



Bundaberg East State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

Bundaberg East State School is committed to ensuring that every day, in every lesson, each student is learning and achieving within a safe, respectful and disciplined learning environment.

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

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

School Mission and Motto:

Achieving Academic Excellence

Honour before Honours

Our school mission and motto supports our aim of facilitating students to reach their full potential of academia whilst also learning about the importance of good character values. We believe that the achievement of these goals will lead to students valuing their success, but also being aware of the importance of their conduct and their impact on others.

This belief is reflected our school creed:

We honour our past

We unite today

We strive towards our future

In addition, we wish students to develop the skills of resilience and persistence, understanding that:

If you fail, never give up because F.A.I.L. means First Attempt In Learning.

This links to **our personal creed**; which was written by a past school student :

I can do it, I know I can. If I fail, I'll get back up again.

At Bundaberg East State School, we have introduced a school mascot which is a Rainbow Lorikeet called "BESS." This is an acronym for "Bundaberg East State School." Being situated across the road from Baldwin Swamp, which is a natural habitat for our native birds, makes BESS an appropriate fit for our school. In addition, BESS displays all of the colours of our sporting houses and is an engaging mascot, particularly with our younger students. BESS helps us to reinforce our school expectations in a positive manner within the context of our PBL (positive behaviour learning) framework. We encourage our students to:

Be like BESS everyday!



Having a Rainbow Lorikeet named BESS as the mascot of the school (which is a resident of Baldwin Swamp) anchors the ideals of the school as being an understanding and environmentally aware participant in its local area and beyond.

Honoring our past

- Recognising the pioneering spirit (Sport houses).
- Using a ships propeller to identify where the School came from (banks of the Burnett River) and using it as a metaphor to identify continuity with the present and the past and the unity of the student body.

United today

- The Lorikeet embodies both the colours of the sporting houses and an understanding that even though the houses are separate, they come together to make a whole. This being BESS (Bundaberg East State School) that represents the students of today and the wider spread alumni of the past.

Striving for the future

- Using a bird as a representation of the limitless opportunities and paths the students and staff have before them.
- Creating links to sustainable practices.

Contact Information

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Contact Person:	Craig Martin (Acting Principal)

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Principal's Foreword

Introduction

Bundaberg East SS has a long and proud tradition of providing high quality education for the students within our community. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. It is through these relationships that we expect to support every student to meet developmental milestones and transition successfully to High School.

Bundaberg East SS has three core values, Respect, Responsibility and Safety which are encompassed within our fourth value - to be a Learner.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Bundaberg East SS staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Bundaberg East SS Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of Bundaberg East State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Katrina Kruger and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product through surveys and newsletter updates. This has been an important aspect in the development of the Bundaberg East State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Bundaberg East State School Student Code of Conduct, and to take time to talk with their children about the expectations



and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying. Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people.

It is important that every parent and child of the Bundaberg East State School community knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 45 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Bundaberg East State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Bundaberg East State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning.

Emma Reibelt
BESS P&C President

School Captains Statement

On behalf of the student body at Bundaberg East State School, we endorse the Student Code of Conduct for 2020. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Bundaberg East State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

School Captains: *Jack Bigg, Grace Hardisty, Finn Heads,*
Georgia Robertson

Date: *October 2020*

Consultation

The consultation process used to inform the development of the Bundaberg East State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff at the beginning of April 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey as part of the “scan and assess” section of the Cycle of Inquiry. Following this, we identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to all students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in October 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Bundaberg East State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Bundaberg East State School Code of Conduct, including parent information and promotion through the school website, weekly newsletter and school Facebook page. A Behaviour Team was established to oversee the consultation and development of the Student Code of Conduct. This team continues to meet on a termly basis to manage the introduction of the Code and to maintain its operation effectively and responsively.

Endorsement

Principal Name:	Craig Martin
Principal Signature:	
Date:	7/12/2020
P/C President and-or School Council Chair Name:	Emma Reibelt
P/C President and-or School Council Chair Signature:	
Date:	7/12/2020

