



Springwood Road State School

A **LeaderinMe**™ School

Student Code of Conduct 2021-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name: Deb Robinson

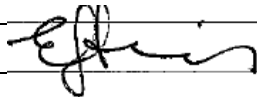
Principal Signature:



Date: 7-12-2020

P/C President: Emma Lewis

P/C President Signature:



Date: 7-12-2020



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Purpose

Springwood Road State School is the first state school in Queensland to become a Leader in Me school. This demonstrates our courage and willingness to be responsive to the needs of our students now and for the future.

The Springwood Road State School Student Code of Conduct outlines the processes and learning opportunities we provide in order to promote safe, respectful learning environments and positive growth mindsets. Our focus is on developing a community that values inclusivity, is respectful of diversity and is actively engaged in all aspects of school life.

We offer a range of opportunities for every student so they can succeed academically, socially and emotionally today, tomorrow and in the future. Our school's Pedagogical Framework aligns to The Leader in Me way of life and offers a clear continuum for staff to continually strengthen their capacity to deliver current, robust learning programs. Our school sets high, achievable expectations for students, staff, families and our wider community.



Springwood Road State School
Student Code of Conduct
2021-2023

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Principal's Foreword

Introduction

Springwood Road State School is a Leader in Me School, foster leadership capabilities in staff, students, families and the wider community. When we live by these habits our school promotes excellence and equity which enables our students to become confident, creative individuals, successful lifelong learners and leaders within their community.

Our students are safe, respectful learners when they uphold the following values:

HABIT 1 - BE PROACTIVE

I am a responsible person. I take initiative. I choose my actions, attitudes and moods. I do not blame others for my mistakes. I can only be offended if I choose to be.

HABIT 2 - BEGIN WITH THE END IN MIND

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision, and look for ways to be a good citizen.

HABIT 3 - PUT FIRST THINGS FIRST

I spend my time on things that are most important. This means I say no to things I know I shouldn't do. I set priorities, make a schedule, and follow my plan. I am disciplined and organised.

HABIT 4 - THINK WIN WIN

I balance courage for getting what I want with consideration for what other want. I make deposits in other's Emotional Bank Accounts. When conflicts arise, I look for options that work for both sides.

HABIT 5 - SEEK FIRST TO UNDERSTAND THEN TO BE UNDERSTOOD

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

HABIT 6 - SYNERGISE

I value other people's strengths and learn from them. I get along well with other people, even those who are different from me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than any one of us.

HABIT 7 - SHARPEN THE SAW

I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just school. I find meaningful ways to help others.



These values are visible throughout the school and form the basis for which the Student Code of Conduct has been developed. The 7 Habits are incorporated into our Restorative Justice Discipline procedure where students are taught about the consequences of their behaviour as well as how to adopt pro-social replacement behaviours.

Our Student Code of Conduct provides an overview of the school's local policies on the use of mobile phones, social media, technology and how we address positive behaviour as well as incidents of misconduct. It details the processes in place to explicitly teach our students the skills needed to meet the expectations within these policies.

I thank the students, teachers, parents and external community members for their contributions to the Springwood Road State School Code of Conduct. Your interest and views shared through this 6 month process have been invaluable as it provides a clear explanation of what we expect from students and how we will support them to achieve these expectations.



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Whole School Approach to Discipline

Springwood Road State School uses a multi-tiered system of support for discipline, with The Leader in Me (7 Habits of Highly Effective People) being the universal approach. This whole-school positive approach to discipline underpins every program offered through the school, including sporting activities and excursions.

The Leader in Me is an evidence-based framework used to:

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

At Springwood Road State School we believe discipline is about explicitly teaching students the skills needed to make prosocial behaviour choices to improve outcomes for all. Teachers create and maintain positive, trusting relationships and teach appropriate behaviours via daily LIM 15 and fortnightly habit lessons. These lessons are supplemented with fortnightly whole school, mixed year levelled, peer support classes taught by year 6 students.

The development of the Springwood Road State School Student Code of Conduct is an opportunity to; explain the Leader in Me (TLIM) framework to students, staff, parents, community members and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of TLIM can be used in any environment, including the home. Doing everything we can do to set students up for success is a shared goal of our whole school community.

