, teamwork, and school spirit.
- Participation is earned through meeting Bronze, Silver, or Gold behaviour level requirements.
- Students who need additional support to meet behaviour expectations are encouraged and supported to achieve this goal in future terms.

Teaching and Reinforcing Behaviour

- PBL lessons are explicitly taught each week by classroom teachers and reinforced by all staff in daily interactions.
- Behaviour lessons are based on real data — focusing on areas where support or reteaching is needed.

- Weekly focus expectations are displayed around the school, discussed on parade, and communicated to families through the school newsletter.
- Staff use consistent language and expectations to provide clarity and fairness for all students.
- Positive behaviour is celebrated through verbal praise, certificates, parade shout-outs, and Cha-Ching rewards.

Our Vision in Practice

At Chatsworth, We Dream. We Believe. We Create. We succeed.

Consideration of Individual Circumstances

At Chatsworth State School, staff take into account each student's individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural background, home environment, and care arrangements, when teaching expectations, responding to inappropriate behaviour, or applying a disciplinary consequence. We recognise that every student is unique, and therefore, the way we teach, support, and respond to behaviour will sometimes differ from one child to another. This reflects the principle of equity: every student is given the support they need to be successful, which means that not everyone is treated exactly the same.

For example:

- Some students may need additional explanation, modelling, or visual supports to understand expectations.
- Others may require extra practice or coaching to develop new behavioural or social skills.
- A small number of students may need specialised supports or adjustments to ensure that consequences remain fair, appropriate, and effective, particularly where complex needs or trauma are present.

Our staff use the Positive Behaviour for Learning (PBL) framework to guide these decisions. This approach ensures that expectations are explicitly taught, positive behaviour is reinforced, and responses to inappropriate behaviour are consistent and supportive.

We are also bound by legislation and policy to respect and protect student privacy. While we understand that parents and students may wish to know the details of how another student's behaviour was addressed, this information can only be shared with the student's own family.

Even in cases such as bullying or conflict, please be assured that all incidents are taken seriously, investigated thoroughly, and managed in accordance with Education Queensland procedures. We ask all families to respect the confidentiality of others and to work with the school in a spirit of trust and partnership.

If parents or carers have concerns about another student's behaviour or how the school has responded to an incident, they are encouraged to make an appointment with the Principal to discuss the matter in confidence.

Student Wellbeing

Chatsworth State School provides a range of programs and services designed to support the social, emotional, and academic wellbeing of every student.

We believe that students learn best when their wellbeing is supported, and that wellbeing grows when students experience success, belonging, and connection at school. Families are encouraged to speak with their child's class teacher or make an appointment with the Guidance Officer or Head of Inclusion (HoSES), if they would like advice or support accessing wellbeing services. Our approach is guided by the Department of Education's Student Learning and Wellbeing Framework, which supports schools to create positive learning environments and embed wellbeing across all areas of school life.

The HUB – Social and Emotional Support

The HUB is a dedicated wellbeing and regulation space at Chatsworth State School. It provides students with a calm, structured environment for:

- Supported play sessions during breaks.
- Regulation and reflection opportunities.
- Social skills and emotional awareness programs.
- Targeted interventions to build confidence, resilience, and self-management skills.

Students may be referred to the HUB by teachers or leadership staff when they need extra help managing emotions, building friendships, or improving engagement.

This proactive model helps students return to class ready to learn and connect positively with others.

Guidance and Wellbeing Services

Chatsworth State School's **Guidance Officer** provides counselling and guidance for students who may be experiencing social, emotional, or behavioural challenges.

Support may include:

- Short-term counselling or small-group work.
- Collaboration with teachers and families to support positive behaviour.
- Referral to external agencies when additional specialist support is required.

The Guidance Officer works closely with our HoSES, classroom teachers, and wellbeing staff to ensure continuity of care for all students.

Learning and Curriculum Connections

Our curriculum supports the development of **personal and social capabilities**, including self-awareness, self-management, social awareness, and social skills, as part of the Australian Curriculum. Teachers embed wellbeing themes across learning areas to help students develop empathy, resilience, and responsibility.

Regular class discussions and lessons address topics such as:

- Friendship and inclusion
- Emotional regulation and growth mindset
- Safe and respectful relationships
- Online safety and protective behaviours

Assemblies, classroom activities, and school events reinforce these messages and celebrate the positive choices that students make as **Safe, Respectful Learners**.

Partnerships for Wellbeing

Chatsworth State School values strong partnerships between staff, students, families, and community organisations. We work collaboratively with families and local agencies to ensure students receive the support they need. Our wellbeing approach focuses on early intervention, proactive teaching, and shared

responsibility — helping every Chatsworth Champion to feel safe, connected, and confident to learn.

Health, Safety and Wellbeing Policy and Expectations

Chatsworth State School is committed to providing a safe, supportive, and inclusive learning environment for every student. We follow all relevant Department of Education policies and procedures to promote student health and wellbeing and to respond appropriately when concerns arise. Some health and wellbeing issues may apply to the whole school community, while others relate to individual students or specific circumstances.

Drug Education and Intervention

Chatsworth State School takes a preventative and educational approach to drug and health education, ensuring students develop the knowledge and skills to make safe and informed choices. If a student is involved in a drug-related incident at school, during school activities, or while wearing the school uniform, the matter is managed carefully and in accordance with Department of Education procedures. Our response always prioritises the health, safety, and wellbeing of the student involved, other students, and staff, while also addressing the behaviour through appropriate school and community supports.

Students with Specialised Health Needs

Chatsworth State School works closely with families and health professionals to ensure that students with specialised health needs receive appropriate care and support while attending school or school-based activities.

This includes students who:

- Require specialised health procedures during the school day
- Have chronic medical conditions (e.g., asthma, epilepsy, diabetes)
- Require emergency management or medication plans

For these students, the school develops individual Health Management Plans in consultation with parents, healthcare providers, and the State Schools Registered Nurse.

All relevant staff are informed and, where necessary, trained to safely support the student's medical needs.

Medication Administration

Chatsworth State School follows the Department of Education's Medication Administration Procedure (2024). This means:

- Parent consent and medical authorisation are required for any medication (including over-the-counter medicines) to be administered at school.
- For students with long-term conditions, parents must provide a completed Request to Administer Medication at School form signed by the prescribing health practitioner.
- Medications must be clearly labelled and provided in original packaging.
- All medications are securely stored in the office and administered by trained staff following correct record-keeping procedures.