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

Review Statement

The Bundaberg East State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle

School Opinion Survey

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2017	2018	2019
their child is getting a good education at school (S2016)	97.8%	100%	96.2%
this is a good school (S2035)	97.8%	100%	96.2%
their child likes being at this school* (S2001)	97.8%	95.2%	96.3%
their child feels safe at this school* (S2002)	95.6%	92.9%	95%
their child's learning needs are being met at this school* (S2003)	97.8%	97.6%	96.2%
their child is making good progress at this school* (S2004)	97.8%	100%	94.9%
teachers at this school expect their child to do his or her best* (S2005)	97.8%	100%	98.8%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95.6%	100%	96.3%
teachers at this school motivate their child to learn* (S2007)	97.8%	100%	95%
teachers at this school treat students fairly* (S2008)	95.6%	90.5%	89.7%
they can talk to their child's teachers about their concerns* (S2009)	97.8%	95.2%	96.3%
this school works with them to support their child's learning* (S2010)	97.7%	100%	96.2%
this school takes parents' opinions seriously* (S2011)	95.5%	95.2%	88.3%
student behaviour is well managed at this school* (S2012)	95.6%	90.5%	78.9%
this school looks for ways to improve* (S2013)	95.6%	100%	91.3%
this school is well maintained* (S2014)	97.8%	97.6%	97.5%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2017	2018	2019
they are getting a good education at school (S2048)	100%	100%	94.2%
they like being at their school* (S2036)	96.4%	96.9%	92.5%
they feel safe at their school* (S2037)	98.2%	99.2%	95.8%
their teachers motivate them to learn* (S2038)	99.1%	100%	94.1%
their teachers expect them to do their best* (S2039)	100%	100%	96.7%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	95.8%
teachers treat students fairly at their school* (S2041)	95.5%	97.6%	85.8%
they can talk to their teachers about their concerns* (S2042)	98.2%	97.6%	84.5%
their school takes students' opinions seriously* (S2043)	100%	98.4%	89.9%
student behaviour is well managed at their school* (S2044)	96.4%	94.4%	82.9%
their school looks for ways to improve* (S2045)	99.1%	100%	96.6%
their school is well maintained* (S2046)	98.2%	97.6%	96.6%
their school gives them opportunities to do interesting things* (S2047)	100%	99.2%	92.4%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2017	2018	2019
they enjoy working at their school (S2069)	98.1%	92.9%	90.7%
they feel that their school is a safe place in which to work (S2070)	98.1%	95.2%	85.2%
they receive useful feedback about their work at their school (S2071)	94.2%	81%	79.6%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	96.6%
students are encouraged to do their best at their school (S2072)	100%	100%	96.3%
students are treated fairly at their school (S2073)	100%	92.9%	83.3%
student behaviour is well managed at their school (S2074)	98.1%	71.4%	44.4%
staff are well supported at their school (S2075)	98.1%	76.2%	57.4%
their school takes staff opinions seriously (S2076)	98.1%	83.3%	67.3%
their school looks for ways to improve (S2077)	100%	95.2%	88.7%
their school is well maintained (S2078)	100%	100%	98.1%
their school gives them opportunities to do interesting things (S2079)	98.1%	95.2%	94.3%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

BUNDABERG EAST STATE SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	4	15	47
Long Suspensions – 11 to 20 days	0	0	1
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Bundaberg East State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed to **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. This is the first step of our Multi-Tiered System of Support and is known as **Tier 1**.

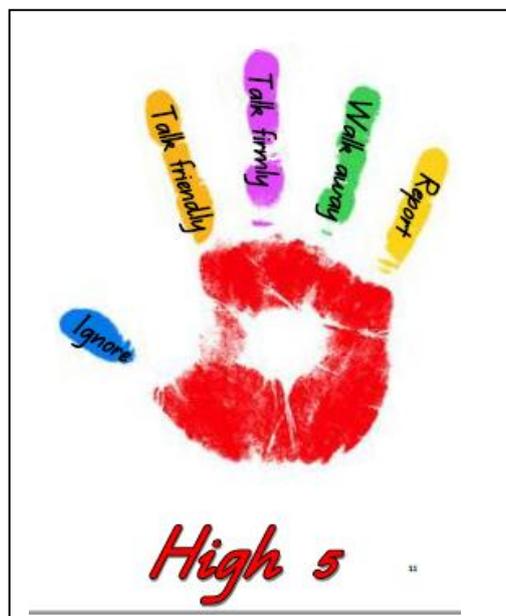
A set of behavioural expectations in specific settings has been attached to each of our three school rules:

- **Be Respectful**
- **Be Responsible**
- **Be Safe**

These rules fall under the *umbrella* of our **Key Rule**:

- **Be a Learner.**

They describe the expected behaviours that will lead to our *mission statement* at Bundaberg East State School of **Achieving Academic Excellence**.