Our staff are committed to delivering robust authentic learning programs for every student, and believe all adults in the school, whether visiting or working, should meet the same TLIM expectations in place for students: Be Proactive, Begin With The End in Mind, Put First Things First, Think Win:Win, Seek First To Understand Then Be Understood, Synergise, Sharpen The Saw and Find Your Voice.

Below are examples of what the TLIM expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Springwood Road State School.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or TLIM are encouraged to speak with the class teacher or make an appointment to meet with the principal.



- I'm a responsible person**
- I take initiatives**
- I choose my action, attitudes and moods**
- I don't blame other for my faults**
- I do good things, even when no one is around**



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I plan ahead and set goals
 I do things that have meaning
 I'm an important part of my class
 I figure out what I want to be
 I learn from inspiring people



I make my schedule
 I spend my time on important things
 I study first, then play
 I'm disciplined and organized
 I'm aware of the time

I try to make everyone happy, including me
 I seek for a fair solution
 I view life not as a competition
 I have respect for everyone
 I'm not a selfish person



I listen to other people's ideas and feelings
 I listen with my eyes, ears and heart
 I try understanding things from other people's view
 I don't interrupt whenever someone is talking
 I'm confident voicing my ideas

I value other people's differences
 Being unique is cool
 I ask for other people's ideas
 I'm a good team player
 I can cooperate with anyone



I exercise regularly and eat healthy food
 I can learn new things everywhere
 I spend time with my families and friends
 And do things that I enjoy
 I keep my body, mind, heart and soul balanced

I have found something that I am good at and really like doing
 I am proud but do not boast
 I use my expertise to help and inspire others



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Consideration of Individual Circumstances

Staff at Springwood Road 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 applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

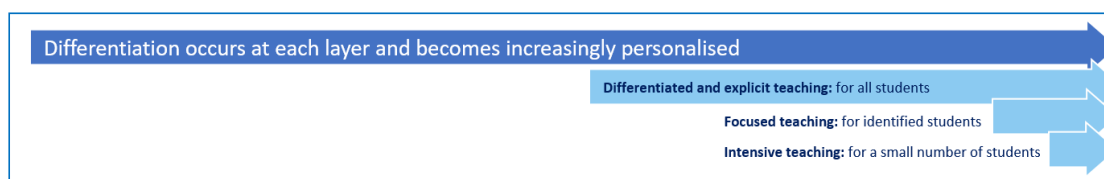
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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

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



























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

The Springwood Spirit Values and Expectations Matrix, behaviour support flow charts and TLIM framework forms the basis for developing our behaviour standards across all settings. The staff work with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. These tools are on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

At Springwood Road State School we do the right thing because it's the right thing to do.

