|  |
| --- |
|  |
| BOULIA STATE SCHOOL |

2021-2023

**Student**

**Code of Conduct**

***Every student succeeding***

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

*Queensland Department of Education*

*State Schools Strategy 2019-2023*

|  |
| --- |
| Contact Information |
|  |

|  |  |
| --- | --- |
| Postal address: | Templeton Street, Boulia |
| Phone: | 07 4746 3151 |
| Email: | [admin@bouliass.eq.edu.au](mailto:admin@bouliass.eq.edu.au) |
| School website address: | [www.bouliass.eq.edu.au](http://www.bouliass.eq.edu.au) |
| Contact Person: | Miss Krystal Neilson |

|  |
| --- |
| Endorsement |
|  |

|  |  |
| --- | --- |
| Principal Name: | Miss Krystal Neilson |
| Principal Signature: |  |
| Date: |  |
|  |  |
| P/C President and-or School Council Chair Name: |  |
| P/C President and-or School Council Chair Signature: |  |
| Date: |  |

|  |
| --- |
| Contents |
|  |

Purpose 4

Principal’s Foreword 5

P&C Statement of Support 6

School Captains’ Statement 7

Learning and Behaviour Statement 8

Multi-Tiered Systems of Support 9

Consideration of Individual Circumstances 10

Student Wellbeing/Support 11

Whole School Approach to Discipline 12

PBL Expectations 12

Differentiated and Explicit Teaching 16

Focussed Teaching 16

Intensive Teaching 17

Legislative Delegations 18

Legislation 18

Delegations 18

Disciplinary Consequences 19

Major and Minor Behaviours 21

School Policies 24

Temporary removal of student property 24

Use of mobile phones and other devices by students 26

Preventing and responding to bullying 28

Appropriate use of social media 34

Restrictive Practices 36

Critical Incidents 37

Resources 38

Conclusion 39

Appendices 41

|  |
| --- |
| Purpose |
|  |

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Boulia State School is a Positive Behaviour for Learning (PBL) school and is committed to

providing a safe, respectful and supportive learning environment for students and staff, where students have opportunities to engage in quality learning experiences and to be successful, resilient learners.

At Boulia State School we have developed and implemented *Koori Dala*, the High Flyer eagle and school mascot. *Koori Dala* represents our values and expectations through a positive and student centred approach.

As a PBL school, we are committed to facilitating the teaching, modelling and reinforcing of positive behaviours. This Student Code of Conduct is designed to facilitate high standards of

behaviour so that the learning and teaching in our school can be effective and students can

participate positively within our school community.

The purpose of this Student Code of Conduct is to:

 provide positive support to promote high standards of achievement and behaviour

 clearly articulate responses and logical consequences for behaviour

 create a culture of engaging learning that improves achievement for all students.

|  |
| --- |
| Principal’s Foreword (Optional) |
|  |

Provide overview of school, values and principles and other relevant contextual information. Outline the scope of what is contained within this Student Code of Conduct (e.g. mobile phone policy, anti-bullying strategy, data).

|  |
| --- |
| P&C Statement of Support (Optional) |
|  |

A statement of support from the P&C (or equivalent parent body) is included here to demonstrate the involvement, engagement and collaboration with the parent body in the development of the Student Code of Conduct.

|  |
| --- |
| School Captains/Leaders Statement |
|  |

School Captain and SRC Pledge

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I am a Year \_\_\_\_\_\_\_\_\_\_student at Boulia State School. I feel very pleased to have been elected as a School Captain/SRC class member for 2020.

I intend to work as the best Boulia State School Leader that I can be.

I will strive to do my best and I will encourage others to always try their best.

I will willingly give my help when it is needed at school events.

I will always follow the school rules of being safe, respectful and responsible.

I will be a good role model to other students by leading by example and regularly attending school.

**This I seriously pledge**.

**Contract**

As newly elected Boulia State School Captain/SRC class member, and by standing before the Staff, students, parents and guests and saying this pledge, I have made a commitment to do the following:

I will:

* assist with school parades
* assist with school events
* assist when Boulia State School is involved in community events
* assist in leading my House at Sports Carnivals
* welcome and thank guests who visit Boulia State School
* attend ANZAC Day activities
* be an active member of the Student Council
* be a positive role model for all students at Boulia State School
* attend school regularly (90% or higher attendance)

I understand that if I do not demonstrate my full commitment to my role as School Captain/SRC that my role of school leader can be renounced and I will have to relinquish my badge.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Parent/Guardian Signature Principal Signature

|  |
| --- |
| Learning and Behaviour Statement |
|  |

All areas of Boulia State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

* Be responsible
* Be respectful
* Be safe

Our school rules have been agreed upon and endorsed by staff and our school’s P&C. They are aligned with the values, principles and expected standards outlined in the Department of Education,Training and Employment’s Code of School Behaviour.