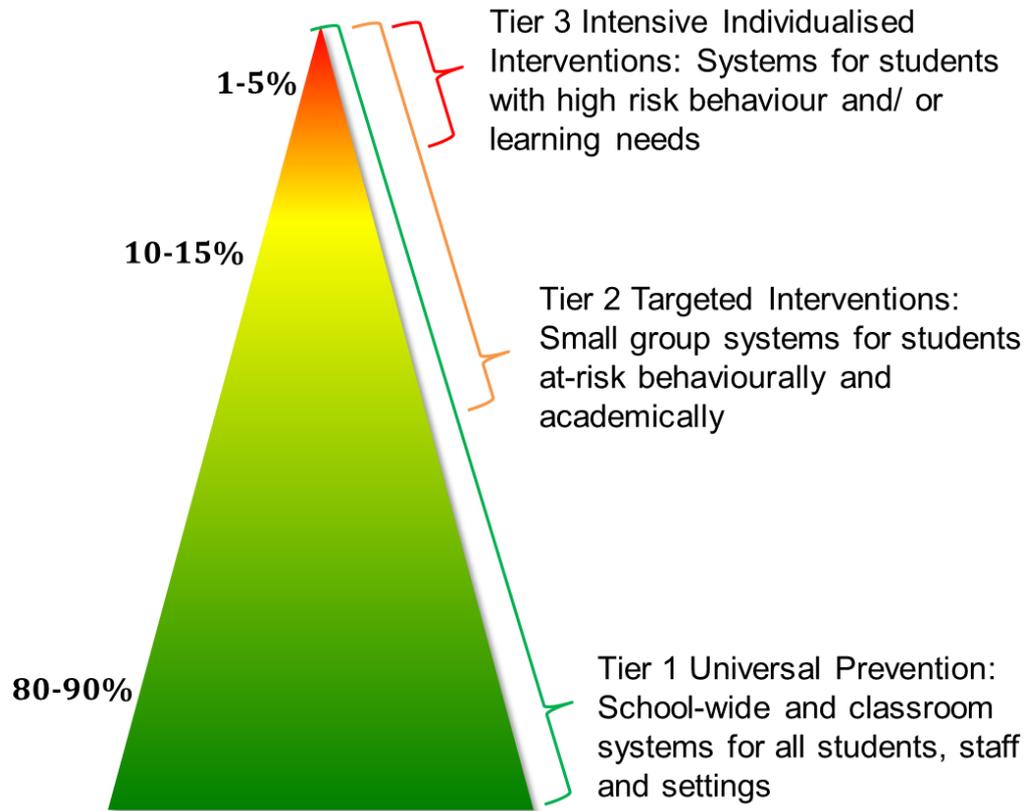
Behaviour Expectations Matrix

Be a Learner

	Whole School	Classroom	Outside the Classroom	Transitions, Routines, Before/After School
Be Respectful	<ul style="list-style-type: none"> - I use agreed manners and show courtesy to my teachers, other adults and classmates - I am honest - I show consideration for others and their feelings - I respect other people using the High 5 - I respect individual differences - I will be a positive role model and wear the correct uniform - I follow the protocols for school assemblies - I respect others' property - I respect and cooperate with others at all times 	<ul style="list-style-type: none"> - I am on time for my learning - I respect the right of others to learn and the teacher's right to teach - I demonstrate whole-body listening - I get permission to leave the classroom 	<ul style="list-style-type: none"> - I respect others' privacy and use toilets appropriately and hygienically - I respect the environment 	<ul style="list-style-type: none"> - I act sensibly and consider others when moving around the school - I follow agreed protocols when using the tuckshop
Be Responsible	<ul style="list-style-type: none"> - I am at school, on time, all day every day - I will follow the boundaries given to me by others - I accept the consequences of my actions - I am a problem solver 	<ul style="list-style-type: none"> - I try my best for all tasks - I follow instructions immediately - I am an active learner (I participate in activities and ask questions to help my learning) - I am organised and prepared for learning (body, equipment and space) - I am safe and respectful when using IT (cyber safety, looking after equipment) 	<ul style="list-style-type: none"> - I treat equipment well - I use the toilets during breaks, ensuring I flush the toilet and wash my hands with soap afterwards - I take care of my lunchbox and put it back in my bag when finished - I place my rubbish in the designated bins 	<ul style="list-style-type: none"> - I return equipment to the appropriate place at the bell - I return to my class at the end of breaks - I move calmly in 2 lines as part of my class group
Be Safe	<ul style="list-style-type: none"> - I know and apply the High 5 - I use self-control (keep my hands, feet, mouth and objects to myself) - I am in the right place at the right time - I make safe choices 	<ul style="list-style-type: none"> - I use classroom equipment safely - I enter, exit and move in the classroom in a safe manner 	<ul style="list-style-type: none"> - I play safely in my supervised areas/s - I am sunsafe and wear a broad brimmed hat at school (no hat, no play) - I walk on the cement and move safely around buildings 	<ul style="list-style-type: none"> - I act sensibly in the correct area before and after school - I am aware of personal safety - I walk my bike/scooter when inside the school grounds - I wear the appropriate safety equipment when on a bike

Multi-Tiered Systems of Support

Bundaberg East 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	<p>All students (100%) in the school receive support for their academic and behavioural development (Universal Behaviour Support). Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • 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** are more intense than 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.

