



Esk State School

Student Code of Conduct

2021 - 2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

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

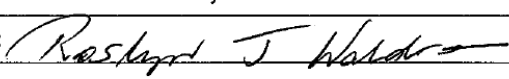
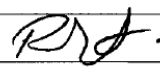
The Esk State School Student Code of Conduct sets out the responsibilities and processes used in our school to promote a productive, effective whole school approach to discipline.

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

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Endorsement

Principal Name:	Mrs Roslyn Waldron
Principal Signature:	
Date:	4 November, 2020
P/C President Name:	Mrs Rebecca Ebert
P/C President Signature:	
Date:	4-11-20

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Whole School Approach to Discipline

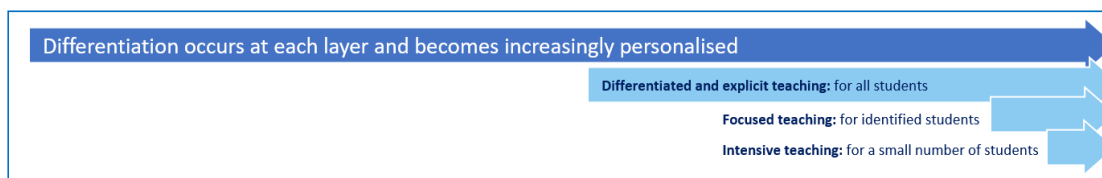
Esk State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- identify, adopt and apply evidence-based practices for building and supporting academic and social success for all students.
- ensure that all students are given the opportunity to learn social and emotional skills needed to succeed in school and beyond.
- assist staff to teach students expected social behaviours.
- effectively prevent school-based behaviour problems including violence and bullying.
- create student behavioural health and contributes to improving the effectiveness of academic support systems.
- address differentiation through a tiered system of implementation.

PBL applies data-based decision making to improve student discipline, academic and social and emotional learning outcomes. Staff regularly attend professional development regarding different aspects of behaviour management, and participate in regular meetings regarding PBL implementation at the school. PBL is designed to meet the expectations of the school and the behaviour needs of students through the provision of three levels of differentiation and explicit teaching.

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



Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive support for a small number of students. Each layer provides progressively more personalised supports for students. How the added levels of differentiation roll out depends upon the unique circumstances and needs of the child.

How the different layers of differentiation is rolled out in the school is explored further into the document.

'Conduct' refers to the behaviour of a student specifically described in section .282 (c), (d) and section.292 (c), (d) of the Education (General Provisions) Act 2006 (Qld). Conduct of a student also includes that which does not happen on school premises, or during school hours. Conduct of a student includes an omission to perform an act by the student.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students:

- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner

Students

Below are examples of what these PBL expectations look like for students across the school. You will find these expectations around the school and within each classroom.

Be Respectful

Key Phrases:

- Use respectful language and actions.
- Follow the directions of your teacher promptly.

Examples of respectful behaviour includes:

- Use manners.
- Take turns.
- Wait patiently.
- Whole of body listening.
- Follow instructions.
- Greet others respectfully.
- Wear your uniform with pride.
- Keep a clean and tidy environment.
- Respect others' right to learn.

Be Responsible

Key Phrases:

- Be in the right place at the right time, doing the right thing.
- Responsibility is following through on the job that you are supposed to do.
- TDL (toilets, drinks, line-up) at the bell.

Examples of responsible behaviour include:

- Follow instructions the first time.
- Be a problem solver.
- Report inappropriate behaviour.
- Being prepared.
- Move with purpose when transitioning.
- Wearing the correct school uniform.
- Handing in digital devices (eg phones) at the office.

Be Safe

Key Phrases:

- Keep hands feet and other objects to yourself.
- No hat, no play.

- Walking feet.
- Just because you can, doesn't mean you should.

Examples of safe behaviour include:

- Use equipment as intended.
- Keep hands, feet and other objects to yourself.
- Stay in the school grounds at all times.
- Remain in the designated areas.
- Walk on concrete and around buildings.
- Play fairly.
- Ask permission.

Be a Learner

Key Phrases include:

- Esk State School is all about teaching and learning.
- Be your best, your very very best, and be it every day.
- You got to have a go, you got to have a go, you got to have a go or you'll never, never know.
- Use the power of 'yet'.

