Boyne Island State School

# Student Code of Conduct 2020-2023

***Strive  Think  Create***

# Purpose

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

The Student Code of Conduct describes the student behaviour that is expected, the supports for the development of social skills and the types of disciplinary consequences that may be used to respond to inappropriate behaviour so that students can participate positively within our school community as they 'Strive, Think, Create'.

# Contact Information

| | |
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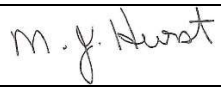
# Endorsement

| | Principal | School Council Chair | P/C President: |
|---|---|---|---|
| Name: | Michael Hurst | Leon Sternberg | Anita McNamara |
| Signature: |  | | - |
| Date: | 20/11/2020 | 23/11/2020 | - |

## Review Statement

The Boyne Island State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. In line with the four yearly review through the School Planning, Reviewing and Reporting cycle and updated annually as required.

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# Learning and Behaviour Statement

Boyne Island State School believes strong, positive relationships between all members of our school are the foundation to supporting the success of all students. It believes in inclusive education so that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.

Our staff are committed to delivering a high quality of education for every student that aligns our vision (strive, think, create) to our values.

- Be safe
- Be responsible
- Be respectful.

A student needs to be socially and emotionally 'ready to learn' to maximise the success of academic education programs. The personal and social capabilities of the Australian Curriculum are actively taught via programs such as 'You Can Do It' and 'Zones of Regulation' expectations.

## Student Wellbeing

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. Refer to Student Learning andWellbeing framework and the Social Skills Framework.

Wellbeing is enhanced when it is embedded in the curriculum and taught by the regular classroom teacher. The foundations for wellbeing are taught through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

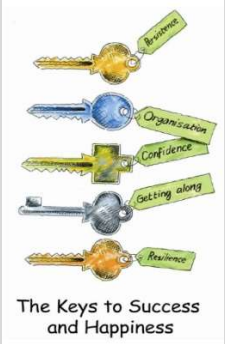
**We use the 'You Can Do It' keys and 'The Zones of Regulation' to uphold our values by teaching students:**

**Our thinking** ⇨ **Determines our feelings** ⇨ **Our feelings influence our actions**

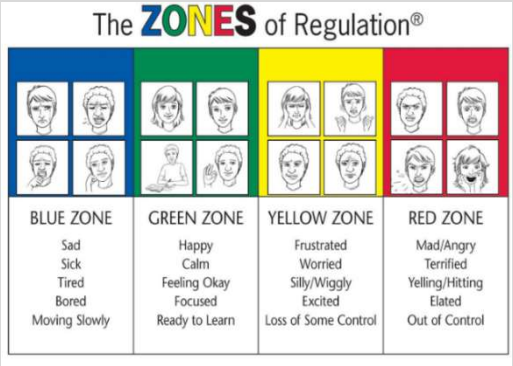
**Therefore, we teach our students:**

**1. Precepts** "Words to live your life by"

**2. You Can Do It Keys**




**3. Zones of Regulation**




| *Getting Along* | *Confidence* | *Persistence* | *Resilience* | *Organisation* |
|---|---|---|---|---|
| • Think first<br>• Talk friendly<br>• Be tolerant<br>• Play by the rules | • Accept yourself<br>• Be independent<br>• Take reasonable risks | • Give effort<br>• Be positive<br>• Work tough | • Bounce back<br>• Think positively<br>• Identify solutions to problems<br>• Avoid the blame game | • Set goals<br>• Plan to achieve them<br>• Use time well |

**The 'You Can Do It' keys and 'The Zones of Regulation' relate to the Personal and Social Capability Framework by teaching students:**

| Self-Awareness | | Self-Management | |
|---|---|---|---|
| Getting Along<br>Confidence<br>Resilience<br>Persistence<br>The Zones of Regulation<br>by | Recognising emotions | Confidence<br>Organisation<br>Resilience<br>by<br>The Zones of Regulation | Expressing emotions appropriately |
| | Recognising personal qualities and achievements | | Developing self-discipline and set goals |
| | Understanding themselves as learners | | Working independently and showing initiative |
| | Developing reflective practice | | Becoming confident, resilient and adaptable |
| **Social Awareness** | | **Social Management** | |
| Getting Along<br>by | Appreciating diverse perspectives | Getting Along<br>by | Communicating effectively |
| | Contributing to society | | Working collaboratively |
| | Understanding relationships | | Making decisions |
| | | | Negotiating and resolving conflict |

# Value Expectations

At Boyne Island State School we communicate the behaviours we want students to demonstrate at school. Communicating behavioural expectations is a strategy directed towards all students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

Students are expected to:

- attend school on every school day, on time, ready to learn and participate actively in the school's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment/propery and show tolerance towards other students and staff
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and comply with requests or directions from the teacher and principal
- meet home reading requirements and wear school's uniform
- abide by school rules as outlined in the schoolwide expectations

The Schoolwide Expectations outlines our agreed behavioural expectations in school settings aligned to each of our three school values.

Each classroom will have their own class rules that refect the schoolwide expectations to help students understand and meet the expectations. Class rules will have the following characteristics.