Be a Learner Be Safe Be Respectful

Springwood Spirit Values and Expectations

	Whole School	In the Classroom	Play Areas and Movement	Undercover and Eating Areas	Toilets	Outside Classrooms and Lining up	Manners	In the Wider Community
Be a Learner – We are all here to Learn	Have a positive attitude Set learning GOALS Be an active participant Always try your best Listen to others Encourage and support others Attempt all tasks & strive to improve Think about your choices Be accountable for your actions – don't blame others 	Be prepared for the day Follow class expectations Participate in all class activities Ask for help Set out work neatly Always try your hardest Respect others Listen when others are speaking Use an inside voice 	Share equipment Only play in designated areas Share new games and welcome others to play Use school equipment properly Solve playground problems – ask the duty teacher for support 	Learn to relax at appropriate times Eat first then play Put rubbish in bins Put lunchboxes away – be responsible for your belongings 	Plan ahead – visit the toilet before school and during breaks Use toilets properly Return to class promptly 	Line up quietly in safety lines Walk quietly to specialist classes in safety lines Keep left on stairs and pathways Use an quiet voice <u>outside classrooms</u> 	Choose words that will help others Build your word power – say 'yes' not 'yep' Use appropriate language Set a good example for other students 	Full school expectations apply Follow adult instructions Set a good example for other students Be a Leader 
Be Safe – We play and learn safely	Keep hands and feet to yourself Report problems to teachers Ask permission to leave any area Play only in designated areas Use internet and social media responsibly Walk on pathways Keep walkways <u>clear at all times</u> 	Follow adult instructions Walk inside classrooms Sit safely on chairs Clean up after myself Sit quietly in the Green Zone before school When waiting for parents, wait quietly in the correct <u>area</u> Use equipment safely Follow class expectations Choose your actions 	Wear a hat Walk on pathways Play big ball games on the oval Wear shoes <u>at all times</u> Clean up after myself Report injuries to the teacher on duty Be accountable for your actions Take turns 	Sit while you eat in your designated area Eat only your food Raise your hand and wait to be released Line up quietly at the <u>Tuckshop & only purchase for yourself</u> Walk in a sensible manner Use covered walkways in the wet 	Wash hands with soap and water Go to the toilet with a partner Use toilets appropriately 	Line up in safety lines Students should only be in classrooms with teacher permission Walk quietly to line up after breaks 	Ask for help from teachers, other adults and students in a friendly and polite manner Use social media responsibly 	Only cross at lights and crossings Stay in your designated group Walk (not ride) bikes and scooters inside school grounds and along school boundary Keep left on pathways Tell an adult if you feel unsafe 
Be Respectful – We treat all people and property with respect	Ask permission to leave the classroom Be honest Treat everyone with kindness and respect Speak to others in a friendly manner Help and inspire other students Wear school uniform with pride Look after school grounds 	Be on time Do not interrupt others Follow teacher directions Raise hand and wait to be invited to speak Listen to others Look after school equipment 	Think about others Allow others to join your games Play fairly Take care of your friends Build healthy relationships Share equipment 	Line up quietly at <u>tuckshop</u> Use manners when ordering <u>tuckshop</u> After being released, place lunchbox in lunchcrates or your bag Put rubbish in the bin 	Respect other people's privacy Put up your hand to go to the toilet 	Follow teacher directions Wait for teachers to dismiss the class Walk quietly on pathways Line up quietly in your safety line Use inside voices when moving between classrooms 	Use good manners at all times Speak to others in a kind and friendly manner Give way to adults when walking Be polite to all adults 	Use appropriate language and manners at all times Treat all people with kindness and respect Look after other students Wear your school uniform with pride 



Focused Teaching

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

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

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

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

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

- The Leader in Me
- Rumbles Quest
- Wellbeing Hub – Community Engagement Officer, Youth Worker
- Restorative Justice
- Provisional Psychologist
- External agency supports – YFS, Your Town, The Edge and ATSICHS
- Zones of Regulation, Super Flex
- Functional Based Assessment

Intensive Teaching

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

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

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

Students who require intensive teaching will be supported by the Student Support Committee (SSC) and an appropriate staff member will oversee the coordination of their program, communicate with stakeholders and directly consult with the family and where viable the student.