These beliefs operate effectively in a supportive school environment where:

 all staff and students have the right to work to their potential, free from disruption, abuse or threat

 all school community members are valued and feel safe

 quality programs, interpersonal relationships and school organisation produce worthwhile academic and social outcomes for all stakeholders

 appropriate behaviours are taught, modelled, encouraged and developed

 the Student Code of Conduct includes both proactive and preventive procedures that will develop social skills and indicate how to handle situations that may arise

 all staff play an active role in the implementation of the Student Code of Conduct

 a variety of strategies and personnel are used and consulted prior to the use of suspension and exclusion

 parent involvement, support and consultation are essential to the supportive school environment at Boulia State School

Our beliefs are operationalised by staff, students, parents and voluntary helpers. Each group plays an important role in our school environment. Each group shares values, has rights and responsibilities. These are clearly stated in Appendix 1 A, B, C, D.

Boulia State School aims at providing an environment which maximises the educational opportunities and outcomes for all students by providing:

 quality programs and learning experiences that caters for the needs of all students

 a challenging, supportive and happy learning environment

 access to current information communication technologies to support teaching and learning programs

 meaningful feedback to all stakeholders on student performance

 positive working partnerships with all stakeholders

 staff development opportunities

 responsible school management

 continual review of school practices, procedures, programs and policies

**Multi-Tiered Systems of Support**

Boulia State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

|  |  |
| --- | --- |
| **Tier** | **Prevention Description** |
| **1** | **All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:   * teaching behaviours in the setting they will be used * being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account * providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them * asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made. |
| **2** | Targeted instruction and supports for **some students** (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.  Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school’s student body, but all have certain things in common:   * there is a clear connection between the skills taught in the interventions and the school-wide expectations. * interventions require little time of classroom teachers and are easy to sustain * variations within each intervention are limited * interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).   If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction. |
| **3** | Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.  Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:   * PREVENT problem behaviour * TEACH the student an acceptable replacement behaviour * REINFORCE the student’s use of the replacement behaviour * MINIMISE the payoff for problem behaviour.   Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.  If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended. |

**Consideration of Individual Circumstances**

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Boulia State School considers the individual circumstances of students when applying support and consequences by:

* promoting an environment which is responsive to the diverse needs of its students
* establishing procedures for applying fair, equitable and nonviolent consequences for

infringement of the code ranging from the least intrusive behaviour to the most severe behaviour

* recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
* recognising the rights of all students to:
* express opinions in an appropriate manner and at the appropriate time
* work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
* receive considerations appropriate to their learning and/or impairment needs.

**Student Wellbeing and Support Network**

A team approach to behaviour support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. In this section we have outlined the network of personnel that provide support for students at Boulia State School.

**SCHOOL BASED**

- School teacher & support staff

- Parents

- Guidance Officer

- AVT

- Technology Programs

- School Chaplain

- Police Liaison Officer

**DET SERVICES**

- Advisory Visiting Teacher – Behaviour

- Alternative Education Plan

- Positive Learning Centre

- Technology Support eg Learning Place

- Occupational Therapist

- Speech Pathologist

- Gifted & Talented

- Guidance Officer

|  |
| --- |
| Whole School Approach to Discipline |
|  |

A focus on promoting behaviours that facilitate learning is crucial to supportive, safe and cohesive learning communities that contribute to staff and student wellbeing. At Boulia State School, we consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL).

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour assist our school to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understanding of their role in the education process.