- Recommended to be 3 to 6 rules
- Rules will be stated positively
- Rules will be discussed with students (Co-constructed)
- Each rule will be clearly defined
- Rules displayed prominently
- Use consistently
- Use rules to teach social and emotional skills needed for school success.

| OUR CLASS RULES (Eg 1) |
|---|
| Follow all school behaviour expectations |
| Make Good Choices (act responsibly) |
| Speak nicely |
| Listen politely |
| 'I can' attitude |
| Move carefuly |
| Pack up quietly |
| Keep my hands and feet to self |

| OUR CLASS RULES (Eg 2) |
|---|
| Follow all school behaviour expectations |
| Use your manners |
| One person speaks |
| Raise your hand to speak |
| Look after belongings |
| Do your best work |

| OUR CLASS RULES (Eg 3) |
|---|
| Follow all school behaviour expectations |
| Respect the rights of others and allow them to learn without disruption |
| Try to do our best and never give up |
| Listen to instructions and follow them promptly |
| Inform the teacher when something is dangerous or makes us feel uncomfortable |
| Never speak over the top of others |
| Own our behaviours and our choices |
| Keep my hands and feet to self |
| Do the right thing even when no one is watching |
| Use equipment safely and for its correct purpose |
| Use our inside voices in the classroom |
| Bookwork is well presented and organised |

| OUR CLASS RULES (Eg 4) |
|---|
| Follow all school behaviour expectations |
| Reach our goals |
| View mistakes as opportunities |
| Find solutions to our soilutions |
| Be kind to ouself, others and our world |
| Take owenership of our learning |
| Use our strengths at challenging |
| Talk about what we're grateful for |
| Take on feedback and hold our ideas lightly |

| Our School Values are: | | |
|---|---|---|
| THINK - Being Responsible | STRIVE - Acting Respectfully | CREATE - Being Safe |

**Our thinking** ⇨ **Determines our feelings** ⇨ **Our feelings influence our actions**

**You Can Do It Keys**

| *Getting Along* | *Confidence* | *Persistence* | *Resilience* | *Organisation* |
|---|---|---|---|---|
| • Think first<br>• Talk friendly<br>• Be tolerant<br>• Play by the rules | • Accept yourself<br>• Be independent<br>• Take reasonable risks | • Give effort<br>• Be positive<br>• Work tough | • Bounce back<br>• Think positively<br>• Identify solutions to problems<br>• Avoid the blame game | • Set goals<br>• Plan to achieve them<br>• Use time well |

## SCHOOLWIDE EXPECTATIONS

| | | ALL AREAS | CLASSROOM | PLAYGROUND EATING | PATHWAYS | TOILETS | ONLINE | ARRIVAL/ DEPARTURE |
|---|---|---|---|---|---|---|---|---|
| CREATE | BE SAFE | We will keep hands, feet and objects to ourselves.<br>We will be an upstander and stand up for those who need it.<br>We will inform the teacher when something is dangerous or makes us uncomfortable.<br>We will ask permission to leave the classroom. | We line up quietly.<br>We will enter and exit the classroom in an orderly manner.<br>We will use and care for equipment, furniture appropriately. | We will play safe games in appropriate areas .eg no large balls in undercover area<br>We will wear shoes and socks at all times.<br>We will be sun safe and wear a broad brimmed hat.<br>We sit while eating. | We will walk on the cement.<br>We will carry items carefully. | We will wash our hands after using the toilet and before eating food.<br>We will ask permission to go to the toilet during class time. | We will use approved online sites and educational games. | We will use only our own bikes and scooters.<br>We will walk bikes and scooters to the gate. |
| STRIVE | BE RESPONSIBLE | We will listen to instructions and follow them promptly.<br>We will be in the right place at the right time.<br>We will be honest.<br>We will hand in items we find to the teacher.<br>We will attend school everyday unless we are sick.*<br>We will own our behaviours and choices.<br>We will do the right thing when no one is watching. *<br>We will look after belongings and buildings<br>We will complete home reading. * | We will follow our teacher's instructions.<br>We will be organised and ready to learn.<br>We will take an active role in classroom activities.<br>We will do our best and give effort.*<br>We will do our own work.<br>We will ask for help when needed.<br>We will keep our work area tidy and clean up after ourselves.<br>We will learn from our mistakes.<br>We will ensure our bookwork is well presented and organised. | We will be responsible for solving our own problems, when possible.<br>We will ask for support when needed.<br>We will return borrowed equipment.<br>We will return to the undercover areas after play. | We will keep passage ways clear. | We use the toilet during breaks.<br>We will report damages.<br>We use water, soap and toilet paper responsibly.<br>We will go and come back from the toilets promptly. | We will report any unacceptable behaviour to a teacher.<br>We will post only appropriate content online.<br>We will keep usernames and passwords private. | We will leave the school promptly at departure time.<br>We will not use the playground before or after school. |
| THINK | BE RESPECTFUL | We will talk friendly - use manners and kind words.<br>We will respect others' personal space and belongings.<br>We will wait our turn.<br>We will wear school uniform.*<br>We will encourage fellow students to do their best.<br>We will use appropriate voices depending on the situation. | We will raise our hands to ask questions.<br>We will allow others to learn without disruption.<br>We will take turns.<br>We will be a good listener.<br>We will enter rooms with permission. | We will play fairly – share equipment, take turns, follow rules and ask others to play.<br>We will care for the environment.<br>We will put rubbish in the bins provided. | We will walk quietly and together when the teacher instructs. | We respect privacy by not playing or socialising in the toilets. | We will be courteous and polite in online communications.<br>We will follow all teacher instructions about keeping private information off online sites.<br>We will keep our mobile phones out of sight. Eg office, teacher or bag | We will go to the front of the line for the "Stop and go".<br>We will sit in our seats when travelling on the bus. |

***Recognition Awards Criteria**

# Whole School Approach to Discipline

Supportive discipline is an important part of the work undertaken in schools each day to help students develop and extend their capabilities in self-management and personal responsibility. The focus for our staff is on implementing proactive, preventative approaches that facilitate student growth.