Our Beliefs about Behaviour

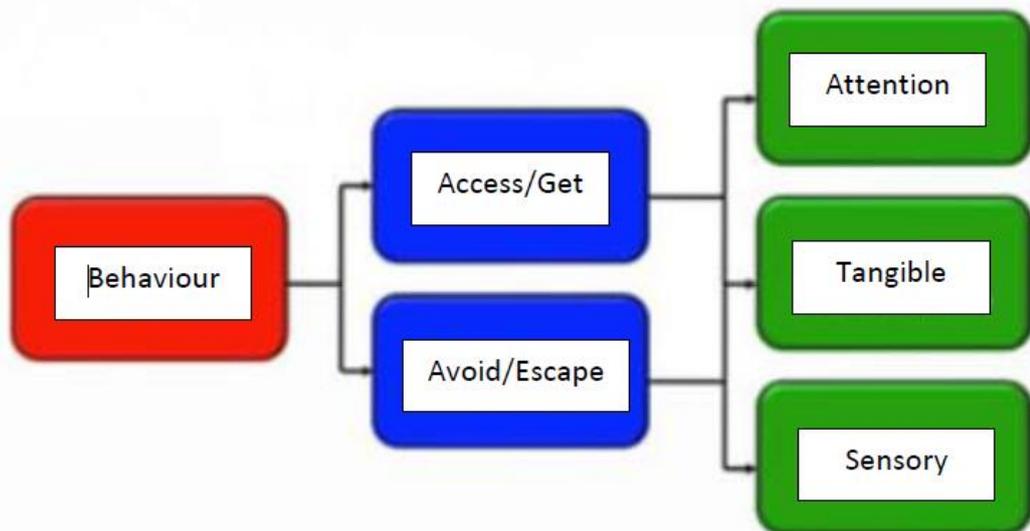
At Bundaberg East State School, we take a functional approach to behaviour.

A functional approach to behaviour is a way of looking at behaviour as a means of fulfilling a need for a student. It asks the question, 'Why did the student do that?' Behaviour is functionally related to the teaching environment. It doesn't occur in a vacuum. When a person acts, even when their behaviour is considered to be inappropriate, they do so to achieve a result. The result or desired outcome is viewed as the consequence or the function of the behaviour. The function of the behaviour is legitimate, but the form of the behaviour may be unacceptable in the setting. In this sense, behaviour is observable and measurable.

The function of behaviour is:

- **To access something** - a behaviour has an increased likelihood of occurring in the future if something (object or event) is given or presented after the behaviour occurs.
- **To avoid or escape something** - a behaviour has an increased likelihood of occurring in the future if something (object or event) is avoided, escaped or removed after the behaviour occur.

Functions of Behaviour



"Look at behaviour with curiosity, not animosity"

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At Bundaberg East State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Bundaberg East State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

Consideration of Individual Circumstances

Staff at Bundaberg East State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

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

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

Differentiated and Explicit Teaching

Bundaberg East 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 Bundaberg East 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.

Every classroom in our school uses the Behaviour Expectations Matrix as a basis for developing their classroom behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed classroom expectations are on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

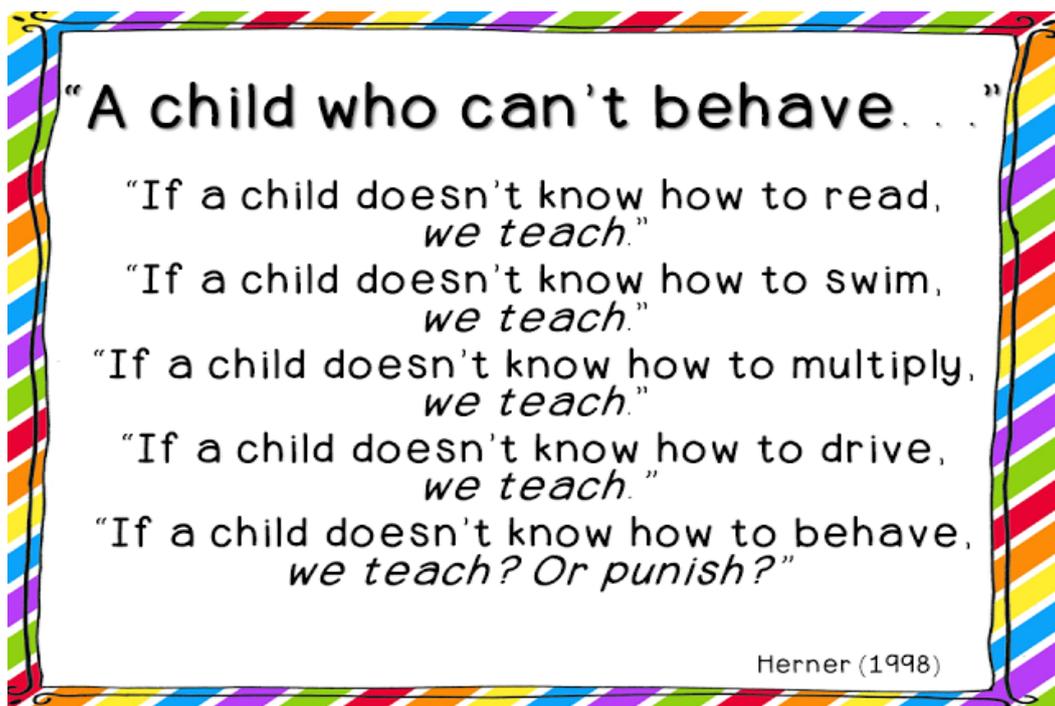
Focused Teaching

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

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

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

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



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 case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student. In addition, the student may be referred to the **Complex Case Management Team** via Student Support.