PBL Expectations

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The PBL Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PBL TEACHING MATRIX** | | | | | | | | | | | | | |
|  | **ALL SETTINGS** | **CLASSROOM** | | **ONLINE** | | **PLAYGROUND** | | **STAIRWELL** | | **TOILETS** | | **FRONT GATE/ BIKE RACKS** | |
| **BE RESPECTFUL** | * Use equipment appropriately * Keep hands, feet and objects to yourself | * Walk * Sit still * Enter and exit room in an orderly manner | | * Participate in use of approved online sites and educational games * Be courteous and polite in all online communications | | * Participate in school approved games * Wear shoes and socks at all times * Be sun safe; wear a broad brimmed hat | | * Rails are for hands * Walk one step at a time * Carry items * Keep passage ways clear at all times | | * Respect privacy of others | | * Use own bike/scooter only * Wait inside the gate until the car stops | |
| **BE RESPONSIBLE** | * Ask permission to leave the classroom * Be on time * Be in the right place at the right time * Follow instructions straight away | * Be prepared * Complete set tasks * Take an active role in classroom activities * Keep work space tidy * Be honest | | * Report any unacceptable behaviour to a teacher * Post only appropriate content online | | * Be a problem solver * Return equipment to appropriate place at the sports bell | | * Move peacefully in single file | | * Use toilets during breaks | | * Walk bike/scooter in school grounds * Leave school promptly | |
| **BE SAFE** | * Respect others’ personal space and property * Care for equipment * Clean up after yourself * Use polite language * Wait your turn | | * Raise your hand to speak * Respect others’ right to learn * Talk in turns * Be a good listener | | * Respect others’ right to use online resources free from interference or bullying * Keep any usernames or passwords private * Follow all teacher instructions about keeping private information off online sites | | * Play fairly – take turns, invite others to join in and follow rules * Care for the environment | | * Walk quietly and in an orderly way so that others are not disturbed | | * Wash hands after using the toilet and before eating food * Walk in the toilets | | * Wait your turn * Keep your belongings nearby |

These expectations are communicated to students via a number of strategies, including:

* PBL behaviour lessons conducted fortnightly by classroom teachers
* PBL fortnightly focus added to school’s Facebook page
* PBL fortnightly focus reinforced at school parades/assemblies and during active supervision by staff during classroom and non-classroom activities
* PBL posters situated around the school

Boulia State School implements the following proactive, preventative processes and strategies to support student behaviour:

* A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
* PBL updates included in the newsletters
* School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
* School’s behaviour plan outlined to students and parents upon enrolment
* Comprehensive induction programs in the Student Code of Conduct delivered to new students as well as new and relief staff
* Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings

All school community members are aware and have been consulted in the development of policies and programs on behaviour, harassment and bullying. These programs and policies are reviewed regularly as part of the school’s Triennial School Review involving all stakeholders.

Proactive strategies form a large part of the school program. Students at Boulia State School are involved in programs such as:

* Social skills programs from Prep through to Year 6 conducted by class teachers and Behaviour Management Support Teacher
* Whole School Health program
* Development of specific policies to address:

- The Use of Personal Technology Devices at School

- Procedures for Preventing and Responding to Incidents of Bullying

- Appropriate Use of Social Media

Reinforcing Expected School Behaviour

At Boulia State School, communication of our key messages about behaviour is encouraged through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are involved in giving consistent and appropriate acknowledgment and rewards.

*Koori Dala* is our school PBL mascot, and the local Indigenous word for ‘eagle’. Students are rewarded with *Koori Dala* High Flyer tokens in the classroom and while on the playground if they are demonstrating the expected behaviours. Each time a staff member sees expected behaviour they can acknowledge a student giving them a token. 10 tokens = bronze achievement certificate; 20 tokens = silver achievement certificate; 30 tokens = gold achievement certificate; and 40 tokens = special Principal’s award. Whole-school rewards are also given when the total token tally count reaches 500, 1000, 1500 and 2000 respectively.

|  |  |
| --- | --- |
| High Flyer Tokens | Achievement Certificates |
| Principal’s Award | Whole-school reward chart |

Other positive reinforcement used by staff to encourage students to try hard and to develop their self-esteem used throughout the school include:

* Stickers/stamps/positive comments
* Incentives - Free Time, Raffle Tickets, Treasure Box, Lucky Dip, Exemplary Behaviour Certificates
* Class parties
* Principal awards/visits
* Acknowledgements in School Newsletter
* Involvement in extra-curricular activities

- interschool sports

- school/class camps and excursions

- visiting performances

- Student Council

* Encouraging students to be involved with helping community groups via

- ANZAC Day March and Ceremony

- Leukaemia Shave for a Cure – Crazy Hair Day

- Jeans for Genes Day

Responding to unacceptable behaviour

When a student exhibits low-level problem behaviour, staff are expected to follow the directive plan as per the Boulia State School Behaviour Management Flowchart (see Appendix 2) – Calm, Consistent, Brief, Immediate, Respectful. Staff members are to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Parent Support

Parents of students at Boulia are encouraged to become actively involved in the child’s education and school. Parents are involved in a wide variety of school and class activities. These include:

* School camps and excursions
* Classroom assistance with a variety of curriculum areas
* School cultural activities
* School sports

Parents have the opportunity to become involved in the school decision making via the P&C Association. Parents are consulted on policy reviews via newsletters, personal letters, phone calls, written surveys or school meetings.