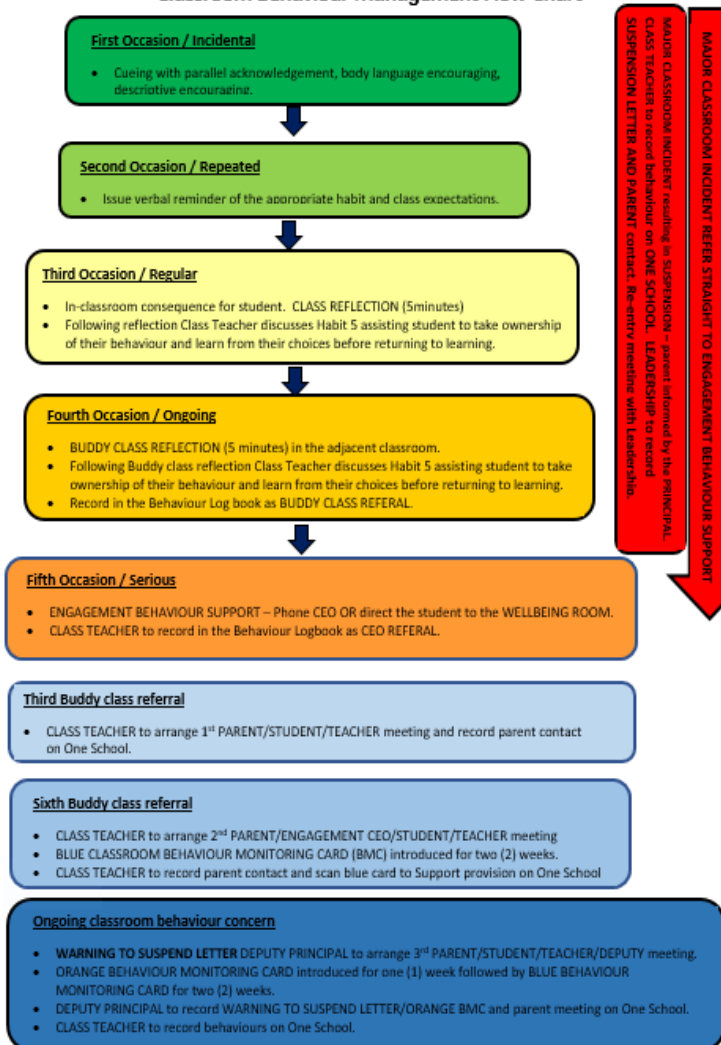


Disciplinary Consequences

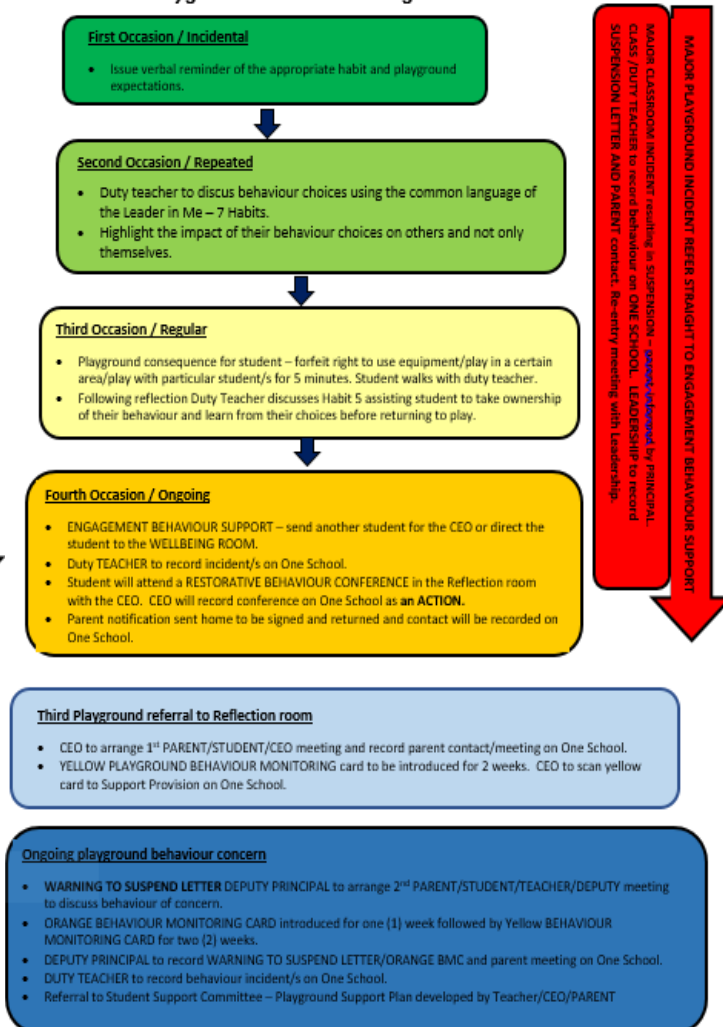
The disciplinary consequences model used at Springwood Road State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

All students in our school follow a school wide behaviour system, see below for the classroom and playground behaviour support flowcharts:

SPRINGWOOD ROAD STATE SCHOOL Classroom Behaviour Management Flow Chart



SPRINGWOOD ROAD STATE SCHOOL Playground Behaviour Management Flow Chart



The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In class our staff use the essential skills and their MAPA training to appropriately respond to low level or minor 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 and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the in class reflection zone, buddy reflection zone or wellbeing room.

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 Student Support Committee 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.