This Complex Case Management Team is made up of the Class Teacher, HOSSES (Head of Special Education Services), Guidance Officer, GOSEW (Guidance Officer Support Engagement & Wellbeing), Behaviour Support Teacher and an Admin member. These meetings take place fortnightly. Students referred may be discussed once or may continue to require reviews and regular monitoring. Students are identified as needing complex case management based on the breadth and depth of their need. Identified students require a multi-disciplinary team to support their attendance and engagement when the current universal supports are inadequate. The criteria can include the following examples:

- High level of safety and well-being concerns for student and/or others at school and/or home
- Emotional, social, physical or cognitive vulnerability
- Need for services from multiple specialists, or interagency collaboration and support
- Significant negative change in student functioning at school
- Students on Part-Time Agreement
- Risk of suspension or exclusion
- Children in care
- Complex disabilities or impairments
- Complex health needs
- Complex trauma or attachment needs
- Sensory issues
- Behaviour or learning goals have not been successful using standard interventions
- Family complexities, such as poverty, unemployment, housing issues, disability, mental illness, substance abuse, family violence, abuse, neglect
- Student and/or family issues are having a significant impact on the school community

Essential Skills for Classroom Management

The Essential Skills emphasise teachers' language, both verbal and non-verbal to focus students' attention, as well as the importance of teacher-student relationships developed through the learning process. There is a strong focus on proactive and positive strategies to encourage wanted student behaviour. The 10 Essential Skills for Classroom Management are:

Essential Skill	Description
1. Establishing expectations	To clearly articulate and demonstrate the boundaries of pro-social behaviour. It is important to have clear boundaries for social behaviour so that everyone is clear about what is, and is not regarded as responsible and safe in a particular context
2. Giving instructions	To give a clear direction about what to do. 1. Clear, short instructions help students understand what you expect them to do. 2. Instructions help students organise what they are required to do. 3. Instructions cue to students that they need to be actively engaged with the curriculum
3. Waiting and scanning	To wait and look at your students for 5-10 seconds after you give an instruction. 1. It gives students time to process the direction. 2. It indicates non-verbally to students that you mean what you say; increasing compliance. 3. You avoid filling all the available time with excess talk which can inadvertently train the class to stop listening to your voice.
4. Cueing with parallel acknowledgement	To acknowledge students' on-task behaviour with the intention of prompting others to follow suit. 1. It cues other students to match the behaviour that is being acknowledged. 2. It is an alternative to a redirection, so can help you to avoid nagging or becoming too directive. 3. It contributes to a positive tone in the classroom.
5. Body language encouraging	To intentionally use your proximity, body gestures and facial expressions to encourage students to remain on-task. 1. It takes no time to do. 2. It promotes a positive tone in the classroom. 3. Body language is an integral part of communication and strengthens relationships. 4. It promotes on-task behaviour when used intentionally.
6. Descriptive encouraging	To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you want them to repeat more frequently. 1. It describes to students the behaviour that you know will help them to learn. This has a position training effect.

	<ol style="list-style-type: none"> 2. It reinforces the rules. 3. It promotes a positive, supportive learning environments. 4. It focuses on strength and is esteem building. 5. It stimulates students to take risks in terms of behaviour. They become more able to display courage to tackle difficult work or practise self-control. 6. It gives students information about their competence. 7. It directs attention to strategies that are useful for problem solving. 8. It strengthens your relationship with students.
7. Selective attending	<p>To intentionally give minimal attention to safe off-task or inappropriate behaviour.</p> <ol style="list-style-type: none"> 1. It avoids unintentionally reinforcing off-task or disruptive behaviour, decreasing the likelihood that this behaviour will be repeated. 2. It gives you time to think of how to handle the student's behaviour in a way that is productive. 3. It gives you time to attend to other students who are on-task. 4. It sends a message to all students about your expectations. 5. It is a powerful modelling device saying, "I can stay focussed on my work despite the disruption." 6. It is a deliberate process used within a discrete timeframe, having a beginning and an end.
8. Redirecting to the learning	<p>To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning.</p> <ol style="list-style-type: none"> 1. Initially, it provides a least intrusive, positive, learning-focussed prompt to resume on-task activity; reducing the need for further correction. 2. It puts the responsibility for decision making onto the student. 3. It reinforces the importance of on-task behaviour. 4. When linked with giving a choice, it reinforces to the student or group, information about your expectations and the likely consequences of the choices given.
9. Giving a choice	<p>To respectfully confront the student, who is disrupting others, with the available choices and their logical consequences.</p> <ol style="list-style-type: none"> 1. It provides the student or group with information about your expectations and the logical consequences of the choice. 2. It puts the responsibility for decision making onto the student.
10. Following through	<p>Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment or is extended off-task behaviour.</p> <ol style="list-style-type: none"> 1. It clearly establishes that you mean what you say. 2. It models assertive behaviour in the face of threat. 3. It models morally courageous behaviour.