Parents are also invited to improve their skills through the provision of after school workshops on curriculum issues and positive parenting.

School Dress Code

Boulia State School has a published dress code. Procedures and variances to the dress code are established and implemented. The P&C runs a second hand uniform shop and uniforms are made available to students whose personal circumstances prevent purchase of uniform items necessary for compliance with the dress code.

Social Skills Program

Boulia State School has included in our curriculum a whole school Social Skills program that addresses the areas of self-concept, values, communications and relationships. The classroom teachers are supported in this program by the Principal.

**Differentiated and Explicit Teaching**

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is 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.

**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.

**Intensive Teaching**

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

Some students may require intensive teaching for a short period, 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 assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

|  |
| --- |
| Legislative Delegations |
|  |

**Legislation**

* [Anti-Discrimination Act 1991 (Qld)](http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/qld/consol_act/aa1991204/)
* [Child Protection Act 1999 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010)
* [Commonwealth Disability Discrimination Act 1992](https://www.legislation.gov.au/Details/C2016C00763)
* [Commonwealth Disability Standards for Education 2005](https://docs.education.gov.au/node/16354)
* [Criminal Code Act 1899 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/2018-03-16/act-1899-009)
* [Education (General Provisions) Act 2006](https://www.legislation.qld.gov.au/view/html/inforce/2018-05-01/act-2006-039)
* [Education (General Provisions) Regulation 2017](http://classic.austlii.edu.au/au/legis/qld/consol_reg/epr2017396/)
* [Human Rights Act 2019 (Qld)](https://www.legislation.qld.gov.au/view/html/asmade/act-2019-005)
* [Information Privacy Act 2009 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-014)
* [Judicial Review Act 1991 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-1991-100)
* [Right to Information Act 2009 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-013)
* [Police Powers and Responsibilities Act 2000 (Qld)](http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/qld/consol_act/ppara2000365/)
* [Workplace Health and Safety Act 2011 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/2018-07-01/act-2011-018)
* [Workplace Health and Safety Regulation 2011 (Cwth)](https://www.legislation.gov.au/Details/F2011L02664)

**Delegations**

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

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

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

* Education (General Provisions) Act 2006 Director-General’s delegations
* Education (General Provisions) Act 2006 Minister’s delegations
* Education (General Provisions) Act 2006 Director-General’s authorisations
* Education (General Provisions) Regulation 2006 Minister’s delegations
* Education (General Provisions) Regulation 2017 Director-General’s delegations

|  |
| --- |
| Disciplinary Consequences |
|  |

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, 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 low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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

**Differentiated**

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

* Pre-correction (e.g. “Remember, walk quietly to your seat”)
* Non-verbal and visual cues (e.g. posters, hand gestures)
* Whole class practising of routines
* Ratio of 4 positive to 1 negative commentary or feedback to class
* Corrective feedback (e.g. “Hand up when you want to ask a question”)
* Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
* Explicit behavioural instructions (e.g. “Pick up your pencil”)
* Proximity control
* Tactical ignoring of inappropriate behaviour (not student)
* Revised seating plan and relocation of student/s
* Individual positive reinforcement for appropriate behaviour
* Classwide incentives
* Reminders of incentives or class goals
* Redirection
* Low voice and tone for individual instructions
* Give 30 second ‘take-up’ time for student/s to process instruction/s
* Reduce verbal language
* Break down tasks into smaller chunks
* Provide positive choice of task order (e.g. “Which one do you want to start with?”)
* Prompt student to take a break or time away in class
* Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
* Provide demonstration of expected behaviour
* Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
* Private discussion with student about expected behaviour
* Reprimand for inappropriate behaviour
* Warning of more serious consequences (e.g. removal from classroom)

**Focussed**

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

* Functional Behaviour Assessment
* Individual student behaviour support strategies (e.g. Student behaviour plan)
* Targeted skills teaching in small group
* Token economy
* Behavioural contract
* Counselling and guidance support
* Self-monitoring plan
* Check in Check Out strategy
* Teacher coaching and debriefing
* Referral to Student Support Network for team based problem solving
* Stakeholder meeting with parents and external agencies

**Intensive**

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

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

Boulia State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. All minor and major problem behaviour is recorded on OneSchool. The recording of three minor behaviours constitutes a major behaviour.

**Minor and Major Behaviours**

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

* **Minor** problem behaviour is handled by staff members at the time it happens.
* **Major** problem behaviour is referred directly to the school Administration team.