The school maintains a minimum of one adrenaline auto-injector (EpiPen) and asthma reliever (Ventolin) in the school's first aid kit for emergency use, in accordance with departmental health policy.

Mental Health and Early Intervention

Chatsworth State School promotes positive mental health through early identification, prevention, and support.

Teachers, the Guidance Officer, and the Head of Inclusion (HoSES) work collaboratively to identify and support students who may be experiencing mental health difficulties.

This includes:

- Providing short-term counselling or referral to support agencies
- Developing a Student Support Plan in consultation with families
- Regularly reviewing student progress and wellbeing

The school emphasises early intervention to reduce the impact of mental health challenges and ensure all students feel safe, valued, and supported.

Suicide Prevention and Response

All Chatsworth staff follow Education Queensland's Suicide Prevention and Response Procedures. When staff become aware of warning signs that a student may be at risk of self-harm or suicide, they immediately seek support from the Guidance Officer, Principal, or other senior staff. If there is an immediate threat to a student's safety, staff will:

- Call 000 and provide first aid if required
- Ensure the student is not left alone

- Maintain the safety of all students and staff
- Notify parents or carers as soon as possible
- Document all actions and report through OneSchool

Suicide Postvention

In the event of a student death, Chatsworth State School activates its School Emergency Management Plan and the Department's Postvention Response Plan. Support is immediately offered to the student's family, and counselling and wellbeing services are made available for students, staff, and community members affected.

The school liaises with the Department of Education's Regional Office and external wellbeing agencies to ensure a coordinated and compassionate response.

Health Education and Curriculum

As part of the Australian Curriculum: Health and Physical Education, Chatsworth State School provides age-appropriate education to support students in developing knowledge and skills about:

- Healthy lifestyle choices
- Respectful relationships
- Emotional regulation and safety
- Online safety and cyberbullying prevention

Lessons are adapted to suit the developmental needs of primary-aged students and are delivered in a safe, inclusive, and age-appropriate way.

Whole School Approach to Discipline

Positive Behaviour for Learning at Chatsworth State School

At Chatsworth State School, we use the Positive Behaviour for Learning (PBL) framework as the foundation for creating a safe, respectful, and engaging learning environment. PBL is an evidence-based, whole-school approach that promotes positive student behaviour through explicit teaching, consistent expectations, and regular data review. It forms part of our broader wellbeing and inclusion model, ensuring that every student has the support they need to succeed.



Our School Expectations

At Chatsworth, all students and staff commit to being:

- **Safe**
- **Respectful**
- **Learners**

These expectations are explicitly taught across all settings, in classrooms, playgrounds, specialist lessons, and during school events and are displayed throughout the school.

Universal Supports and PBL Systems

1. Explicit Teaching of Behaviour

Each fortnight, teachers deliver a **PBL lesson** linked to the current focus

behaviour. Lessons are revisited on parade, modelled by staff, and reinforced through classroom discussions and visual displays.

2. **Positive Reinforcement: “Cha-Ching” Token System**

Chatsworth’s unique **Cha-Ching** reward system recognises students for displaying safe, respectful, and learning-focused behaviour.

Students earn Cha-Ching dollars which they can spend on classroom or whole-school rewards. Lower years (Prep–1) use smaller denominations, while older students (Years 2–6) may earn larger values. A ratio of 5 positive interactions to every 1 corrective is encouraged. Teachers track Cha-Ching totals weekly.

3. **Behaviour Achievement Levels – Bronze, Silver, and Gold**

At the end of each term, students’ Cha-Ching totals and behaviour data are reviewed.

Students achieving positive consistency are recognised as:

- **Bronze Champion** – Consistently demonstrating expected behaviours
- **Silver Champion** – Demonstrating above-and-beyond behaviour expectations
- **Gold Champion** – Exemplary behaviour and leadership across all settings

Decisions are based on both Cha-Ching totals and behaviour data in **OneSchool** to ensure fairness and consistency.

4. **Champion Days**

Each term, students are invited to participate in a **Champion Day celebration** aligned with their achievement level (Bronze, Silver, or Gold). These events reinforce positive behaviour as a valued part of our school culture.

Responding to Behaviour

Chatsworth uses a clear, consistent **Behaviour Flowchart** to guide responses to minor and major behaviours.

- **Minor behaviours** (e.g., calling out, being off-task, minor disruptions) are managed by teachers using **Essential Skills for Classroom Management (ESCM)** strategies — such as cueing, redirecting, and positive reinforcement.
- **Major behaviours** (e.g., aggression, persistent refusal, unsafe actions) are referred to the office via internal phone (720).

Admin or support staff attend to assist, and incidents are recorded in OneSchool. If a student continues to make poor choices, they may complete a rule reflection, participate in a restorative conversation, or be referred for supported play or regulation time in *The HUB*. All staff are expected to use consistent language, maintain calm responses, and follow through in accordance with PBL and departmental procedures.

Data, Review, and Collaboration

The **PBL Team** meets **fortnightly** to:

- Analyse **behaviour and attendance data** from OneSchool
- Identify trends and plan targeted interventions
- Review PBL focus lessons and adjust based on current needs

The team includes administration, classroom teachers, and support staff, ensuring that decisions are data-informed and transparent.

Behaviour data is also shared with staff at **weekly Learning Team meetings**, promoting a consistent whole-school approach to behaviour and curriculum delivery.

Restorative Practice and Re-entry

Students returning from withdrawal or suspension participate in a restorative re-entry meeting with the Principal, teacher, and parent/carer.

This conversation focuses on reflection, responsibility, and strategies for future success, reinforcing our belief that behaviour is taught and can be improved through support.

Positive Behaviour Flowchart

The full Chatsworth PBL Flowchart is included in **Appendix A**, outlining the step-by-step process for managing minor and major behaviours, including escalation procedures, office involvement, and re-entry expectations.

Differentiated and Explicit Teaching

Chatsworth State School is committed to providing a safe, respectful and disciplined learning environment where all students are supported to succeed. Our

approach recognises that effective behaviour support is an integral part of teaching and learning.