Examples of Being a Learner include:

- Work to stay in the green zone.
- Whole of body listening.
- Ask for assistance when required.
- Accept differences.
- Being on time.
- Having a growth mindset.

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Be Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond promptly to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home, in the community and online about school staff.	We will ensure positive behaviours are role modelled for all students.
School matters are dealt with through the school directly and privately, understanding the need to protect the interests of others.	We will work with every family to quickly assist and resolve matters of concern.
You use respectful language and actions.	We use respectful language and actions.

You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community.

Be Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You leave and collect your child from the designated area at school, alerting the school to any changes.	We will give clear guidance about a designated area for parents to leave and collect students. So that you do not negate your responsibility, we will notify you of the times when and where before and after school supervision is occurring.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and provide regular feedback about your child's progress.
You approach the class teacher or principal if you are concerned about the behaviour of another student, parent or staff member.	We will work with every family to quickly address any complaints or concerns about the behaviour of students, other parents or staff.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the school newsletter (email, website or hardcopy) as the primary means of notifying parents about school news, excursions or events.
You cover the costs of uniforms, textbooks, excursions, equipment for personal use, and items that are consumed.	We will cover the costs of instruction (ie. teachers, teacher aides), facilities and administration.

Be safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, physical, emotional, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social, physical, emotional, and behavioural progress at school.

You provide relevant information and named and labelled medication for your child's health needs, through the school office.	We will work with you in managing your child's health needs.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Be a Learner

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teachers and staff about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You understand that school is not home, and that the school operates under the direction of the principal.	We will assist students in understanding that school is different from home and that rights are balanced by responsibilities.
You notice when others need help, (parents, staff and students), and offer assistance.	We will check in with you about your child's needs or any support your family may require.
You acknowledge that parents, staff and students will make mistakes and will learn from them. You will permit them to reset without holding resentment.	We will help students (staff and parents) to learn from their mistakes and own their responsibilities, allowing them to reset and we will model forgiveness.

Consideration of Individual Circumstances

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

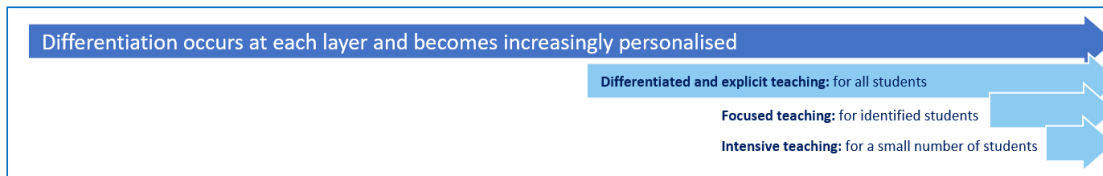
Everything is treated on its own merit, with consideration of individual circumstances of students.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to disability, complex trauma or family circumstances. All these factors are taken into consideration when responding to behaviours.

Our staff are obliged by law to respect and protect the privacy of individual students. These obligations limit discussion or sharing information about individual circumstances of students, including applied disciplinary consequences with persons other than the student's parents. While we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident includes your child. You can be assured that school staff take all matters, such as bullying, very seriously and will seek the facts, then address the behaviours appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, do not approach the student yourself. This is the responsibility of staff. Please make an appointment with the principal to discuss the matter and each matter will be considered on its own merit. If you have concerns regarding the way our staff have responded to student behaviour, again, please make an appointment with the principal to discuss the matter.

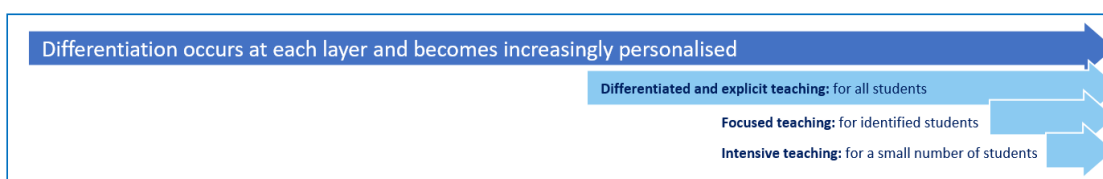
Differentiated and Explicit Teaching



Differentiated and explicit teaching of behaviour is undertaken through school wide systems that include:

1. Systems for encouraging, maintaining and rewarding positive behaviours.
2. Teaching for understanding of the four behavioural expectations within a range of environments.
3. Teachers using the Essential Skills of Classroom Management within the teaching and learning environment. ([more information](#))
4. Systems linking the PBL framework to end of year school awards.