**Minor** behaviours are those that:

* are minor breeches of the school rules;
* do not seriously harm others or cause you to suspect that the student may be harmed;
* do not violate the rights of others in any other serious way;
* are not part of a pattern of problem behaviours; and
* do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

* a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
* a re-direction procedure. The staff member takes the student aside and:

1. names the behaviour that the student is displaying;
2. asks the student to name expected school behaviour;
3. states and explains expected school behaviour if necessary; and
4. gives positive verbal acknowledgement for expected school behaviour.

**Majo**r behaviours are those that:

* significantly violate the rights of others;
* put others / self at risk of harm; and
* require the involvement of school Administration.

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

* **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program;
* **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or

**Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

EXAMPLES OF MINOR AND MAJOR BEHAVIOURS

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Area** | **Minor** | **Major** |
| **BEING SAFE** | **Movement around school** | - Running on concrete or around buildings  - Running in stairwells  - Not walking bike in school grounds |  |
| **Play** | - Incorrect use of equipment  - Not playing school approved games  - Playing in toilets | - Throwing objects  - Possession of weapons |
| **Physical contact** | - Minor physical contact (for example, pushing and shoving) | - Serious physical aggression  - Fighting |
| **Correct Attire** | - Not wearing a hat in playground  - Not wearing shoes outside |  |
| **Other** | - Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school | - Possession or selling of drugs  - Weapons including knives and any other items which could be considered a weapon being taken to school  - Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Area** | **Minor** | **Major** |
| **BEING RESPONSIBLE** | **Class Tasks** | - Not completing set tasks that are at an appropriate level  - Refusing to work |  |
| **Being in the right place** | - Not being punctual (eg: lateness after breaks)  - Not in the right place at the right time | - Leaving class without permission (out of sight)  - Leaving school without permission |
| **Follow instructions** | - Low intensity failure to respond to adult request  - Non compliance  - Uncooperative behaviour |  |
| **Accept outcomes for behaviour** | - Minor dishonesty (lying about involvement in a low-level incident) | - Major dishonesty that has a negative impact on others |
| **Rubbish** | - Littering |  |
| **Mobile Phone or personal technology devices** | - Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) | - Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation  - Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school |
| **BEING RESPECTFUL** | **Language**  **(including while online)** | - Inappropriate language (written/verbal)  - Calling out  - Poor attitude  - Disrespectful tone | - Offensive language  - Aggressive language  - Verbal abuse / directed profanity |
| **Property** | - Petty theft  - Lack of care for the environment | - Stealing / major theft  - Wilful property damage  - Vandalism |
| **Other** | - Not playing fairly  - Minor disruption to class  - Minor defiance  - Minor bullying / victimisation/ harassment  - Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school | - Major bullying / victimisation /harassment  - Major disruption to class  - Blatant disrespect  - Major defiance  - Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school |

|  |
| --- |
| School Policies |
|  |

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

• Temporary removal of student property

• Use of mobile phones and other devices by students

• Preventing and responding to bullying

• Appropriate use of social media

**Temporary removal of student property**

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

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

• the condition, nature or value of the property

• the circumstances in which the property was removed

• the safety of the student from whom the property was removed, other students or staff members

• good management, administration and control of the school.

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

The following items are explicitly prohibited at Boulia 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 Boulia 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 Boulia 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:

O is prohibited according to the Boulia State School Student Code of Conduct

O is illegal

O puts the safety or wellbeing of others at risk

O does not preserve a caring, safe, supportive or productive learning environment

O 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 Boulia State School:

• do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:

O is prohibited according to the Boulia State School Student Code of Conduct

O is illegal

O puts the safety or wellbeing of others at risk

O does not preserve a caring, safe, supportive or productive learning environment

O 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**

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.*

**Certain Personal Technology Devices Banned From School**

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

###### **Personal Technology Devices Policy**

Boulia State School’s policy on Personal Technology Devices is as follows:

* Mobile phones should be left at home unless absolutely essential for emergency contact with parents outside school hours.
* All parent contact with students during the day must be made through the office.
* Should a student need to bring any personal technology devices to school, a letter from parent / guardian needs to be sent to the class teacher explaining the reason and how long this will occur.
* Essential mobile phones are to be switched off and handed into the office before school and collected at 2.30pm.
* Personal Technology Devices will be confiscated and disciplinary action will be taken against students for inappropriate use of Personal Technology Devices. Breaches include
* making or receiving phone calls
* sending or receiving text messages
* sending threatening or harassing messages
* playing games
* inappropriate recordings or images
* The school does not accept liability or responsibility for the loss, theft or damage to personal technology devices brought to school.
* This policy applies to activities inside the grounds and at outside locations.