Differentiated and Explicit Teaching of Behaviour

At Chatsworth State School, we believe that behaviour is taught in the same way as any other curriculum content, it is not simply managed. To that end:

- All students are explicitly taught our school-wide behavioural expectations, what they look like, sound like and feel like in different settings (e.g. classroom entry, group work, individual work, exit).
- We provide opportunities for students to practise these behaviours, receive feedback and have multiple chances to refine them. This builds competence and confidence. This aligns with the guidance that expectations must be “taught, practised and reinforced” to be effective.
- Teachers vary what students are taught, how they are taught and how they demonstrate their learning of behaviour—that is, we use a differentiated approach to behaviour support. This responds to students’ individual behavioural learning needs based on data and day-to-day monitoring. (For example, if a student requires more scaffolded opportunities to practise a transition routine, or more frequent check-ins, the teacher plans for that.)
- Our differentiated teaching model for behaviour mirrors our academic differentiation model: with three layers of support providing increasing personalisation and intensity.

Tiered Model: Behaviour Support Levels

Our tiered model aligns with the Positive Behaviour for Learning (PBL) framework, as follows:

- **Tier 1 – Differentiated & Explicit Teaching for All Students:**
All classrooms teach and display our PBL Expectations Matrix. Every teacher and student engages in clarifying what our expectations (e.g., Thoughtful, Responsible, Accountable, Co-operative, Kind) look like, sound like and feel like in each setting. Teachers embed routines, model behaviours, reinforce positive behaviour, and regularly revisit the expectations.
- **Tier 2 – Focused Teaching for Identified Students:**
For the approximate 10–15% of students who continue to require additional support to meet behaviour expectations after Tier 1 teaching, we provide more structured and frequent teaching of key behavioural skills. This may

include small-group work, targeted rehearsal of routines or transitions, scaffolded modelling, and additional practice opportunities. (This proportion aligns with published guidance).

- **Tier 3 – Intensive Teaching & Personalised Support for a Small**

Number of Students:

For the 2–5% of students whose behaviour continues to significantly impact their learning or the learning of others, we implement individualised behaviour support plans, frequent explicit instruction of behavioural skills, frequent monitoring and feedback, and collaboration with school support staff and families. Consequences and supports are matched to the complexity of need, in accordance with the principle of individual circumstances.

Implementation in Every Classroom

In each classroom, the teacher works with students to develop a clear behavioural expectations matrix (based on the school-wide PBL matrix). This matrix is displayed, referred to regularly, and used as the basis for positive reinforcement as well as reteaching when needed.

Behavioural data (e.g., frequency of transitions off-task, disruptions, safe exits) and teacher observations inform the level of support required for individual students. Teachers use a variety of teaching strategies, modelling, guided practice, independent practice, peer-modelling, to embed expected behaviours. Teachers provide timely feedback and correction, and create opportunities for students to practise and refine their behaviours in real classroom settings.

The use of logical and consistent consequences follows the teaching of behaviours; consequences are not the first step—we focus first on teaching and practising.

Why This Matters

Research indicates that simply having expectations is insufficient for sustained behavioural change: expectations must be explicitly taught, practised, and reinforced across all settings, and the behavioural learning needs of students should drive differentiation of behaviour supports.

By differentiating behaviour teaching and supports, Chatsworth State School ensures that every student—regardless of their starting point—has access to the learning environment they need to thrive.

Focused Teaching

At Chatsworth State School, we recognise that approximately 15% of students may require additional support to meet behavioural expectations, even after receiving high-quality, differentiated, and explicit whole-school teaching. These students may experience challenges with behaviour during specific times of the day, transitions, or within particular learning areas. To support their success, our staff provide focused teaching that targets the identified behavioural skill or expectation.

Focused teaching involves revisiting key behavioural concepts and using explicit, structured, and scaffolded teaching strategies to build competence and confidence in specific aspects of behaviour. This approach gives students increased opportunities to practise, receive feedback, and experience success in demonstrating the expected behaviour.

Support staff, including teachers with specialist expertise in learning, language, and social-emotional development, work collaboratively with classroom teachers at Chatsworth State School to deliver focused teaching. This teaching is directly aligned to our Chatsworth PBL Expectations Matrix, ensuring a consistent and evidence-informed approach across the school.

Student progress is monitored by classroom teachers and support staff to determine whether a student:

- no longer requires additional support,
- requires continued focused teaching, or
- requires intensive and individualised teaching.

Chatsworth State School has a strong Student Support Network that collaborates to plan, deliver, and monitor focused interventions. This team may include the Head of Special Education Services (HoSES), Guidance Officer, Learning Support Teachers, the Wellbeing Worker, and classroom teachers.

To enhance social and behavioural skill development, Chatsworth State School implements evidence-informed programs and strategies, which may include:

- Check and Connect – supporting student engagement through consistent mentoring and relationship-building
- The Zones of Regulation – developing students' self-awareness and self-regulation skills
- Functional Behaviour Assessments – identifying the underlying function of behaviour to inform targeted interventions
- Social Skills and Friendship Groups – structured sessions teaching communication, empathy, and cooperation.

For further information about these supports and programs, please contact the **Head of Special Education Services** or **Principal**.

Intensive Teaching

At Chatsworth State School, approximately **2–5% of students** may require highly individualised support to meet behaviour expectations, even after participating in both differentiated (Tier 1) and focused (Tier 2) teaching. These students may display persistent, complex, or challenging behaviours that significantly impact their learning or the learning of others.

Intensive teaching provides these students with targeted, ongoing, and personalised support. This includes:

- **Frequent and explicit instruction** of specific behavioural and social skills,
- **Structured opportunities to practise** replacement behaviours in real contexts,
- **Immediate and consistent feedback**,
- **Individualised goal-setting and monitoring**, and
- **Collaborative planning** between classroom teachers, support staff, families, and, where appropriate, external professionals.