At Bundaberg East State School, we support our teachers to continue to practice and refine their behaviour management skills through yearly profiling sweeps, which enable teachers to reflect on the effectiveness of their use of the Essential Skills of Classroom Management.

REWARDS SYSTEM

At Bundaberg East State School we believe that it is important to acknowledge and reward positive behaviour at school. These rewards are a mixture of immediate, short term & long term rewards that are worked towards over a term and year. Some rewards will be common across the school and others will be year or classroom specific. The following is an example of acknowledgement options that will be used by staff from 2021.

SHORT TERM (Daily)	
Type	Expectations of use
Verbal Praise	
BESS Stickers <ul style="list-style-type: none"> • Be a Learner • Be Safe • Be Respectful • Be Responsible 	Student's shirt Student bookwork Can be placed on green Student of the Week certificates or positive postcards
Individual Class/ Student Rewards	Class Teacher negotiated with students

MID TERM (Weekly/Fortnightly)	
Type	Expectations of use
Student of the Week – green slip <i>Related to school expectations e.g. Be a Learner, Be Safe, Be Respectful, Be Responsible</i>	Minimum of 10 per term (i.e. 1 per week) All students should receive a green slip (Student of the Week) at least once during the year. Classroom teacher to keep track of this. Recorded on oneschool and printed on green paper. Presented by the Principal on parade
Positive Postcard, Email, Dojo message or phone call home – <i>related to school mission, motto & values</i>	Minimum of 10 per term (i.e. 1 per week)

LONG TERM (Term/Semester)	
Type	Expectations of use
End of term rewards activity BESS <i>Feathers</i> – (may be actual feathers or <i>other</i> class token economy that will be given to students and recorded over the term). 70 <i>feathers</i> = PBL reward	Issued at any time (e.g. class, playbreak) Students will be invited to attend the PBL end of term reward activity based on receiving 70 points per term for positive behaviour over the term In addition, students will need to have a minimum of a C for behaviour on their report cards and not have been suspended during the term Terms 1,2 & 3 will be year level cohort organised reward activities and term 4 will be a whole school reward which may be broken into upper & lower school students

<p>End of Year Awards Assembly</p>	<p>YEAR 6: SCHOOL DUX – Highest results in academic subjects: English, Maths, Science, HASS TOP OF SUBJECT – English, Maths, Science, HASS ACADEMIC EXCELLENCE AWARDS FOR YEAR 5&6: <u>GOLD</u> – four A’s & three B’s Maths/English/Science – at least two A’s & one B HASS – not lower than a B in this subject ICT, Music, PE, Japanese – a minimum of two C’s <u>SILVER</u> – two A’s & four B’s Maths/English/Science – at least two A’s & one B HASS – not lower than a B in this subject ICT, Music, PE, Japanese – a minimum of two C’s ACADEMIC EXCELLENCE AWARDS FOR YEAR 4: <u>GOLD</u> – four A’s & two B’s Maths/English/Science – at least two A’s & one B HASS – not lower than a B in this subject ICT, Music, PE, – a minimum of two C’s <u>SILVER</u> – two A’s & three B’s Maths/English/Science – At least two A’s & one B HASS – not lower than a B in this subject ICT, Music, PE – a minimum of two C’s ACHIEVEMENT AWARD YEARS 1-3: Three A’s & three B’s One A must be in Maths or English – no lower than a C in other subjects SUBJECTS- English, Maths, Science, HASS, ICT, Music, PE</p>
	<p>SPORTS AWARDS: Wide Bay Trophy for any students who have been selected in Wide Bay Sport Queensland Trophy for any students who have been selected in a Queensland team SPORTSPERSON OF THE YEAR Determined by highest number of representative points gained: Bundaberg team = 1 point Wide Bay team = 2 points Queensland team = 3 points</p>
<p>Attendance Award</p>	<p>GOLD – 100% attendance SILVER - 97% Club Given both termly and yearly</p>



Disciplinary Consequences

The disciplinary consequences model used at Bundaberg East State School follow 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 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives

- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

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. Individual Student Behaviour Plan)
- Targeted skills teaching in small group
- Token economy
- Reflection Room
- 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
- 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)

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

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

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

Legislative Delegations

Legislation

In this section of the Bundaberg East State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

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](#)

Student Wellbeing

Bundaberg East State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life. At Bundaberg East State School our goal is to provide and teach health and wellbeing opportunities for all students. Drawing on the Wheel of Wellbeing; our students are supported to develop their wellbeing through focus on:

- Body: be active
- Mind: keep learning
- Spirit: give
- People: connect
- Place: take notice
- Planet: care



Our dedicated “Sunshine Team” made up from Bundaberg East staff; oversee wellbeing activities drawn from the focus areas of the Wheel of Wellbeing. This is to ensure that every opportunity is given for our school community to be healthy and well.