**Confiscation**

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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 (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

**Personal Technology Device Etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, **if they are brought to school at the teacher’s request,** they must be turned off and handed to the Teacher or handed in at the Office and taken home at the end of the day.

**Recording voice and Images**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Boulia State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

* recording; and/or
* disseminating material (through text messaging, display, internet uploading etc); and/or,
* knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

**Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

**Recording Private Conversations and the *Invasion of Privacy Act 1971***

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special Circumstances Arrangement**

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

*Boulia State School does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

**Preventing and responding to bullying**

Boulia State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

* achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
* raising achievement and attendance
* promoting equality and diversity and
* ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Boulia State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Boulia State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

* race, religion or culture
* disability
* appearance or health conditions
* sexual orientation
* sexist or sexual language
* children acting as carers or children in care.

At Boulia State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

**Rationale:**

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a setof safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Boulia State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention:**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

* Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
* All students know the school beliefs of being Respectful, Responsible and Safe and have been taught the expected behaviours attached to each belief in all areas of the school
* All students have been or are being taught the specific routines in the non classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
* All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non classroom areas of the school
* A high level of quality active supervision is a permanent staff routine in the non classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non classroom areas.

The student social skills program includes lessons on the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

Boulia State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

**Bullying response flowchart for teachers**

**Key contacts for students and parents to report bullying:**

**Prep to Year 6** – Class teacher

**School Principal**

* 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
* 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
* 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
* 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
* 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
* 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
* 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

**Cyberbullying**

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

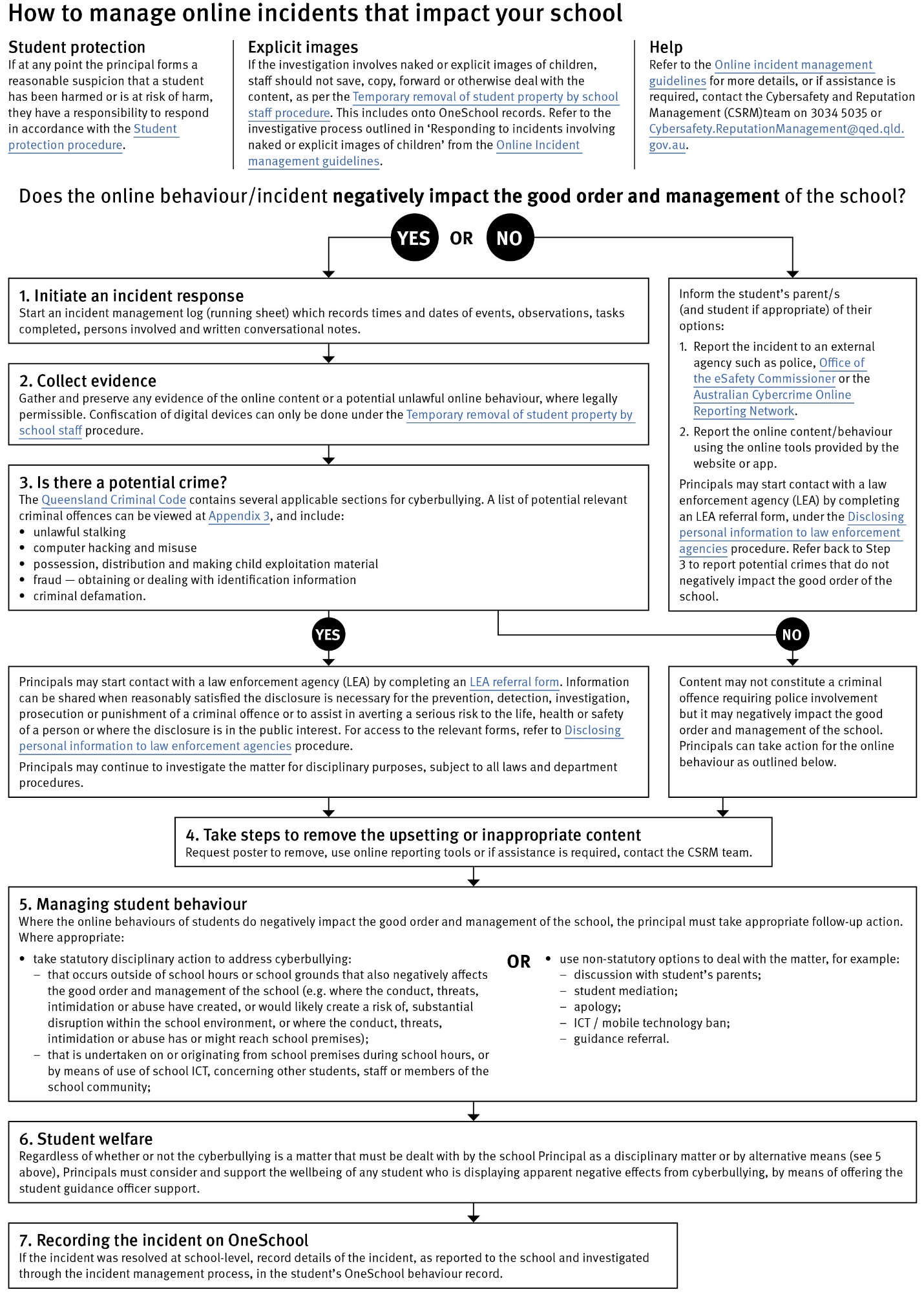
In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the School Principal.