Focused Teaching

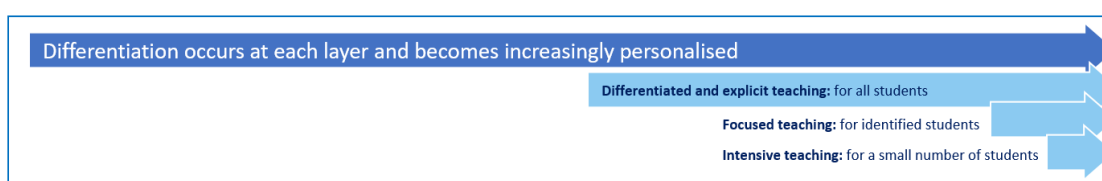


Focused teaching is provided through weekly instruction on the first teaching day of the school week. These lessons are responsive to data, day-by-day observations, and individual need. The intent is to build the skill-sets of the student so that they can learn to manage behaviours of themselves and others.

This instruction includes:

- teaching and applying the Zones of Regulation to assist students develop self regulation.
- using restorative practices.
- accessing the Social and Emotional General Capabilities from the Australian Curriculum.
- providing opportunities to practise skills and multiple opportunities to achieve the intended learning expected behaviour, in a moderated environment.
- systems for encouraging, maintaining and rewarding the new behavioural skills being learnt.
- support to apply strategies, to manage behaviours in specific circumstances.

Intensive Teaching



Intensive teaching supports involving frequent and explicit instruction may be utilised for individual or in small groups to assist in developing mastery of the basic behavioural concepts, skills and knowledges. Other strategies such as Individual Behaviour Support plans, individualised behavioural tracking and reward systems, check-ins/check-outs may also be used.

A small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment, support plans and multi-agency collaboration may be provided to support the student. This intensive support will vary according to individual circumstances.

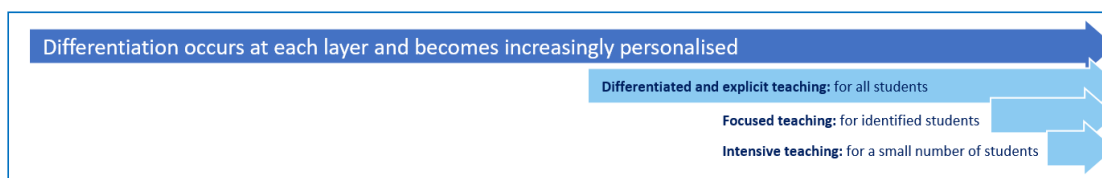
Legislation

Links to the relevant legislation that inform the overall Student discipline procedure.

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

Disciplinary Consequences

The disciplinary consequences model used at Esk State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.



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

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

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

Minor behaviour - Differentiated

Low-level or Minor behaviours are problem behaviours that are handled by any staff members at the time it happens.

Minor behaviours are those that:

- are low-level or minor breeches of the school behaviour expectations.
- do not seriously harm others or cause staff to suspect that the student may be harmed.
- do not violate the rights of others in any other serious way.
- are not part of a pattern of problem behaviours.
- do not require involvement of specialist support staff or Principal.

Responding to the individual circumstances, low-level or minor behaviours may possibly result in the following consequences:

1. application of techniques such as:
 - 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
 - Corrective feedback (e.g. "Hand up when you want to ask a question")
 - Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
 - Explicit behavioural instructions (e.g. "Pick up your pencil")
 - Proximity control
 - Tactical ignoring of inappropriate behaviour (not student)
 - Revised seating plan and relocation of student/s
 - Individual positive reinforcement for appropriate behaviour
 - Class wide incentives
 - Reminders of incentives or class goals
 - Redirection
 - Give 'take-up' time for student/s to process instruction/s
 - Break down tasks into smaller chunks
 - Provide choice of task order (e.g. "Which one do you want to start with?")
 - Prompts eg to take a break, time away in class, refer to Zones of Regulation
 - Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
 - additional responsibilities
2. a re-direction procedure, for example:
 - Behaviour named, student states expected school behaviour, staff state and explains the expected school behaviour if necessary, and positive verbal acknowledge for expected school behaviour is given when displayed.
3. a minor consequence that is logically connected to the problem behaviour. For example:
 - natural justice "You made the mess, you clean it up."
 - private discussion with student about expected behaviour
 - time out
 - thinking chair
 - partial removal of personal time \ play time to complete work
 - loss of privileges
 - student explaining behaviour to parent
 - reprimand for inappropriate behaviour
 - warning of more serious consequences

Major - Focused

Major behaviours are those that may:

- significantly breach one or more of the school behaviour expectations



- violate the rights of others
- be of an repeated, or ongoing, or a pattern of minor behaviours
- put others / self at risk of harm
- incite inappropriate behaviours in others
- require the involvement of the school leadership team
- undermine the good order and management of the school

Teachers, as well as teacher aides (with the support of a teacher if necessary), are delegated to respond to problem behaviours, given due consideration to the individual circumstances, may choose to impose consequences such as:

- referral to the principal
- behaviour record made in OneSchool
- contact with parent
- letter/s of apology
- loss of privilege
- withdrawal from classroom and/or playground interaction
- individual reflection time
- temporary removal of property
- applying restorative justice
- natural justice consequence
- walk/s with the duty staff member
- coaching and debriefing with a staff member
- detention/s
- Individual student behaviour support strategies
- targeted skills teaching in small group
- behavioural contract
- Behaviour improvement condition
- individual behaviour plan
- referral to Student Support Network for team based problem solving

Major – Intensive

Ongoing behavioural issues at a major level, or incidence/s of very serious problem behaviours may result in the following being imposed by the principal, with each situation being given due consideration around individual circumstance:

- Check in check out strategy
- Behaviour improvement condition
- Functional Behaviour Assessment - 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)
- Re-entry meetings
- 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)

Detention

Detentions can be applied during school hours, outside of school hours or on non-school days. At Esk State School most detentions are applied during school hours. Outside of school hours detentions are rarely used, and those will be with parent's consent. Non-school day detentions are not utilised at Esk State School.

Detentions are able to be issued by the principal, a teacher, or the teacher aides in consultation with a teacher, for playground based misbehaviours as outlined above. The person giving the detention is responsible for recording the incident in OneSchool, and for ringing the parent/s before the end of the day, so that parents are informed of the incident. The behaviour incident record is referred to the detention teacher for recording of the follow through.

Detentions are usually given during the second play time (occasionally first play break in extenuating circumstances). Students are released from class at usual time, are allowed to eat during eating time, and then move from the eating area to the detention room. Detention will last from 15 – 25 minutes, depending upon the age of the student and also the nature of the behaviour that caused the consequence. During this time the students reflect on the behaviour and its consequences to all involved, and also discuss how the matter could have been handled in a more productive and positive manner – ie. teaching around the incident.

Multiple detentions may also be given for concerning major behaviours.

School Disciplinary Absence

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

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

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by

both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

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

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

Arrangements

The invitation to attend the re-entry meeting will be communicated through the suspension letters. 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. They typically occur on the day of re-entry prior to the start of school, and serve the purpose of welcoming back the student into the school, and the supports available to assist their success moving forward.

A record of the meeting is saved in OneSchool, as a contact and includes any notes regarding discussion points from the meeting.

School Policies

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

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

Temporary removal of student property

The following items are banned at Esk State School:

Banned items	Clarification areas
Tattoos	Temporary or permanent are not permitted.