Our staff take responsibility for making school expectations clear, for providing supportive instruction about how to meet these expectations and to use behavioural incidents as opportunities to re-teach.

Shared expectations for student behaviour should be known to all, with behavioural consequences to create and maintain a positive and productive learning and teaching environment.

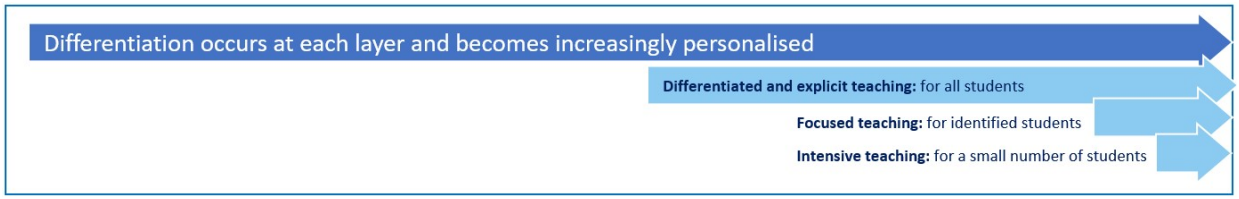
As part of their professional practice teachers will create and maintain supportive and safe learning environments by:

- supporting inclusive student participation and engagement in classroom activities.
- organising classroom activities and provide clear directions.
- managing challenging behaviour.
- supporting students' wellbeing and safety.
- supporting the safe, responsible and ethical use of ICT in learning and teaching.

Collaborative relationships with parents are established and promoted. Refer to our Parent and Community Engagement framework.

The Social Skills program ' You Can Do It' is used across the school and is promoted to parents .

Boyne Island State School uses a multi-tiered system of support for discipline in the school.




## Consideration of Individual Circumstances

Staff at Boyne Island 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.

We recognise that the way we teach, the support we provide and the way we respond to students will differ according to the needs of the student whilst promoting our values of respect, responsibility and safety. This reflects the principle of equity, where every student is given the support they need to be successful learners.

Our teachers are also obliged by law to respect and protect the privacy of individual students. While we understand the interest of other students, staff and parents to know what consequences another student might have received, we will not disclose or discuss this information with anyone but the student's family.

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.

## Tiered Systems of Support

Boyne Island State School uses a multi-tiered system of support based on a problem-solving model. School staff match increasingly intensive interventions to the identified needs of individual students. The tiers represent levels of intervention. OneSchool records are used to document supports.

| Tier | | Description |
|---|---|---|
| 1 | **Differentiated and Explicit Teaching**<br><br>**for all students**<br>(100%) | The first step in facilitating standards of positive behaviour is communicating expectations to all students.<br>Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise. Individual needs or circumstances of students are addressed through reasonable adjustments to teaching, curriculum and assessment<br><br>Every classroom in our school uses the Schoolwide Expectations Matrix as a basis for developing their class rules. The class teacher uses the school expectations as the basis of teaching expectations, works with all students to explain exactly how each of the expectations is enacted. It is revisited regularly to address any new or emerging issues. |
| 2 | **Focused Teaching**<br><br>**for identified students**<br>(10-15%) | 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.<br><br>Support staff work collaboratively with class teachers at Boyne Island State School to provide focused teaching. Supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum Personal and Social Capabilities or particular aspects of You Can Do It or Zones of Regulation expectations.<br><br>Student Support Services staff help arrange and deliver focused teaching to students who need more support to meet expectations through targetted small group planning (boost) and wellbeing survey feedback. In addition, the school uses the following evidence-informed programs to address specific skill development for some students:<br>• Controlling your Emotions - anger<br>• Managing the Bull –bullying<br>• Seasons for Growth – change and grief<br>• Girls with Purpose- leadership and self esteem<br>• A2B- leadership building<br>• Fun Friends – social skills<br>• BRAVE – Body Signals, Relax, Activate helpful thoughts, Victory over fears, Enjoy your life<br><br>Oneschool records such as Personalised Learning and Support Provisions may be used to document supports. |
| 3 | **Intensive Teaching**<br><br>**for a small number of students**<br>(2-5%) | Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.<br><br>For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment, support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students based on the underlying reasons for a student's behaviour.<br><br>Students who require intensive teaching may be assigned an individual case manager at the school that will oversee the coordination of their Complex Case management program, communicate with stakeholders and directly consult with the student. |

# Tier 2 – Focused Teaching Social Skills Programs

Managed and supported by the Guidance Officers & Chaplain.