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](https://www.esafety.gov.au/) or the Queensland Police Service.

Students enrolled at Boulia 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.

**Cyberbullying response flowchart for school staff**



**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 Boulia 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:

* Regard to the human rights of those students
* Safeguards students, staff and others from harm
* Ensures transparency and accountability
* Places importance on communication and consultation with parents and carers
* Maximises the opportunity for positive outcomes, and
* 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](https://www.aitsl.edu.au/teach/standards)
* [Behaviour Foundations professional development package](https://learningplace.eq.edu.au/cx/resources/file/ef1b8f6c-8158-4ca0-966d-18ba4fa2c1f9/1/index.html) (school employees only)
* [Bullying. No Way!](https://bullyingnoway.gov.au/)
* [eheadspace](https://headspace.org.au/eheadspace/)
* [Kids Helpline](https://kidshelpline.com.au/)
* [Office of the eSafety Commissioner](https://www.esafety.gov.au/)
* [Parent and community engagement framework](http://education.qld.gov.au/schools/parent-community-engagement-framework/)
* [Parentline](https://www.parentline.com.au/)
* [Queensland Department of Education School Discipline](http://behaviour.education.qld.gov.au/Pages/default.aspx)
* [Raising Children Network](https://raisingchildren.net.au/)
* [Student Wellbeing Hub](https://studentwellbeinghub.edu.au/?origin-host=www.safeschoolshub.edu.au)

|  |
| --- |
| Conclusion |
|  |

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child’s teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](https://www.complaints.services.qld.gov.au/).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](https://schoolsdirectory.eq.edu.au/).

**2. Internal review:** [contact the local Regional Office](https://education.qld.gov.au/contact-us/state-schools-regional-contacts)

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](https://education.qld.gov.au/contact-us/state-schools-regional-contacts) to conduct a review. You need to submit a [Request for internal review form](http://ppr.det.qld.gov.au/corp/governance/Procedure%20Attachments/Customer%20complaints%20management/Request%20for%20internal%20review%20form.docx) within 28 days of receiving the complaint outcome.

**3. External review**: contact a review authorityif you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://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](http://ppr.det.qld.gov.au/education/community/Procedure%20Attachments/Student%20Protection/student-protection.pdf).
* 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](http://ppr.det.qld.gov.au/pif/policies/Documents/Excluded-complaints-factsheet.pdf).