In addition, Bundaberg East State School uses the PAUSE program to teach children about the neuroscience of the brain and how this knowledge can help us to emotionally self-regulate. Teaching students to emotionally self-regulate is a proactive approach to student behaviour management. Enabling students to be able to self-regulate their emotions and behaviours, reducing time spent with teacher intervention and increasing quality teaching time.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning 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](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Student Support Network

Bundaberg East State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Bundaberg East State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Role	What they do
Head of Special Education Services	<ul style="list-style-type: none"> • leadership of Student Support Network to promote an inclusive, positive school culture • manages inclusion teachers and teacher aides • provides educational, advocacy and welfare support for students with disabilities and other needs • links families with community and government support agencies • coordinates and liaises with visiting health and education professionals to support students • provides and manages social skilling and early intervention programs • coordinates and manages transition to prep and high school programs • Key Contact for Children in Out of Home Care
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Speech Therapist	<ul style="list-style-type: none"> • assesses and provides speech therapy and programs • advises school staff and parents
Occupational Therapist	<ul style="list-style-type: none"> • assesses and provides occupational therapy and programs • advises school staff and parents
Indigenous Support Aides	<ul style="list-style-type: none"> • provide educational assistance and support to Aboriginal and/or Torres Strait Islander students and communities.
Behaviour Support Teacher	<ul style="list-style-type: none"> • provides advice and support for students, school staff and parents in managing challenging behaviour
School Chaplain	<ul style="list-style-type: none"> • provides social and emotional support for staff, students and their families • Mentors students & counsel of students at parent request • Runs breakfast club & lunchtime activities • Crisis support
Adopt-a-Cop	<ul style="list-style-type: none"> • Available at school request to speak to students and families • Educational support around public safety

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Head of Special Education Services, *Mrs Kaye Gahan*.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention

Drug related incidents are extremely rare at a primary school. However, we will always act to protect the health and safety of our students, staff and the wider community if necessary. Bundaberg East State School takes a proactive approach towards drugs by focusing on healthy bodies and using the educational services of Life Education to reinforce the benefits of a healthy lifestyle. This is also covered in the strand of Health in the subject: Health and Physical Education which is taught by our classroom and PE teachers.

Specialised health needs

Bundaberg East State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Bundaberg East State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Bundaberg East State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health

Bundaberg East State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Bundaberg East State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Bundaberg East State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained

- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Bundaberg East State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Bundaberg East State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Matrix of Major & Minor Behaviour Examples:

Behaviour Category	Major	Minor
Verbal Misconduct	<p>Strong inappropriate language directed towards staff or student: <i>student saying F*ck off to a teacher</i> <i>A student says you're sh*t d*ckhead</i></p> <p>Derogative comments in relation to race, religion or sexuality: <i>Get stuffed N^ger You're stupid, you dumb C%^t</i></p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Reflection Room for a number of days • Possible suspension • Parent contact 	<p>Swearing in the context of a conversation (Low intensity): <i>What a sh*t show that was last night on TV</i> <i>Fortnite is Fu*king great</i> <i>This work is sh*t</i></p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Reminder of behavior expectations • Reflection
Truancy	<p>Student leaves ground without permission Walks home</p> <p>Student arrives late without parental permission (wagging)</p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Reflection Room for a number of days • Possible suspension • Parent contact 	<p>Student arrives at class late without a valid reason</p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Make up missed time
Threats to others Defiant behaviour	<p>Threats to staff or other students (either verbally or via gesture) of a significant response</p> <p><i>I'm going to bash you</i> <i>I'll smash you</i> <i>Gesturing to hit someone or cutting throat</i></p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Reflection Room • Internal suspension • Suspension – dependent upon maturity and circumstances prior to issue 	<p>Threat to other student – in a less intimidatory manner</p> <p><i>Snarl/ facial expression/ clenched fist</i></p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Reflective response – refer to Hi 5 strategy • Time out and de-escalation strategies