| | | | Australian Curriculum | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Self-Awarness | | | | | | | |
| | | Self-Management | | | | | | | |
| | | Social Awareness | | | | | | | |
| | | Social Management | | | | | | | |
| **Program** | **Overview of Program** | | Getting Along | Confidence | Resilience | Persistence | Organisation | Zones of Regulation | Vision |
| **Controlling Your Emotions** | This program aims to teach students to renavigate anger and guilty emotions. | • The Many Faces of Anger<br>• The 4 T's of anger (Triggers, thoughts, tantrums and trouble).<br>• Healthy Expressions - Changing perspectives and how to express anger appropriately<br>• Getting through the guilt of anger – Understanding guilt and healthy expressions of guilt<br>• Relaxation, exercise and diet | x | x | x | | | x | |
| **Managing the Bull** | This program aims to develop resilience in children by using a strengths based approach to help children identify their own strengths and abilities. It gives children the opportunity to proactively develop skills so that they are more resilient and able to deal with bullying, if it ever occurs. | • What does a bully look like?<br>• Strengths and Self-Esteem – Positive and negative self-talk,<br>• Communication Skills – Assertive communication, body language, bully prone vs. non-bully prone.<br>• Building Support Networks - Gifts, talents, friendships, strengths, Creating a plan to help someone who is bullied<br>• Personal Protection Plan - highlight distorted thinking patterns, learn that humour is often a good way to deal with negative comments or gossip. | x | x | x | | | | x |
| **Seasons for Growth** | Provides participants with the knowledge, skills and attitudes required to understand and respond to death, separation, divorce, significant loss or change. | • Learn that change and loss are part of life<br>• Learn about different ways people experience change and loss – valuing my story and naming my feelings<br>• Learn skills to assist with adapting to change and loss – caring for my feelings, remembering good times<br>• Learn about ways that help in moving forward with life. – making good choices, moving forward. | | x | x | x | | x | |
| | This program aims to explicitly teach children how to develop healthy friendships and manage conflict in a positive way. | • Connecting with the real you<br>• How to make friends<br>• What's normal in friendship?<br>• Healthy vs. Unhealthy friendships<br>• Dealing with an unhealthy friendship<br>• How to calm the butterflies | | | x | | | | x |
| Fun Friends<br><br>(lower school) | This program is aimed at lower school students and teaches them about their feelings, how thoughts affect our actions, how to change thoughts as well as how to be a kind friend | • Your feelings<br>• Paying attention to other people's feelings and helping others<br>• Body clues and signs to identify situations of stress<br>• Learning ways to calm ourselves<br>• Paying careful attention and using the sense to pay careful attention<br>• Learning that thoughts control our emotions<br>• Changing 'red' to 'green' thoughts<br>• Developing coping plans<br>• Being a good friend – listening, helping, sharing | x | | x | x | | | |
| BRAVE | BRAVE is based on cognitive-behavioral therapy (CBT) designed to help young people learn the skills to overcome fearful or worrying situations. | • Body signs<br>• Relaxation<br>• Active Helpful Thoughts<br>• Victory over your fears<br>• Enjoy! Reward yourself | | x | x | x | | | |
| Girls with Purpose | This program aims to develop self-awareness, self-acceptance and self-respect. | • I am valuable and precious (worth and value)<br>• I am one of a kind and wonderfully made (accept myself)<br>• I am strong enough to handle my feelings (resilience and self-talk)<br>• Healthy friendships are important (respecting ourselves and others)<br>• My decisions determine my destination (power of freedom and choice)<br>• I have unlimited potential (dreams, future, self-belief) | | x | x | | | | x |
| A2B Leadership Program | This program is an 8 week action based learning program designed to help students work collaboratively within a group. | • Forming - Establishing a group through 'getting to know you' activities. Define the culture or 'rules of engagement' for this group by forming a 'group code'.<br>• Storming – Experience and learn to understand the social conflict and jostling that occurs when people establish their roles within the group.<br>• Norming – Learn to take more control of your interactions and stop questioning the purpose of the group. Develop trust and begin tackling larger problems.<br>• Performing – Learn how the group performs during the peak of its power.<br>• Mourning – Learning that when you are disbanding a group there can be some sadness but learning to celebrate achievements and internalise what has been learnt. | | x | x | x | x | | x |

**Recognition Scheme – Year 1 to 6** Each Term students will progress through the Award Levels of Bronze, Silver, Gold and Platinum for meeting the following 5 measurable standards.

**Homereading—**Home reading requirements met on a regular basis as determined by class teacher

**Behaviour-** Meets school expectations - No referrals to administration for classroom or playground behaviour or 'D' or 'E' on Report Card

**Attendance—**Attends regularly –away no more than 3 days each term exceptions for medical appointments/ Doctors Certificate/ extracurricular/ sporting representation.

- Absences explained in timely manner

**Uniform—**School dress code adhered to consistently. - No more than 2 green slips supplied for being out of uniform. (allowance for excessively wet weather)

**Effort—** Year level expectations for effort in class is met. Ie 'C' standard.

# Well Being Survey

A wellbeing survey conducted twice a year to inform on social skill programs and the support levels required