### APPENDIX 1

**VALUES, RIGHTS, RESPONSIBILITIES OF -**

##### TEACHING STAFF & ADMINISTRATION

1. **PARENTS**
2. **ANCILLARY STAFF, RELIGIOUS EDUCATION TEACHERS AND VOLUNTARY HELPERS**
3. **STUDENTS**

|  |
| --- |
| A. TEACHING STAFF & ADMINISTRATION |

|  |  |  |
| --- | --- | --- |
| **VALUES** | **RIGHTS** | **RESPONSIBILITIES** |
| * Being consulted by Administration in maintaining an effective Student Code of Conduct | * To be informed of school Student Code of Conduct | * Support school administration in maintaining an effective Student Code of Conduct |
| * Contact with total school community | * To be involved, have support and recognition within the school community. | * Encourage warm, positive environment and having children making sensible choices. |
| * A just and consistent   Student Code of Conduct on a whole school basis | * School communities will use The Code as a basis for providing:   •positive support to promote high standards of achievement and behaviour  •clearly articulated responses and consequences for inappropriate behaviour. | * To be involved in forming the school’s discipline policy and communicate our concerns. * To administer consistently the agreed upon Student Code of Conduct * To model the rules and procedures set out in the Student Code of Conduct |
| * Co-operation * Respect | * Teach without interference by others. * To be treated with respect courtesy and equality. * To encourage children to choose acceptable behaviour as per The Code of Behaviour. | * To maximise student potential. * To encourage acceptable patterns of behaviour in a classroom environment. * Student Code of Conduct for students is consistently implemented. |
| * Safe secure environment | * To enjoy a clean, safe environment. * To be safe in the school environment. * To care for people and property within the school. | * Making the school a safe place. * To care about the school, its equipment and people in our school. |
| * Knowledge of supportive and proactive strategies | * To have in-service opportunities to learn the Student Code of Conduct | * To avail of oneself of the opportunities made available in regards to inservice. * To use such techniques to support whole school policy. |

|  |
| --- |
| B. PARENTS |

|  |  |  |
| --- | --- | --- |
| **VALUES** | **RIGHTS** | **RESPONSIBILITIES** |
| * Being involved in the school community | * To feel accepted and involved in the school community. | * To foster involvement through active participation and communication within the school community. |
| * Open communication between school and home | * To have access to information on school processes and curriculum. * To receive and offer information about their children’s behaviour. * To access school personnel at a mutually arranged time to discuss concerns or make enquires. | * To ask for information at a mutually arranged time and / or attend parent information sessions. * Be willing to listen and to co-operate by encouraging our children to make appropriate behaviour choices and follow school rules. * To recognise that teachers have a major role in educating our child. |
| * Being involved in the decision making process in terms of school program | * To participate in school programs and decision making processes. | * To make the effort to be involved in these processes. |
| * Children being treated in a manner that achieves equality | * To expect that there will be no cultural, sexual or physical discrimination within the school community. | * To support the department’s policy on the issue of social justice. |
| * A safe and secure environment | * To expect that the school environment is safe and secure. | * To familiarise ourselves and support the school’s safety / security practices. * To encourage our children to accept school rules and make appropriate behaviour choices. |
| * A just and consistent Student Code of Conduct for students or the school community | * To have a just and consistent Student Code of Conduct for students used by school personnel throughout the school. | * To be involved in forming the school’s Student Code of Conduct for students and to communicate our concerns. |

|  |
| --- |
| C. ANCILLARY STAFF, RELIGIOUS EDUCATION TEACHERS AND VOLUNTARY HELPERS |

|  |  |  |
| --- | --- | --- |
| **VALUES** | **RIGHTS** | **RESPONSIBILITIES** |
| * Respect * Courtesy | * To be treated with respect and courtesy by children. * To be treated with respect and courtesy by Staff. | * To encourage acceptable patterns of behaviour both in the playground and in the classroom. * To treat others with respect and courtesy. |
| * Adequate training and support | * To receive regular training and in-service on supportive and proactive techniques. * To receive support from teachers / administration. | * To avail oneself of the opportunities made available with regards to inservice. * To seek help and advice and act on this advice from teachers / administration. |
| * A just and consistent Student Code of Conduct for students with step-by-step rules / consequences | * To have a just and consistent Student Code of Conduct for students used by School personnel throughout the school. | * To be involved in forming the school’s Student Code of Conduct * To administer consistently the agreed upon Student Code of Conduct * To model the rules and procedures set out in our Student Code of Conduct |

|  |
| --- |
| D. STUDENTS |

|  |  |  |
| --- | --- | --- |
| **VALUES** | **RIGHTS** | **RESPONSIBILITIES** |
| * Safe, secure environment | * To enjoy a clean, safe environment. * To be safe and feel safe in the school environment. * To care for people and property within the school. | * Making the school a safe place. * Upholding school rules so that school is a happy place for all. * To care about the school, its equipment and people in our school. |
| * Respect | * To be treated with respect, courtesy and equality. | * To treat others with respect and courtesy. * Being tolerant of the opinions and actions of others, regardless of race, gender, interests, physical or intellectual ability. |
| * Learning | * To be able to learn in a positive supportive environment. * To be exposed to the best learning opportunities that can be provided. * To be able to work and play without interference from others. | * To work to the best of one’s ability at all times. * Ask for support and assistance when required. * To ensure his/her own work and actions both inside and outside the classroom are appropriate. |
| * Discipline | * To be treated fairly and consistently. | * To follow school rules and procedures. |

### APPENDIX 2

**BOULIA STATE SCHOOL BEHAVIOUR DECISION MAKING FLOWCHART**