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



Differentiated

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

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 10 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives – following the Springwood Spirit process
- 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
- Restorative Justice sessions for in class and playground concerns
- Behaviour support cards – classroom, playground, warning to suspend, return from suspension
- Warning to suspend letter

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Individual incentive charts
- Restorative Justice
- Behaviour support cards
- Counselling and guidance support
- Youth Worker support
- Community Engagement Officer support
- Check in Check Out strategy
- Teacher coaching and debriefing – MAPA Coping model
- Referral to Student Support Committee for team based problem solving
- Stakeholder meeting with parents and external agencies



Intensive

School leadership team work in consultation with the Student Support Committee to address persistent or ongoing serious problem behaviour. This may include:

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

School Disciplinary Absences

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

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

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

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

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



Re-entry following suspension

Students who are suspended from Springwood Road 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 decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, and kept small with only the key stakeholders attending with the student and their parent/s.

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

Structure

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

Possible agenda:

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



School Policies

Springwood Road 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:

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

Springwood Road State School – Student Code of Conduct Agreement

The Student Code of Conduct Agreement provides a clear outline of the way our community at Springwood Road State School works together to establish a safe, supportive and disciplined school environment. This agreement is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around behaviour arise.

Springwood Road State School – Student Code of Conduct Agreement



Springwood Road State School Student Code of Conduct Agreement

A **LeaderinMe** School

I _____ of class _____ understand that my behaviour at school and whilst at offsite school events must be of the highest standard as I want to make myself, my family and the whole school proud of the choices I make.

I agree to be the best Springwood Road State School leader possible by:

- Following teacher instructions first go – **PUT FIRST THINGS FIRST**
- Turning up to school each day ready to learn and if I have any concerns I will be **PROACTIVE** and let my teacher know
- Be respectful to all students, staff, parents/caregivers and community members – **SYNERGISE**
- Deal with conflict with a growth mindset – **THINK WIN-WIN**
- Valued differences and treat everyone with kindness – **SEEK FIRST TO UNDERSTAND THEN TO BE UNDERSTOOD**
- Be gracious in all interactions – **BEGIN WITH THE END IN MIND**
- Have sensible fun – **SHARPEN THE SAW**

I know that if my choices don't match the expectations above, then I may be required to have reflection time in class or in a buddy class, have time in the wellbeing room, participate in a restorative justice conference, withdrawal from social events, inter-school sport or celebrations, warning to suspend, suspension or exclusion from school.

Student Signature

Parent Signature

Date



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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 Springwood Road 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 Springwood Road 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 Springwood Road 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 Springwood Road 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 Springwood Road 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 Springwood Road 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

Springwood Road State School is a 3-6 BYOD iPad School and therefore we have a Responsible use of Technology Agreement that students and parents/caregivers sign so that they can participate in digital learning.

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

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

Students who bring mobile phones to school are required to hand these into the office for the time they are at school. Mobile phones are collected by the student at the end of the school day. Other devices including smart watches, iPads and similar technologies are not to be used for gaming, messaging or calling during the school day.

Responsibilities

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

It is **acceptable** for students at Springwood Road State School to:

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

It is **unacceptable** for students at Springwood Road State School to:

- use a mobile phone or other devices in an unlawful manner
 - 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
 - download, distribute or publish offensive messages or pictures
- use a device to contact parent/caregivers, other students during school hours (8:00am – 2:45pm) and activities
- deliberately waste printing and internet resources
- damage computers, printers or network equipment



- commit plagiarism or violate copyright laws
- ignore teacher directions for the responsible use of any digital technologies
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

At Springwood Road State School social and emotional wellbeing is central to our pedagogical framework as it promotes positive relationships for all students, staff and visitors at the school.

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



Springwood Road State School has a Student Lighthouse Team with diverse representatives from 3-6 meeting regularly with a member of the staff Lighthouse Team to promote strategies to improve student wellbeing, safety and learning outcomes.