| Personal and Social Capabilities | Getting Along | Confidence | Resilience | Persistence | Organisation | Zones of Regulation | Vision –Strive,Think,Create | Year 1- 3 Wellbeing Survey | Year 4 – 6 Wellbeing Survey |
|---|---|---|---|---|---|---|---|---|---|
| Self-Awareness | | | | | | | | | |
| Recognise emotions | x | | | | | x | | I can recognise my emotions | I can recognise my own and others emotions |
| Understand themselves as learners/recognise personal qualities and achievements | | x | | | x | | | I always try my best at school | I can identify my strengths and areas I need to improve on |
| Develop reflective practices | | | x | x | | | | I can talk about what I have learnt | I reflect on feedback to improve myself |
| Self-Management | | | | | | | | | |
| Become confident, resilient and adaptable | | x | x | x | | | | I keep trying even when things are hard | I don't give up when things are difficult |
| Express emotions appropriately | x | x | | x | | x | | I can get myself back into the 'ready to learn' zone. | I know how to manage my emotions to be ready to learn |
| Develop self- discipline and set goals | | | | x | x | | | I get my work done on time | I set goals and take on new challenges |
| Work independently and show initiative | x | | | | | | | I am sensible when working alone | I use strategies to work independently |
| Social Awareness | | | | | | | | | |
| Contribute to civil society | x | | | | | | x | I help my teachers or friends | I am respectful towards teachers and students |
| Understanding relationships | x | | | | | | | I have friends to play with at lunchtime | I have friends to play with at lunchtime |
| Appreciate diverse perspectives | x | | | | | | x | I am kind to people who have different ideas to me | I respect similarities and differences in my self and others |
| Social Management | | | | | | | | | |
| Negotiate and resolve conflict | x | x | | | | | x | I can work out problems with my friends | I know how to deal with conflict and resolve problems. |
| Communicate effectively | x | x | | | | | x | I listen to and speak nicely to others | I listen when other people speak<br>I talk to someone when I have a problem that I need help with. |
| Develop leadership skills | | x | | x | x | | | I can own my mistakes | I can help to organise group activities |
| Work collaboratively | x | | | | | | x | I always take turns and share with others | I can work cooperatively with my peers |
| Make decisions | x | | | | | | x | I make good choices when I am working in groups | I can make decisions in group situations that impact others in a positive way |

# Disciplinary Consequences

The role of disciplinary consequences is to assist students to understand behavioural expectations and to learn more acceptable ways of interacting and engaging with others.

Consequences are to be applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students

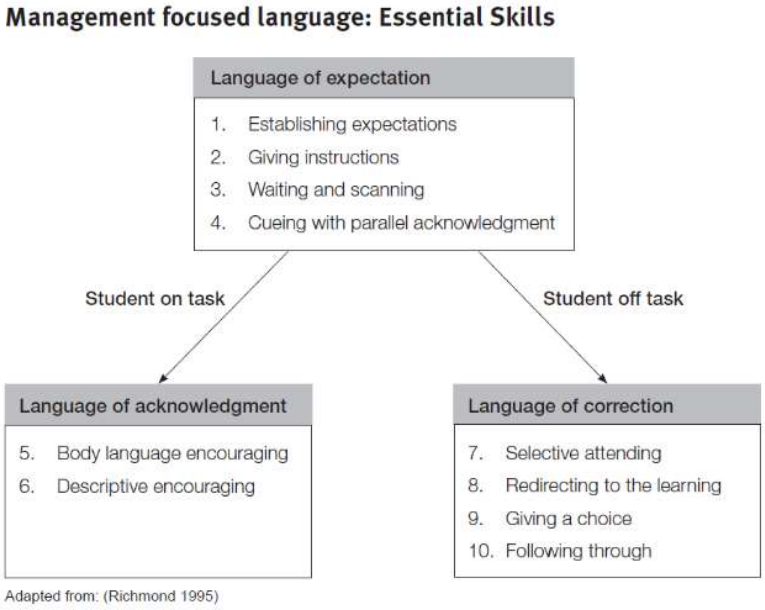
The consequences should be:

- logically tied to the problem behaviour
- focused on teaching or re-teaching students appropriate ways to meet their needs
- evaluated for effectiveness using behavioural data
- applied consistently by staff with consideration of individual circumstances

The disciplinary consequences model used at Boyne Island State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The **Responsive Behaviour Flowchart** describes the behaviour that is expected and the types of disciplinary consequences that may be used to respond to different behaviour.

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

Positive behaviour support strategies are used in order to avoid escalation. Essential Skills of Behaviour Management informs the language of expectation, acknowledgement and correction.



Adapted from: (Richmond 1995)

# Responsive Behaviour Overview

Is student responsible for their own actions and the manner in which they respond to situations.

Yes

No

What type of behaviour has occurred?

Response to all student behaviour is: calm, brief, immediate, private, give processing time and monitor.

## EXPECTED BEHAVIOUR

- Being safe
- Being respectful
- Being responsible

## RECORDABLE BEHAVIOUR MINOR

- Wear clothing that is not within the dress code guidelines
- Minor physical contact
- Incorrect use of equipment
- Throwing objects across classroom with no intent to harm
- Mobile phone observed in the school without authorisation
- Inappropriate use of personal technology devices or social networking sites
- Refusing to work
- Not being punctual (eg: lateness after breaks)
- Not in the right place at the right time.
- Minor dishonesty
- Minor disruption to class
- Low intensity failure to respond to request
- Minor defiance
- Non compliance or Unco-operative behaviour
- Inappropriate language (written/verbal)
- Disrespectful
- Minor bullying / victimisation/ harassment
- Lack of care for the environment
- Petty theft

## REFERRAL BEHAVIOUR MAJOR

- Refusal to comply with school dress code.
- Serious physical aggression
- Fighting
- Throwing objects at a person
- Possession of prohibited items
- Possession of weapon
- Use of a mobile phone without authorisation
- Serious, or continued, inappropriate use of personal technology devices or social networking sites
- Leaving class without permission
- Leaving school without permission
- Pattern of unexplained absences
- Major dishonesty that has a negative impact on others
- Major disruption to class
- Blatant disrespect/ refusal to follow directions
- Major defiance
- Offensive language
- Aggressive language
- Verbal abuse / directed profanity
- Major bullying / victimisation /harassment
- Stealing / major theft
- Wilful property damage/ Vandalism
- Other conduct prejudicial to the good order of school