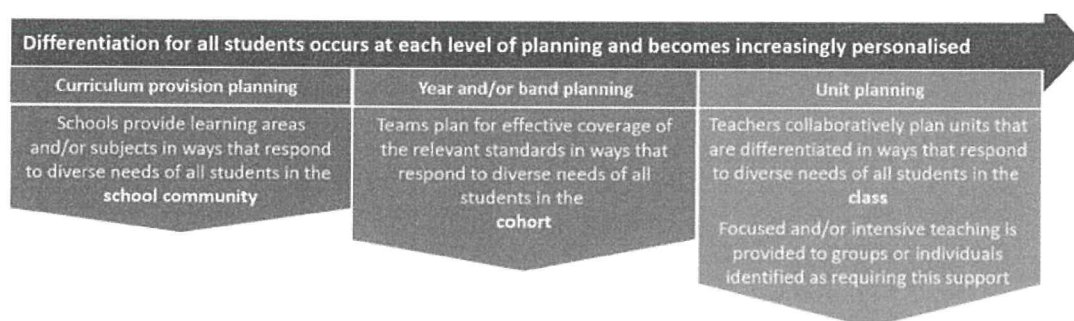
Each student receiving intensive teaching has an **Individual Behaviour Support Plan** (IBSP) developed in consultation with the classroom teacher, the Head of Special Education Services (HoSES), the Student Engagement Teacher (SET), the Guidance Officer, and the Principal. The plan clearly identifies the function of the behaviour, outlines proactive strategies, and establishes consistent responses across settings.

Intensive supports are aligned with the Chatsworth PBL framework and the Department of Education's Inclusive Education Policy, ensuring every student is provided with the opportunity to succeed through equitable access to learning and support.

Our Student Support Network may use a range of evidence-informed frameworks and assessments to guide intensive interventions, such as:

- **Functional Behaviour Assessments (FBA)** – to identify the triggers and purpose of behaviours,
- **Individual Behaviour Support Plans (IBSPs)** – to set clear, achievable goals,
- **Collaborative Problem Solving (CPS)** approaches – to build student ownership and self-regulation,
- **Regular data reviews and team meetings** – to monitor progress and adjust supports as needed.

At Chatsworth State School, the focus of intensive teaching remains on **teaching and reinforcing expected behaviours**, rather than simply applying consequences. We believe all students can learn the skills required to be safe, respectful, responsible, and engaged members of our school community when provided with consistent support and high expectations.



Legislative Delegations

In this section of the Chatsworth State School's 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*

Multi-Tiered Systems of Support for Behaviour

At **Chatsworth State School**, disciplinary responses follow the same **differentiated and supportive approach** used in the proactive teaching of our behavioural expectations. We recognise that all behaviour is learned and can be taught through consistent expectations, explicit instruction, and appropriate consequences.

Tier 1 – Differentiated Classroom Responses (All Students)

The majority of students are confident and capable of meeting the school's clearly established expectations when they are explicitly taught, practised, and reinforced. When minor or low-level problem behaviours occur, teachers use in-class strategies such as:

- corrective feedback and reteaching of expectations
- verbal reminders or warnings
- logical and short-term consequences (e.g., completing work during a break)
- restorative conversations
- reinforcement of positive behaviour when it is demonstrated.

These actions are designed to correct behaviour in the moment and help students reflect, learn, and make better choices without interrupting their long-term engagement in learning.

Tier 2 – Focused Support and Escalated Consequences (Targeted Students)

Approximately **15% of students** may require additional support, structure, and opportunities to practise expected behaviours. These students may continue to display low-level or repeated problem behaviours despite receiving explicit teaching, feedback, and classroom interventions.

When this occurs, teachers collaborate with the **Student Support Network** to plan additional strategies. If the pattern of behaviour persists, the classroom teacher may refer the student to the **school administration team** for further support and/or the application of a disciplinary consequence.

Examples of Tier 2 consequences may include:

- reflective or restorative conversations with leadership staff
- withdrawal from certain activities or privileges
- behaviour monitoring plans or Check-In/Check-Out systems
- parent communication or meetings to develop support strategies
- targeted social or emotional learning sessions.

The goal at this level remains to **teach, support, and restore**, not simply to punish.

Tier 3 – Intensive and Individualised Consequences (High-Level Support)

For a small number of students (**approximately 2–5%**), ongoing or significant behavioural challenges require **intensive, individualised support** and consequences. This may include repeated or serious behaviours that impact safety or disrupt the learning environment despite previous interventions.

At this level, the **Principal**, in consultation with relevant staff and support personnel, determines the most appropriate disciplinary action and support plan.

Possible actions may include:

- formal behaviour support meetings
- individual behaviour contracts or behaviour support plans
- short-term or long-term withdrawal from class activities
- suspension, in accordance with the *Education (General Provisions) Act 2006*
- exclusion, only when serious or unsafe behaviour makes continued attendance inappropriate.

Suspension or exclusion decisions are made only when the behaviour is of such seriousness that it endangers the safety of others or significantly disrupts the good order of the school, and when no other alternative strategy is appropriate.

Differentiated Supports for Behaviour

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

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines

- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide 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
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused Supports for Behaviour

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group

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

Intensive

School leadership team work in consultation with 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)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students.

The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

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

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

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

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

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

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

Responsibilities

State school staff at Chatsworth State School:

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

Parents of students at Chatsworth State School

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

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

Student Dress Code and Uniform Policy

Chatsworth State School takes pride in maintaining a strong sense of identity, belonging and equality through our school uniform. Wearing the Chatsworth State School uniform supports a positive learning environment where students can feel safe, respected and part of a united school community.

Our Student Dress Code has been developed in consultation with staff, parents and the P&C Association, in accordance with the Queensland Department of Education Student Dress Code Policy. It reflects our school values of being Thoughtful, Responsible, Accountable, Co-operative and Kind.

Purpose

The purpose of the Chatsworth State School uniform policy is to:

- promote a sense of pride and belonging in our school community,
- ensure all students are dressed safely and appropriately for school activities,
- reduce peer pressure and competition related to clothing,
- encourage equity and inclusion by ensuring all students are treated fairly, and
- uphold the positive image and reputation of our school in the wider community.

Expectations

All students are expected to:

- wear the **full Chatsworth State School uniform** each day, including correct footwear and hat,
- ensure clothing is neat, clean and in good condition,

- wear the school's **broad-brimmed hat** when outdoors in line with our *Sun Safety Policy* ("No Hat, No Play"),
- label all items clearly with their name, and
- take pride in their appearance as representatives of our school.

Students must also comply with school expectations regarding:

- **Jewellery** – limited to a watch, small stud or sleeper earrings
- **Hair** – clean, neat and tied back if shoulder length or longer;
- **Make-up and nail polish** – not permitted for school wear;
- **Shoes** – closed, black or white shoes or joggers for safety during all learning activities.