1. **Leadership at Springwood Road State School is for everyone**
Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
2. **Inclusion – Culture Lead Team**
Members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
3. **Student voice – Student Lighthouse Team**
Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
4. **Partnerships – Community Lead Team**
Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.
5. **Support – Wellbeing Team**
School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Lighthouse Team is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

Bullying

The agreed national definition for Australian schools describes bullying as:

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



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Behaviours that do not constitute bullying include:

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

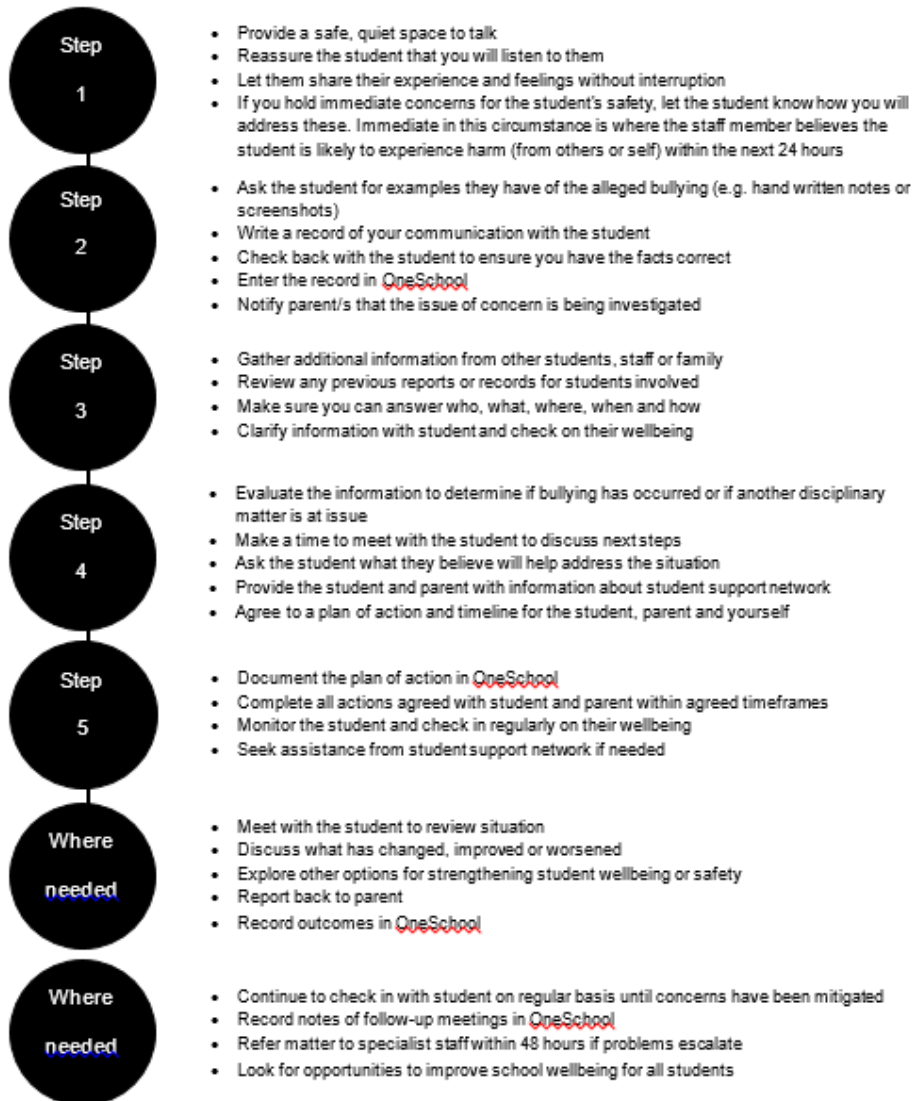
However, these conflicts still need to be addressed and resolved through the school's restorative justice process. At Springwood Road State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Springwood Road 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.

Springwood Road State School - Incident Response Flowchart:

Order in which students and parents report an incident to:

1. Class teacher
2. Wellbeing Team – Community Engagement Officer or Youth Worker
3. Sector Deputy Principal
4. Principal



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Cyberbullying

Cyberbullying is treated at Springwood Road 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 as per the flowchart on the previous page.

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 Springwood Road State School may face in-school disciplinary action, such as reflection time 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's Leadership Team.



Springwood Road 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](#).