Nail Polish	Includes acrylic and false nails
Arm jewellery: eg bracklets etc	Exceptions: (at owners risk) Medical alerts Watches that tell the time only. Children's Fitbits
Ear-rings	Exceptions: <i>Small plain</i> sleepers which sit close to lobe. <i>Small plain</i> studs (ball/square) size to be fully on lobe. eg. less than 5mm
Rings	If an exception is needed please bring request to the Principal.
Chains/Necklaces/Anklets etc.	If an exception is needed please bring request to the Principal. Cultural significance or religious emblems will be recognized. In this case, a chain or necklace would be required to be not visible, and is worn at the wearer's own risk.
Knives, Weapons	<i>No knives or weapons of any kind are permitted on school grounds.</i> This includes: imitation guns or weapons, brass knuckles, flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, plastic knives, toy knives, 3D printed knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel or shivvy. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In the event of dress up occasions, processes will be discussed with the children.
Potentially dangerous items	Items that have potential to be dangerous are not permitted on school grounds. This includes: <ul style="list-style-type: none"> whips, blades, ropes, chains, blow darts etc. explosives eg. fireworks, flares, sparklers etc. flammable solids or liquids e.g. fire starters, mothballs, lighters, matches.
Toys	Toys are available through the library or the student council borrowing system. Toys are not be brought in from home. If toys escape from home, then it is at the child's own risk, and the item may be temporarily removed.
Inappropriate or offensive material	This includes: racist literature, pornography, extremist propaganda, inappropriate images or videos, offensive commentry etc.

Poisons, Alcohol, Drugs or Aerosols	This includes: <ul style="list-style-type: none"> • alcohol of any form • drugs, including tobacco • aerosol deodorants or cans, including spray paint • poisons e.g. weed killer, insecticides
Medication for self administration.	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).
Make-up	Blemish concealer applied as required is accepted.
Chewing Gum or Bubble Gum.	Exception: Stimmers for children with ASD.
Digital Devices	Digital Devices are not to be brought into school.
Mobile Phones	Mobile phones are not be used/accessed on school grounds. As parents will issues mobile phones for a variety of valid reasons, phones are to be handed into the office upon arrival, and collected at the end of the school day.

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.

The highlighted items above are explicitly prohibited at Esk State School and will be removed if found in a student's possession.

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

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.

Responsibilities

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

Use of mobile phones and other devices by students

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

Digital devices include, but are not limited to game devices, laptops, personal computers, mobile phones, ipads, tablets, ipods, voice recording devices, cameras, video recorders, smart watches etc.

At Esk State School it is our policy that devices such as those listed above are not to be brought onto the school grounds. Should a device eg a mobile phone, be provided by

parents for student safety outside of school, then the device is to be handed in at the office upon arrival, and collected at the end of the school day. At no time should a mobile phone be accessed/used while on school property. Failure to
Where access to digital devices is required in the curriculum, the school will provide and/or manage the resource.

As part of the Australian Curriculum General Capabilities: ICT (embedded in all subjects) students are explicitly taught to apply appropriate practices to recognise the intellectual property for digital information of themselves and others. They are taught to use appropriate practices for the physical and logical storage and security of digital information, and apply appropriate protocols when using ICT to safely create, communicate or share information. Students are explicitly taught to gain an understanding of the benefits and consequences of the use of ICT by individuals, groups and communities and the impact of the use of ICT on the fabric of society. In developing and acting with ICT capability, students:

- recognise intellectual property
- apply digital information security practices
- apply personal security protocols
- identify the impacts of ICT in society.

Responsibilities

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

It is **acceptable** for students at Esk State School to:

- use devices for assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when communicating using a device.
- only use their user name and password, keeping their log-ins etc secure.

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

- use digital devices in an unlawful manner
- use a mobile phone on school grounds
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws

- ignore teacher directions regarding for the use of communication media eg. email.
- send chain letters or spam email (junk mail)
- access social media platforms such as Ticktoc, Snap Chat, What's App, Facebook, Instagram etc.
- knowingly download viruses or any other programs capable of breaching the department's network security
- use digital devices to record images or record voices without the permission of the teacher and the person being recorded.
- use digital devices to record images or voices to record inappropriate behaviours or incidents, for the purpose of dissemination among the student body or outside the school, by any means.
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, etc.) of such material
- use a digital device to cheat during exams or assessments
- access images and recording of an inappropriate nature.

Inappropriate use of digital devices will result in disciplinary consequences. Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service directly.

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

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

Preventing and responding to bullying

Esk State School is a Positive Behaviour for Learning School. It is an organisational framework for identifying, adopting and applying evidence-based practices for building and supporting academic and social success for all students. PBL ensures that all students have



the social and emotional skills needed to succeed in school and beyond. PBL assists schools to teach students expected social behaviours and is an effective strategy for preventing school-based behaviour problems including violence and bullying. Teaching and supporting social behavioural skills creates student behavioural health and contributes to improving the effectiveness of academic support systems.