Consequences for Non-Compliance

Students who do not comply with the school's Student Dress Code may be:

1. given a verbal reminder and opportunity to correct their dress,
2. provided with a loan item from the office (if available), and/or
3. issued a behaviour consequence in line with the *Student Code of Conduct*.

Persistent non-compliance may result in the loss of certain non-curricular privileges (such as representing the school at sport, excursions or special events) until the uniform requirement is met, and/or further disciplinary consequence in line with the Student Code of Conduct. At all times, staff will approach uniform concerns respectfully and in partnership with parents and carers to support consistent expectations.

Financial Support

Chatsworth State School understands that there may be circumstances where purchasing the full uniform presents financial hardship. In such cases, families are encouraged to contact the school office or principal confidentially to discuss support options.

Policy Reference

This policy is consistent with the:

- **Department of Education – Student Dress Code Policy (2024)**
- **Education (General Provisions) Act 2006, Section 360–366**

Use of mobile phones and other devices by students

At Chatsworth State School, we are committed to providing a safe, respectful and distraction-free learning environment. Our school acknowledges that while digital technology

is an important part of modern life, its use at school must be managed responsibly to protect learning time, privacy, and student wellbeing. In consultation with our school community, Chatsworth State School has determined that students are not permitted to use or carry mobile phones during the school day. This decision reflects our shared belief that students learn best when they are fully engaged with their peers, teachers and learning tasks without the distractions of personal devices.

School Procedure

- Mobile phones must be checked into the office each morning upon arrival at school.
- Phones are securely stored in the office throughout the day.
- Students who travel on school buses will have their phones handed back to them as they are walking to the bus line each afternoon.
- Students must not have mobile phones in their possession during class time, play breaks, or while moving around the school grounds.
- Smart watches must have notifications and communication functions disabled during the school day.

Any student found in possession of their mobile phone or using it without permission during school hours will be required to hand it in immediately, and parents may be contacted. Repeated breaches may result in disciplinary consequences consistent with the *Chatsworth State School Student Code of Conduct*.

Digital Literacy and Responsible Use

Digital literacy refers to the skills needed to live, learn and work in a society dominated by digital technologies such as mobile phones, computers and online platforms. At Chatsworth, we recognise that building these skills responsibly is a shared responsibility between the school, parents and students.

To support students in developing safe and respectful online behaviours, we explicitly teach:

- responsible and ethical use of technology,
- privacy and consent online,
- recognising and reporting cyberbullying, and
- managing screen time and digital wellbeing.

We also believe it is important for students to have spaces and times that are technology-free. These opportunities encourage students to develop their social skills, imagination and resilience through face-to-face interaction, play and conversation.

Posters around the school clearly mark technology-free zones and times, reminding students, parents and visitors of our community-agreed expectations.

Responsibilities

The responsibilities for students using any form of digital technology at school or during school activities are outlined below. It is acceptable for students at **Chatsworth State School** to:

- use school-owned ICT devices for:
 - assigned classwork and learning activities under teacher direction
 - developing literacy, communication and research skills
 - creating digital content for educational purposes with teacher approval
 - accessing online learning resources provided by the school or Department of Education
- be courteous, considerate and respectful of others when using technology
- seek permission from a teacher before using any device under special circumstances.

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

- use a mobile phone or device during school hours without permission
- bring personal mobile phones into classrooms or playgrounds
- take photos, record audio or video, or post content of others without consent
- download, distribute or view offensive material
- use language or messages that are obscene, discriminatory, intimidating or harassing
- engage in online bullying, sexting, or sharing inappropriate material
- access or share social media platforms during school hours
- use devices to cheat during assessments or interfere with school operations
- access, damage or tamper with school network systems or equipment.

Parent and Student Understanding

By enrolling at **Chatsworth State School**, students and parents acknowledge:

- the school's no-phone policy and the requirement for devices to be checked in each morning,
- that students are responsible for using technology in accordance with the Department of Education's Responsible Use of ICT Facilities and Devices Policy,
- that teachers and staff will provide guidance and supervision in the safe and responsible use of technology, and

- that breaches of these expectations may result in disciplinary consequences or restricted access to the school network.

Chatsworth State School is proud to promote a culture where students learn to use technology **responsibly, respectfully and safely**, while also valuing the importance of personal connection, conversation and play as part of their social development.

Participation in Non-Curricular Activities

At **Chatsworth State School**, participation in **non-curricular and extra-curricular activities** such as representative sport, school camps, excursions, cultural events, leadership roles and special programs is considered a **privilege** that reflects a student's commitment to our school's values and behavioural expectations.

While our goal is for every student to be involved in these opportunities, participation is dependent upon students:

- demonstrating **consistent positive behaviour**,
- showing **respect** for staff and peers,
- meeting **attendance** and **learning expectations**, and
- following the school's **Student Code of Conduct** and **PBL expectations** at all times.

If a student's behaviour does not meet these expectations, their participation in non-curricular activities may be **temporarily withdrawn** as part of a fair and proportionate response under the school's behaviour framework. This decision is made carefully, taking into account the individual circumstances and the student's right to natural justice.

Relevant Policy References

This approach is consistent with the following **Queensland Department of Education** policies and guidelines:

- **Department of Education: Student Code of Conduct (2021)**
Schools may apply logical consequences, including removal from non-curricular activities, when a student's behaviour is inconsistent with expected standards.
- **Education (General Provisions) Act 2006 (Qld)**
Sections 282–283 support the principal's authority to maintain the good order and management of the school, including decisions regarding participation in school activities.

- **Safe, Supportive and Disciplined School Environment Policy**

Schools are encouraged to implement proactive and responsive strategies to support appropriate behaviour and maintain safety in all school-related settings.

- **Participation in Extra-Curricular Activities Guideline (EQ)**

States that schools may restrict participation when a student's behaviour poses a safety risk or undermines the reputation and good order of the school.

Chatsworth Implementation:

At **Chatsworth State School**, the withdrawal of non-curricular privileges is used as a **restorative and educational measure**, not as a punishment.

Before withdrawal occurs, staff will:

1. Provide clear feedback to the student about the behaviour concern.
2. Offer opportunities to reflect and correct behaviour.
3. Communicate with parents or carers to discuss next steps.

If a decision is made to withdraw a privilege, the student will be supported to **rebuild trust** and **regain eligibility** by demonstrating improved behaviour and adherence to school expectations.