## ACKNOWLEDGEMENT PLAN

## CORRECTION PLAN (Differentiated and Explicit)

## INTERVENTION PLAN (Focussed/Intensive)

### OPTIONS

**Tier One:**

**Classroom**

- Behavioural expectations, classroom organisation,differentiated teaching, positive relationships
- Explicit teaching of social skills
- Positive reinforcement -praise/ thumbs up, time with preferred adults or peers, earn privileges or a leadership riole, access to a preferred activity, award points or tokens, inexpensive tangible rewards.
- Active engagement – track students called on, choral responses, personal white boards, response cards, gestural responses, guided notes, share in pairs,
- Active supervision – move, scan, interact

Language of Expectation

- Establishing expectations
- Giving instructions
- Waiting and scanning
- Cueing with parallel acknowledgment

Language of acknowledgement

- Body language encouraging
- Descriptive encouraging

**School**

- participation in school activities
- eligible for leadership positions
- Recognition system
- Student of the Week (recognition on parade and newsletter )/ Peer nominations
- documenting positive incidents in Oneschool & contact with parents

### TEACHER APPLIED OPTIONS

**Tier One:**

**Consistent and fair consequences**

- Corrective feedback – describe observed behaviour, review or re-teach expected behaviour
- Targeted skills teaching for whole class
- Rule Reminders
- Give ‘take-up’ time for student to process instruction
- Prompt student to take a break or time away in class
- Discussion on logical consequences.
- Provide positive choice of task order
- Restorative conversations - individual meeting
- Re-positioning within room
- Loss of play time (detention)
- Restriction or removal of in-class privlege
- Use of Monitoring system
- Teacher /Parent Contact
- Model appropriate language, problem solving and verbalise thinking process
- Autism Hub Functional Behaviour Analysis Tool
- Incomplete work sent home “Purple slip’
- Issue ‘Green Slip’ for clothing outside dress code.

Language of correction

- Selective attending
- Re-direction to the learning
- Giving a Choice
- Following through.

### ADMINISTRATION OPTIONS

**Tier Two:**

- Parent contact
- Targeted skills teaching in small group
- Removed from class – time out
- Removed from playground, alternate lunchtime activities
- Detention- Out-of-school hours or non-school days
- Loss of privilege eg. removal from rep. sport
- Restitution(apology/repair damage)
- Peer mediation/resolution meeting as required
- Discussion regarding future consequence
- Monitoring program (daily/weekly)
- Referral to Guidance Officer for assessment and specialist support
- Check in - Check Out strategy
- Referral to Student Support Services for team based problem solving
- Temporary removal of student property (e.g. mobile phone)

**Tier Three:**

- Individual Behaviour Support Plan
- Functional Behaviour Assessment
- Part time educational program
- Case Management - Stakeholder meeting with parents and external agencies
- Behaviour risk assessment
- Discipline Improvement Plan
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension
- Suspension pending exclusion / Exclusion

Students who engage in very serious problem behaviours such as causing harm to other students or to staff, the principal may determine that a school suspension or exclusion is necessary

**The individual circumstances of each case will be taken into account when deciding upon and applying consequence.

Yes IMPROVEMENT IN STUDENT BEHAVIOUR FOLLOWING CONSEQUENCES? No

# 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 Boyne Island State School, the use of any SDA is considered a very serious decision. It is typically used by the Principal when other options have been exhausted or the student's behaviour is 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 suspenion**
Students who are suspended from Boyne Island State School may be invited to attend a re-entry meeting on the day before or of their scheduled return to 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.

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

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

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

Possible agenda:

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

**Reasonable adjustments**
In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space and other relevant accommodations. The inclusion of support staff, such as guidance officers may also offer important advice to ensure a successful outcome to the re-entry meeting.