Embedded in the PBL lessons resources are drawn from:

- the Respectful Relationships program
- Skill Streaming the Elementary School Child: A Guide for Teaching Prosocial Skills
- Zones of Regulation: A curriculum designed to foster self-regulation and emotional control.
- Social and Emotional General Capability from the Australian Curriculum.
- Friends For Life
- Bullying No Way! materials. (bullyingnoway.gov.au)
- Be You (Beyond Blue / Headspace)

The school also participates annually in the National Day of Action Against Bullying and Violence.

Staff engage with regular professional development regarding student behaviour and classroom management. Professional readings are sourced from the Bullying No Way website and through PBL materials.

Students enrolled at Esk State School may face in-school disciplinary action, such as detention/s 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 bullying or refusal to change bullying behaviours.

Bullying

There are three types of bullying behaviour:

1. Verbal bullying which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion
2. Physical bullying which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings
3. Social bullying which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.

If any of these behaviours occur only once, or are part of a conflict between equals (no matter how inappropriate) they are not bullying. The behaviours alone don't define bullying. Verbal, physical and social bullying can occur in person or online, directly or indirectly, overtly or covertly.

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 and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen 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).

Bullying of any form or for any reason can have 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.

Bullying is complex. It resists simplistic ideas and solutions. Knowing exactly what bullying is and understanding why it happens are critical to finding positive and lasting solutions for everyone involved. Students can play various roles within the bullying dynamic. Understanding the peer group is central to understanding bullying.

Behaviours that do not constitute bullying include:

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

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

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

Cyberbullying

Cyberbullying is treated at Esk 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 class teacher or the principal.

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

behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

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.

Esk State School – Anti-Bullying Compact

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

Appropriate use of social media

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

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

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.

Critical Incidents

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.

Appendices

Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher, teacher aides, principal.

First hour
Listen

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

Day one
Document

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

Day two
Collect

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

Day three
Discuss

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

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

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](#).