Example of Non-Curricular Activities

Activities that may be affected include (but are not limited to):

- inter-school or representative sport
- school camps or excursions
- leadership roles or special events
- reward days, discos, or celebration activities
- participation in performances or competitions.

Preventing and responding to bullying

Our staff know that student learning is optimised when every child feels **safe, connected and valued**. When students experience trusting relationships and a strong sense of belonging, they are more likely to engage actively in their learning and achieve better physical, emotional, social and educational outcomes.

Teachers who feel supported and respected are better able to build positive, nurturing relationships with students and families, strengthening the sense of community within our school. Parents who are positively engaged in their child's

education also contribute significantly to improved self-esteem, attendance and behaviour.

At **Chatsworth State School**, enhancing the wellbeing of our students, staff and families delivers long-term benefits, socially, emotionally and academically, and supports our commitment to providing a safe, inclusive learning environment for all.

Understanding Bullying

Chatsworth State School aligns with the **national definition of bullying** used across all Australian schools: Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical, and/or social behaviour that intends to cause physical, social or psychological harm.

It involves an individual or group misusing their power, real or perceived, over one or more persons who feel unable to stop it from happening. Bullying can occur in person or online, through various digital platforms and devices. It can be obvious (overt) or hidden (covert), and can cause immediate, medium and long-term harm to those involved, including bystanders. Bullying behaviour is repeated or has the potential to be repeated (for example, through sharing digital content).

What Bullying is Not

Certain behaviours, while serious and unacceptable, are **not defined as bullying**:

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

While these are not considered bullying, they are still taken seriously. At

Chatsworth State School, staff respond quickly to these behaviours and work collaboratively with students and parents to resolve conflicts, repair relationships and support positive change.

Chatsworth State School – Bullying Response

Chatsworth State School has a zero-tolerance approach to bullying in all its forms, verbal, physical, social or online. All reported or observed instances of bullying are **acted on promptly and appropriately** by staff using respectful

communication strategies and the school's *Managing Problem Behaviour* and *Positive Behaviour for Learning (PBL)* frameworks.

Our goal is always to ensure that every student feels **safe, supported and heard**, while also teaching empathy, accountability and problem-solving skills.

Reporting Bullying

Students, parents and staff all share responsibility for identifying and reporting bullying behaviour. At Chatsworth, the reporting process is clear and accessible:

1. Report to the Classroom Teacher

- The first point of contact for any bullying concern is the classroom teacher.
- Teachers are familiar with students' relationships and daily interactions and can address issues early through classroom strategies, mediation and communication with parents.

2. Escalate to School Leadership if Needed

- If the issue continues or the behaviour is severe, it should be escalated to the Principal, or a member of the leadership team for further action and follow-up.
- Leadership staff will investigate the matter, communicate with all parties, and determine appropriate supports and consequences in line with the school's *Student Code of Conduct*.

3. Ongoing Support and Monitoring

- Staff will check in with the student/s involved following any report to ensure the issue has been resolved.
- Parents will be kept informed of the school's response and progress.
- Additional wellbeing supports (such as Guidance Officer, HoSES, or Wellbeing Worker involvement) may be provided if needed.

Our Approach to Prevention and Support

At Chatsworth State School, we work proactively to prevent bullying through:

- explicit teaching of respectful behaviours and empathy as part of our PBL lessons
- inclusion of anti-bullying education in Health and Wellbeing programs

- promoting kindness, responsibility and cooperation through our school values
 - encouraging student voice through the Student Leadership Forum to raise awareness and guide school initiatives
 - providing safe avenues for students to report concerns to trusted adults.
- We also promote cybersafety and digital citizenship, teaching students how to communicate respectfully online and to report inappropriate behaviour to an adult immediately.

Our Commitment

Every member of the Chatsworth community has the right to feel safe and respected at school. By working together — staff, students and parents — we create a culture where bullying is not accepted and every student has the opportunity to thrive.

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

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The principal Mrs Kay Rye, can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying. It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Chatsworth 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 school principal.