# Conclusion

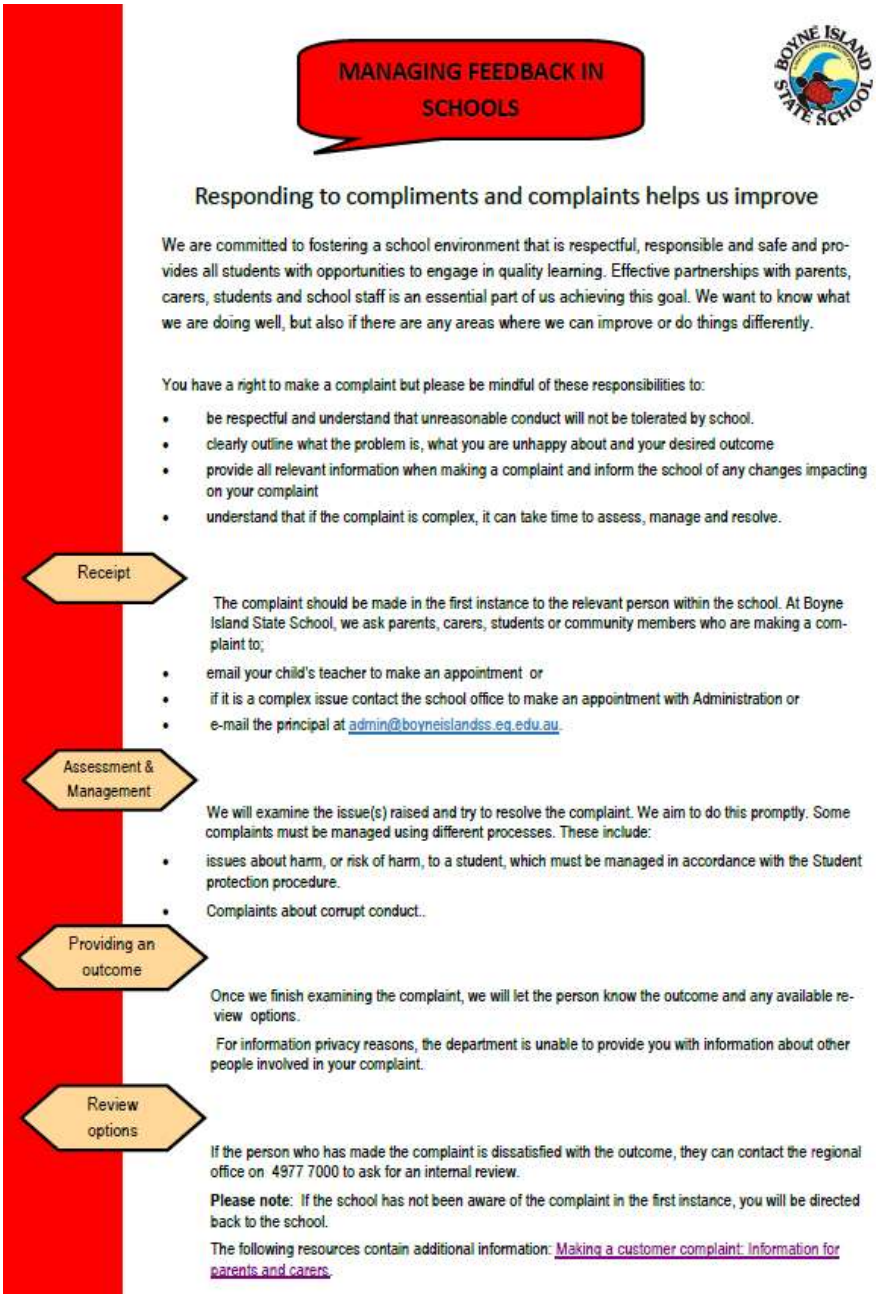
Boyne Island State School staff is committed to providing a safe, respectful and responsible learning environment for all students, staff, parents and visitors. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their 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.

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

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.



MANAGING FEEDBACK IN SCHOOLS

BOYNE ISLAND STATE SCHOOL

Responding to compliments and complaints helps us improve

We are committed to fostering a school environment that is respectful, responsible and safe and provides all students with opportunities to engage in quality learning. Effective partnerships with parents, carers, students and school staff is an essential part of us achieving this goal. We want to know what we are doing well, but also if there are any areas where we can improve or do things differently.

You have a right to make a complaint but please be mindful of these responsibilities to:

- be respectful and understand that unreasonable conduct will not be tolerated by school.
- clearly outline what the problem is, what you are unhappy about and your desired outcome
- provide all relevant information when making a complaint and inform the school of any changes impacting on your complaint
- understand that if the complaint is complex, it can take time to assess, manage and resolve.

Receipt

The complaint should be made in the first instance to the relevant person within the school. At Boyne Island State School, we ask parents, carers, students or community members who are making a complaint to;

- email your child's teacher to make an appointment or
- if it is a complex issue contact the school office to make an appointment with Administration or
- e-mail the principal at admin@boyneislandss.eq.edu.au.

Assessment & Management

We will examine the issue(s) raised and try to resolve the complaint. We aim to do this promptly. Some complaints must be managed using different processes. These include:

- issues about harm, or risk of harm, to a student, which must be managed in accordance with the Student protection procedure.
- Complaints about corrupt conduct..

Providing an outcome

Once we finish examining the complaint, we will let the person know the outcome and any available review options.

For information privacy reasons, the department is unable to provide you with information about other people involved in your complaint.

Review options

If the person who has made the complaint is dissatisfied with the outcome, they can contact the regional office on 4977 7000 to ask for an internal review.

**Please note:** If the school has not been aware of the complaint in the first instance, you will be directed back to the school.

The following resources contain additional information: Making a customer complaint: Information for parents and carers.

## 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 Boyne Island 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.

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

## Use of mobile phones and other devices by students

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

**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 Boyne Island State School to:

- switch off and place the mobile device out of sight on-site during classes, before and after school, and during lunch breaks
- seek administration approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Boyne Island State School to:

- use a mobile phone during classes, before and after school, and during lunch breaks.
- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- record images anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets or any other place where a reasonable person would expect to be afforded privacy
- 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

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 Boyne Island State School Student Code of Conduct. In addition students and their parents should:

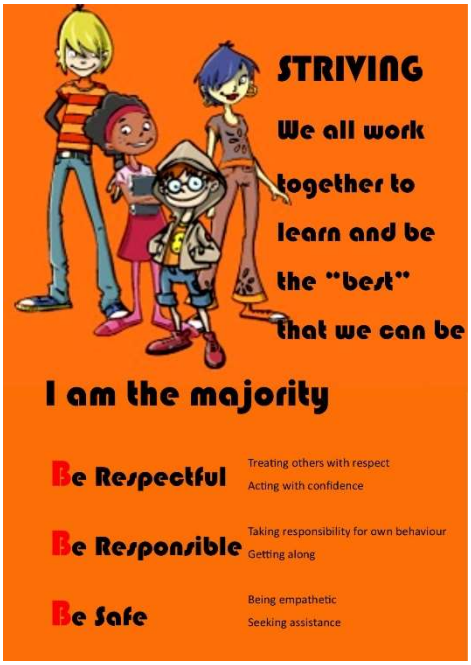
- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
    - access 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.