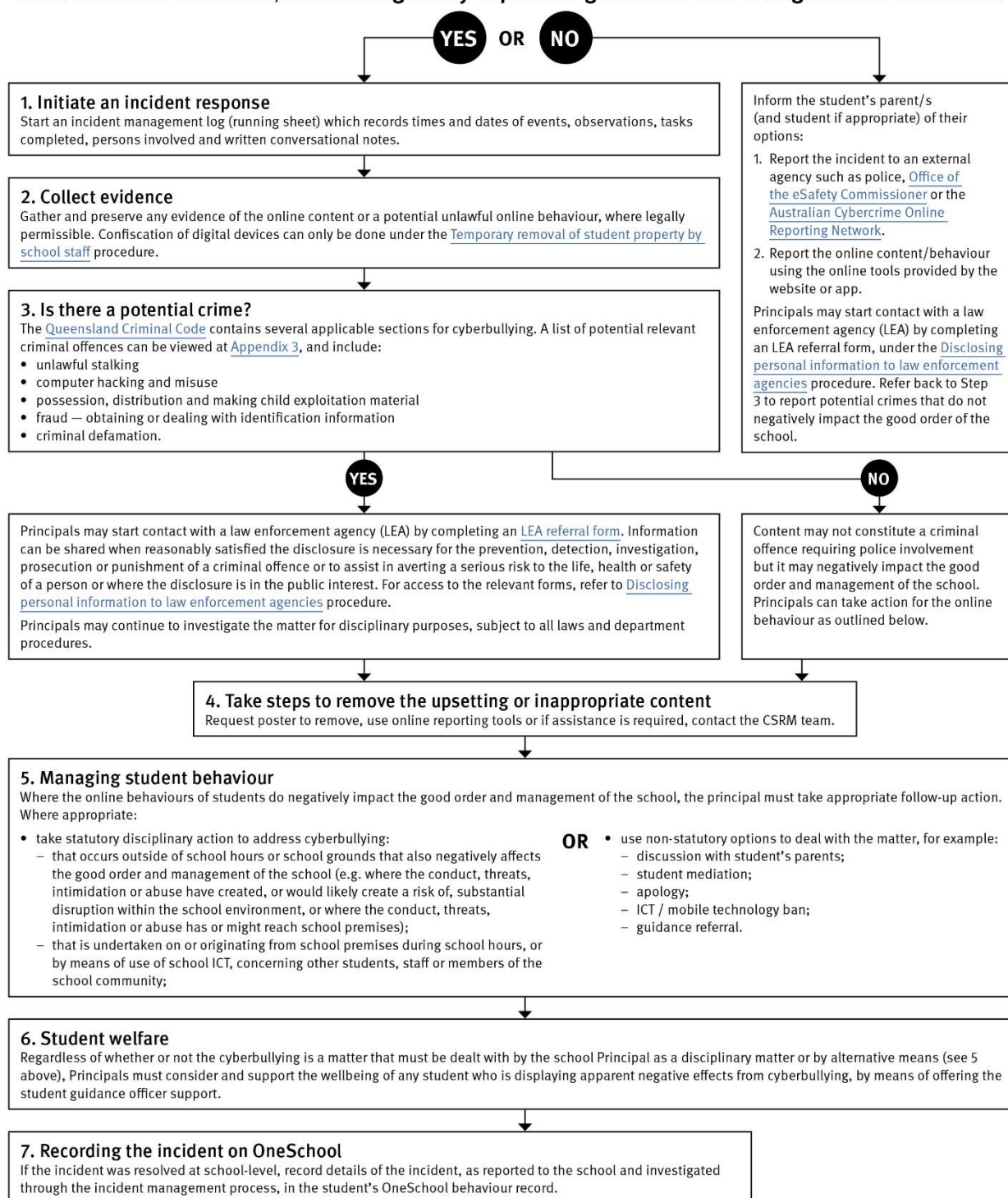
Explicit images

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](#).

Help

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?



Esk State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Esk 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:

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 and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen 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).

Bullying of any form or for any reason can have 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.

The Esk State School community:

- Treats everyone with kindness and respect.
- Abides by the school's behaviour expectations.
- Supports individuals who have been bullied.
- Speaks out against verbal, relational, physical bullying and cyber bullying.
- Notifies a parent, teacher, or the principal reporting when bullying does occur.

Acknowledgement of agreement:

Parent's signature: _____

Student's signature/name: _____

School representative signature: _____

Date:

Behaviours that do not constitute bullying include:

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

School Uniform

The wearing of the school uniform supports school identity and reinforces school pride. The P&C approved uniform is:

Shoes -- students must wear closed in shoes for school. Under current workplace health and safety regulations, closed in shoes such as joggers/sandshoes are appropriate. Please do not send your child to school in sandals, thongs or other open footwear. Colour has not been mandated. Black or white socks are required.

Hats -- We are a SunSmart School. Hats are available through the uniform shop. The school hat is a maroon broad-brimmed hat, while the prep students start with a yellow broad-brimmed hat. The yellow hat enables staff and students to quickly identify the youngest students so that we are able to provide additional support where needed. All children are required to wear hats during eating and play time, and any outdoor lessons. No hat, no play.

Skirts/Shorts

Skirts / Skorts / Shorts are maroon. They come in a variety of fabrics to cater for individual preference. It is then personal choice as to what is teamed with the school shirt. Bike shorts (for modesty) are also sold at the uniform shop.

Shirts:

The dress/formal T-shirt is also maroon with the school emblem on the front. Eskdale (red) and Ivory (blue) sporting house T-shirts may also be worn throughout the week, and are needed especially for sporting carnivals.

Year 6 students are permitted to have a special year 6 shirt to celebrate their final year. This is organized annually with the kids.

Dresses:

There is a dress for the school uniform for those girls who wish to access it. The dress choice has recently been changed. As stock is replenished, the new look dress (solid maroon) is being introduced. Both style of dress can be worn at school allowing for different budgets and uniforms being handed down through the family. The new dress is of a material very similar in weight to the uniform T-Shirt, and will not require ironing. The maroon dress is suitable for school photos. The check dress has a front zip which is handy for swimming.



Winter Uniform:

A variety of winter weight options are available, from fleece track pants and polos, to smart jackets and long pants. Tights are also recommended for under school dresses.