Chatsworth State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

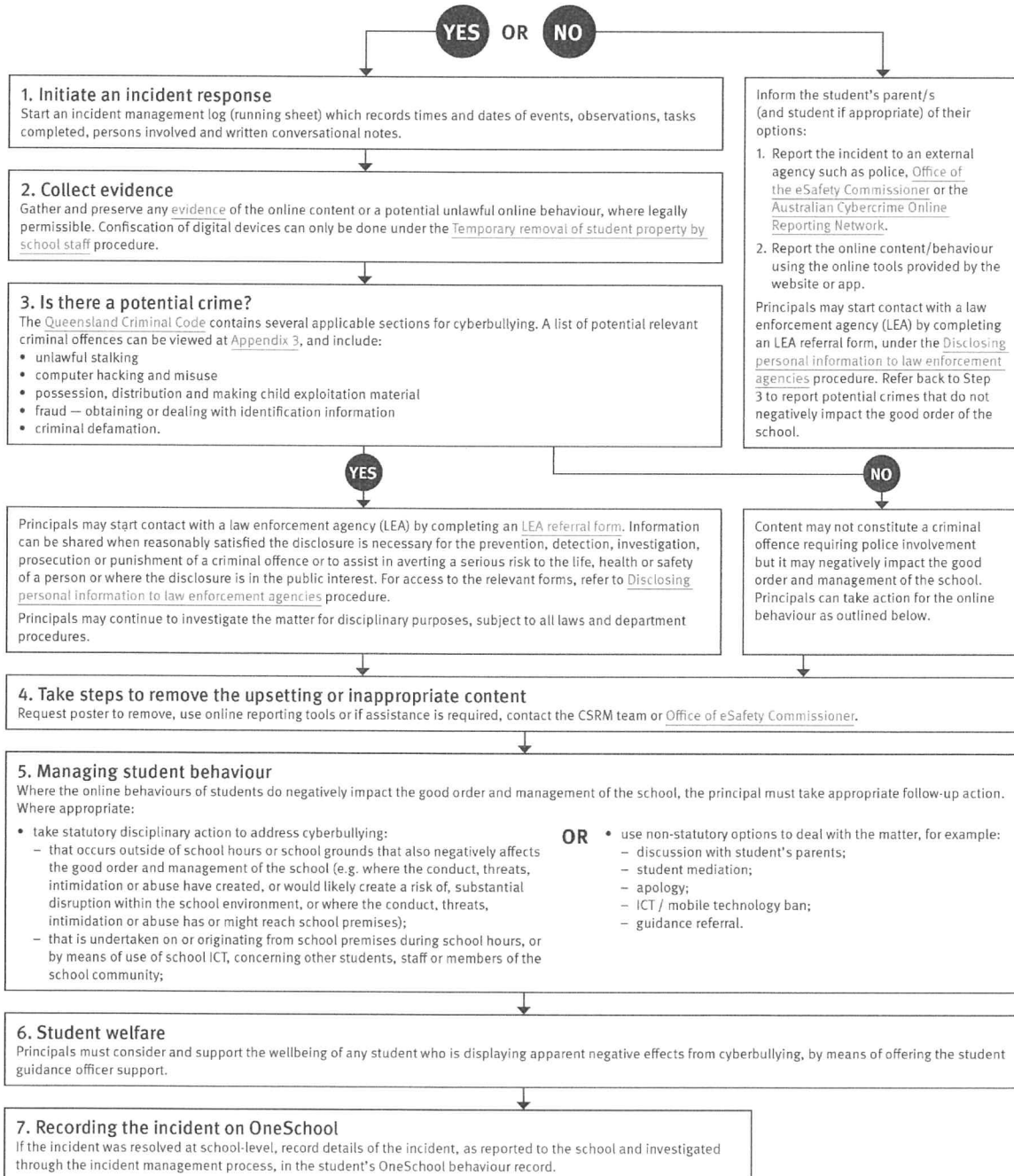
Explicit images

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

Report

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

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



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

Chatsworth 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 Chatsworth 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.

Chatsworth State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Chatsworth 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.

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

The agreed national definition for Australian schools describes bullying as

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity,

athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

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

Appropriate use of social media

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

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

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

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

others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (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
- report the content to the social media provider.

Restrictive Practices

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

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

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

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

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or

clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the

Restrictive practices procedure.

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [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

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school

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

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. **External review:** contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

Appendix 1

PBL Behaviour Matrix



Behaviour Expectations



AS CHATSWORTH CHAMPIONS WE...	EVERYWHERE Golden Rules	CLASSROOM	PLAYGROUND	BREAK TIMES / TRANSITIONS
SAFE 	• Manage your emotions • Use equipment properly • Walk • Wear school uniform • Right place, right time	• Clean up after yourself • Use technology for learning activities only • Be responsible for your belongings • Be Cyber Safe • Keep Usernames and Passwords private	• Play allowed games	• Enter and exit calmly with permission • Cooperate with adults and peers • Respect your privacy and the privacy of others
RESPECTFUL 	▲ Respect others ▲ Value others' beliefs and backgrounds ▲ Be an Upstander ▲ Be kind, you can't rewind ▲ Follow adult directions the first time ▲ Respect privacy and others' personal space ▲ Put rubbish in bins ▲ Respect others and care for the school environment and equipment	• Take care of yourself • Respect others' right to learn	• Invite others to join games • Play fairly • Show good sportsmanship	• Move respectfully around the school • Follow adult instructions
LEARNERS 	• Be an active participant • Use the High 5 • Take responsibility for your learning and behaviour • Think before doing	• Be a positive group member • Help others • Be willing to learn together • Be Cooperative • Use your own idea and words when creating work • Stay focused on the topic your teacher has asked you to research.	• Be open to learning new games • Think before doing	• Know bus line routine • Follow lunchtime routines • Chew'n'Chat

Appendix 2:

PBL Behaviour Flow Chart

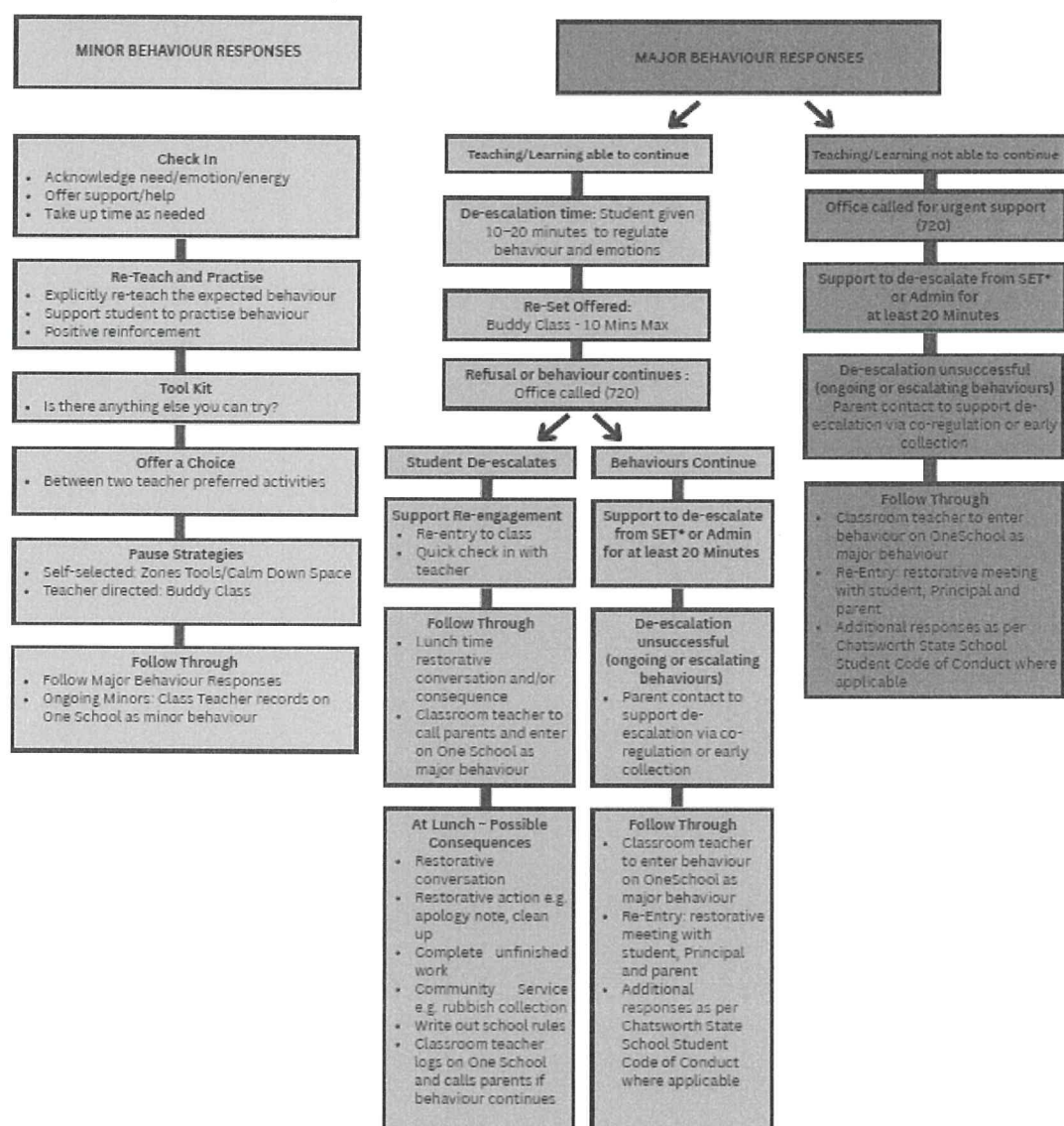


Chatsworth State School

Chatsworth Champions are Safe and Respectful Learners



Essential Skills for Classroom Management	Chatsworth Classroom Management
- Establish expectations - Instruction giving - Wait and scan - Parallel acknowledgement - Body language encouraging	- Descriptive encouraging - Selective attending - Redirection to the learning - Give choice or warning - Follow through



Appendix 3

PBL Major and Minors



Managing Problem Behaviour

STAGE ONE MINOR: LOW LEVEL BEHAVIOUR <i>Minor acts of misconduct, which interfere with teaching and learning.</i>	STAGE TWO MINOR: MEDIUM LEVEL BEHAVIOUR <i>Intermediate acts of misconduct which may include repeated acts of minor misconduct and/or misbehaviours against people or property, which do not seriously endanger others' health, safety or well-being.</i>	MAJOR: HIGH LEVEL BEHAVIOUR <i>Major acts of misconduct which may include repeated acts of medium misconduct, high level disruption to teaching/learning and/or serious threats to health, safety or property.</i>												
• <u>Non-compliance</u> • Minor interruptions to learning (talking, noises, calling out, late, work avoidance, off task) • Not interacting fairly • Minor dishonesty • Out of seat • Unprepared for learning • Using put downs (minor) • Moving unsafely (e.g. running, swinging on chairs etc) • Inappropriate tone or attitude CONSEQUENCES Staff will apply behaviour management strategies appropriate for the situation <i>(that show consideration of the likely function of behaviour)</i> including, but not limited to the following: • Rule reminder or warning • Body language (non-verbal) encouragement • Quiet talk 1:1 • Logical and natural consequences (tidy up, make up time etc) • Give direct instructions • Selective attending/tactical ignoring • Descriptive encouraging • Sit and think (2-5 min max) • Redirect to learning • Supportive conversation • Move seat in class	• <u>Non-compliance</u> • Damaging property (e.g. snap pencil, draw on book) • Disrespectful language (e.g. backchat, your mum...) • Consistently late • Not playing fairly • Repeated interruptions to learning • Deliberate defiance • Taking property without asking • Unsafe use of equipment (running, swinging on chairs etc) CONSEQUENCES Staff will apply behaviour management strategies appropriate for the situation <i>(that show consideration of the likely function of behaviour)</i> including, but not limited to previous strategies as well as the following: • Walk & Talk • Sit and think/time out • Logical and Natural Consequences • Buddy Class (10 min max) • Community Service (reflects behaviour/expectation) • Restore relationship (apology, fix-up) • Loss of own time • Restorative Chat • Written/Visual plan to get back on track • Contact parent/s* *If teacher is noticing a pattern in the behaviour	• Destruction of property (JWB, technology, deliberate) • Verbal non-compliance (powers/verbal) • Absent without permission (walk outs, truncky) • Verbal aggression • Inappropriate use of technological devices • Bullying & harassment • Verbal harassment (major, aggressive, intimidating) • Sexual harassment • Physical harassment • Physical aggression CONSEQUENCES Office staff will apply behaviour management strategies appropriate for the situation <i>(that show consideration of the likely function of behaviour)</i> including, but not limited to the following: • Previous strategies • Time in office • Restorative Conference/Chat with restitution plan • Parent contact/conference • JBSR/behaviour contract or External Behaviour Support • Supported Play • Reflection (room – second break (single or multiple)) • Suspension • Loss of privileges e.g. Leader Badge or activity involvement • Community Service (reflects behaviour/expectation, fix, repair, financial etc.)												
BEHAVIOUR RESOLVED?	BEHAVIOUR RESOLVED?	BEHAVIOUR RESOLVED?												
<table><tr><th>YES</th><th>NO</th></tr><tr><td>PRAISE & REWARD APPROPRIATE BEHAVIOUR</td><td>CONSISTENT BEHAVIOUR BECOMES 2ND STAGE MINOR</td></tr></table>	YES	NO	PRAISE & REWARD APPROPRIATE BEHAVIOUR	CONSISTENT BEHAVIOUR BECOMES 2 ND STAGE MINOR	<table><tr><th>YES</th><th>NO</th></tr><tr><td>PRAISE & REWARD APPROPRIATE BEHAVIOUR</td><td>3RD OFFENCE IN ONE WEEK BECOMES /OFFICE REFERRAL</td></tr></table>	YES	NO	PRAISE & REWARD APPROPRIATE BEHAVIOUR	3 RD OFFENCE IN ONE WEEK BECOMES /OFFICE REFERRAL	<table><tr><th>YES</th><th>NO</th></tr><tr><td>PRAISE & REWARD APPROPRIATE BEHAVIOUR</td><td> • CASE CONFERENCE • SUSPENSION • EXCLUSION </td></tr></table>	YES	NO	PRAISE & REWARD APPROPRIATE BEHAVIOUR	• CASE CONFERENCE • SUSPENSION • EXCLUSION
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YES	NO													
PRAISE & REWARD APPROPRIATE BEHAVIOUR	• CASE CONFERENCE • SUSPENSION • EXCLUSION													

Appendix 4 Individualised Behaviour Plan



Individual Behaviour Support Plan

(Adapted from C. Borgmeier, 2002)

Student name:	
Meeting date:	
Action team members:	

Competing Behaviour Pathway