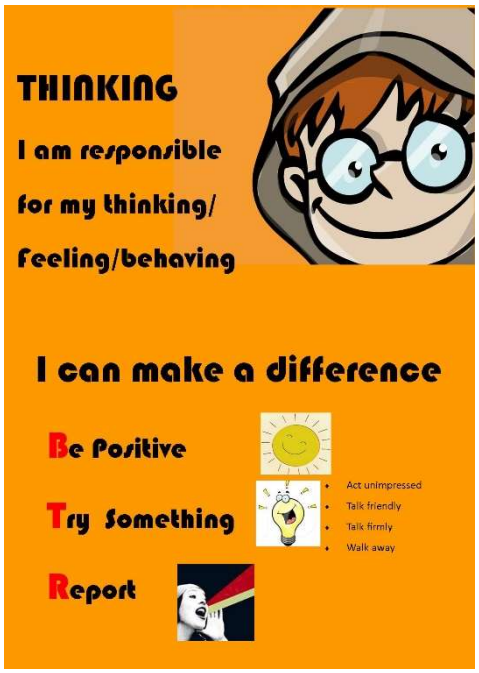
## Preventing and responding to bullying

Boyne Island State School promotes positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

| VISION | Boyne Island focus | MESSAGES | AIMED AT |
|---|---|---|---|
| **STRIVE** | I am the Majority | • Be respectful<br>• Be Responsibile<br>• Be Safe | For all |
| **THINK** | I can make a Difference | • Be Positve<br>• Try Something<br>• Report | How to respond individually |
| **CREATE** | I am an Upstander | • Be supportive<br>• Interrupt<br>• Tell someone<br>• Speak Up | To help others |



1. **Leadership**
   Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. **Inclusion –**
   All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, responsible and safe.

4. **Partnerships**
   Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. **Support**
   School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

**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.

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.

**Student Intervention and Support**

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

Students are encouraged to approach any staff member with whom they feel comfortable sharing their concerns.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs or involvement in a method of shared concern.

School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include removal from class, invitation not extended to social events or celebrations or more severe punishments such as suspension or exclusion from school.

**Bullying response steps for teachers**

| | |
|---|---|
| **Listen** | • Provide a safe, quiet space to talk<br>• Reassure the student that you will listen to them<br>• Let them share their experience and feelings without interruption<br>• 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 |
| **Document** | • Ask the student for examples they have of the alleged bullying<br>• Check back with the student to ensure you have the facts correct<br>• Notify parent/s that the issue of concern is being investigated |
| **Collect** | • Gather additional information<br>• Make sure you can answer who, what, where, when and how<br>• Clarify information with student and check on their wellbeing |
| **Discuss** | • Make a time to meet with the student to discuss next steps<br>• Ask the student what they believe will help address the situation<br>• Agree to a plan of action and timeline |
| **Implement** | • Complete all actions agreed with student and parent within agreed timeframes<br>• Monitor student and check in regularly on their wellbeing |
| **Review** | • Meet with the student to review situation<br>• Discuss what has changed, improved or worsened<br>• Report back to parent |
| **Ongoing** | • Continue to check in with student on regular basis until concerns have been mitigated |

# ARE YOU UPSET ABOUT HOW YOU ARE BEING TREATED ?

**Responding to rude, mean or bullying behaviour.**

**Are you being teased, threatened or excluded by others?**

*YES*

**Can I deal with this problem?**

1. Act unimpressed
2. Talk friendly
3. Talk firmly - Tell them nicely that you don't like what they are doing
4. Walk away - talk to someone else

**Are you a witness to rude, mean or bullying behaviour?**

*YES*

**Can I be an upstander and help?**

- Be supportive
- Interrupt
- Tell someone
- Speak Up

*NO*

**Are you being**

- Pushed, hit or kicked
- Belongings stolen, mistreated or damaged ?

*YES*

**Tell someone who you trust**

- Trusted adult
- Teacher
- Parent
- Friend

**What Else Can I Do?**

**TO AVOID BULLYING …**

- Examine own behaviour
- Network of friends
- Avoid location/people
- Be kind/calm
- Control your thinking

**TO DEAL WITH BULLYING …**

- Be Positive - confident
- Try Something
  - Act Unimpressed
  - Talk friendly
  - Talk firmly
  - Walk away
- Report

## Cyberbullying

The major difference with cyberbullying 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.

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 Boyne Island 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.

## Cybersafety and Reputation Management

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.

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.

## Appropriate use of social media

The internet, mobile phones and social media provide opportunities for students to network and socialise online. While these technologies provide 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 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.

## Boyne Island State School - Cyberbullying response flowchart for school staff

# How to manage online incidents that impact your school

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

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

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

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

**YES** OR **NO**

### 1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

### 2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

### 3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

**YES**

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

**NO**

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

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

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

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

**OR**

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

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

### 7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

# Restrictive Practices

School staff at Boyne Island 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 state and behaviour.

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.

The staff appendix section includes examples and guidelines on the use of any restrictive practice.

# Critical Incidents

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

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

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

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

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

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

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

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

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

# Related Procedures and Guidelines

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

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