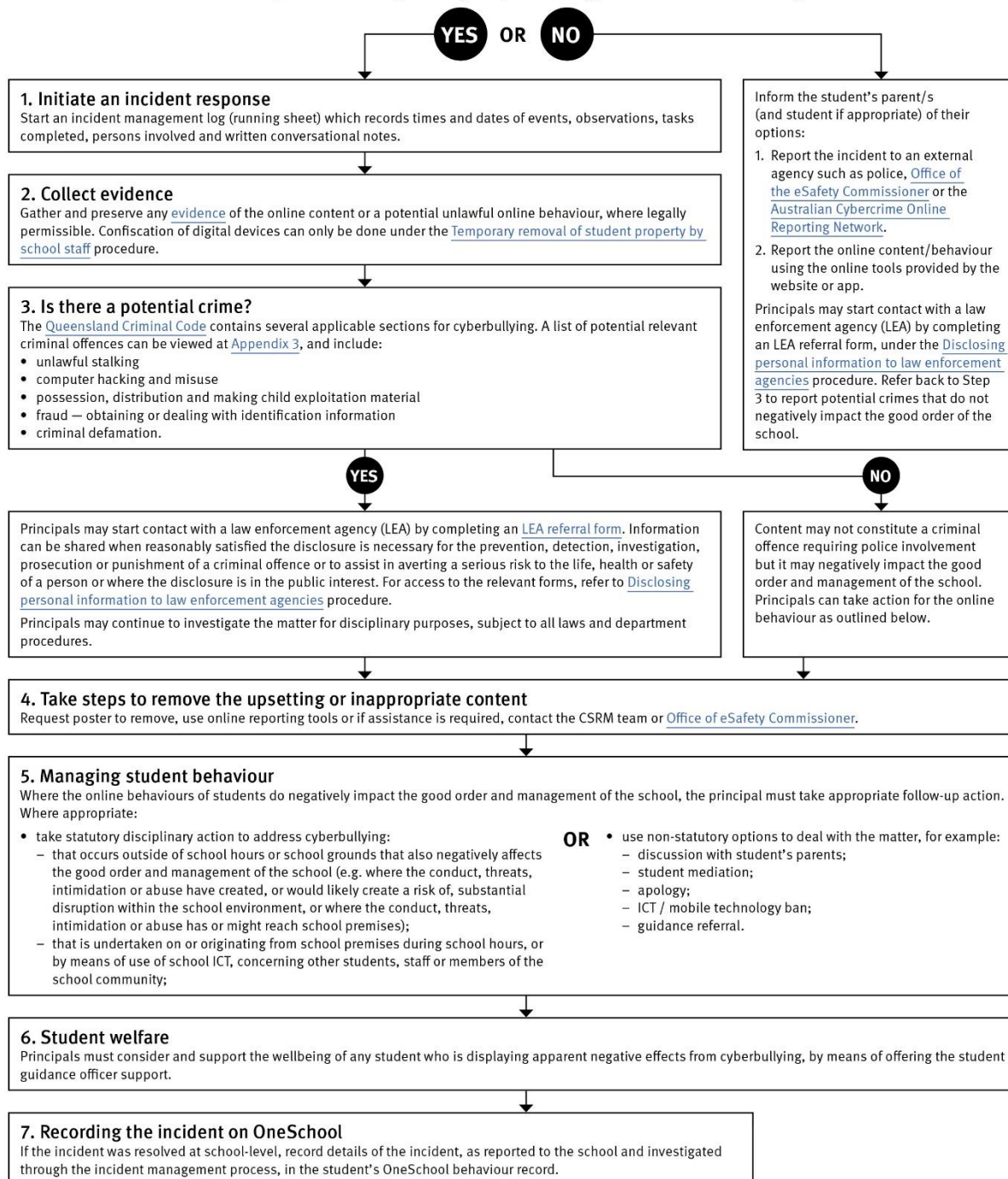
Explicit images

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 (CSR) 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?**



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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

Springwood Road 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 Committee section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Springwood Road 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 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, reflection time in the wellbeing room, restorative justice, withdrawal from social events or celebrations, warning to suspend or more severe punishments such as suspension or exclusion from school.



Appropriate use of social media

The internet, mobile phones, iPads 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. Parents and students need to understand that legally many apps and platforms require the person accessing them to be 13 or older - <https://www.esafety.gov.au/key-issues/esafety-guide>

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 the truth, 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 Springwood Road 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.



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.



Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [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

Springwood Road 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, deputy principal 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 request an independent, external review with an authority such as the Queensland Ombudsman, and. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