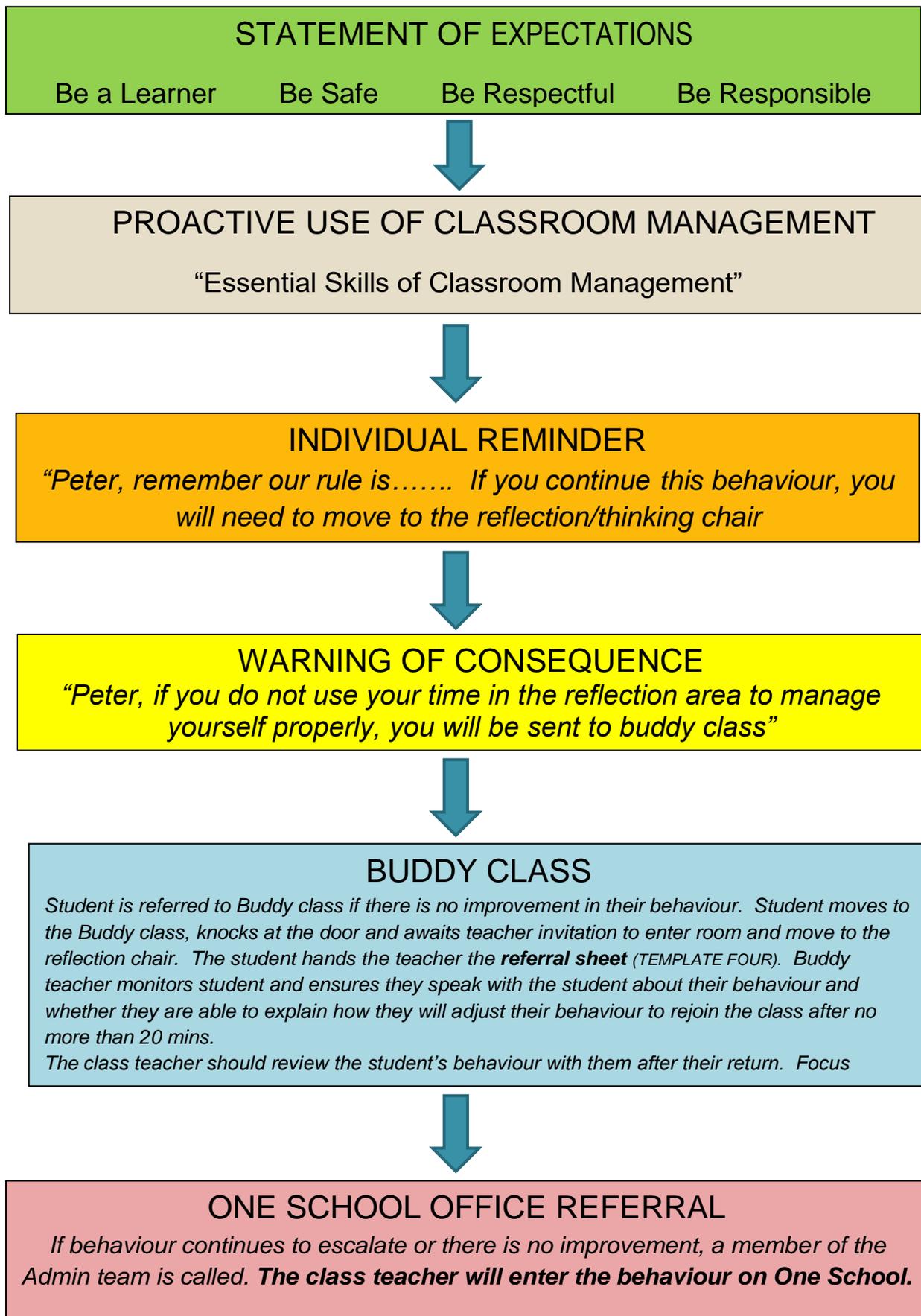
<p>Substance Misconduct</p>	<p>Student brings alcohol, cigarettes or illicit substances to school</p> <p>Student uses any of these items at school</p> <p>Student supplies these items at school</p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Suspension • Exclusion 	<p>Referring to substances in a manner which encourages use</p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Reflection Room • Counselling/research into the negative effects of such behaviour
<p>Property Misconduct</p>	<p>Behaviour that results in significant destruction or damage to property, be it:</p> <p><i>Throwing rocks at windows/ plasterboard</i></p> <p><i>Throwing desks/ chairs</i></p> <p><i>Graffitiing walls</i></p> <p><i>Etching words into desks, walls, equipment, school or other's property</i></p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Reflection Room • suspension. • restitution or community service <p>Stealing other's property of significant value</p> <p><i>Wallet/ phone/ money/ bike</i></p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Reflection Room • restitution • suspension 	<p>Student engaging in destruction of materials which are minimal in cost</p> <p><i>Damaging work sheets, pencils or writing on a desk which can be removed</i></p> <p><i>Throwing equipment in a manner that won't break it but will affect the good order of the learning environment</i></p> <p><i>Deliberately leaving equipment in a place where it can be lost</i></p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Reflection Room • Restitution
<p>Prohibited Items</p>	<p>Student brings a weapon to school or uses an item to intimidate or attack</p> <p><i>Star picket/ knife/ bat/ cricket stump</i></p>	<p>Student brings an item with innocent intent</p> <p><i>a small knife to cut an apple</i></p> <p><i>Chewing gum</i></p> <p>Possible Consequence:</p>

	<p><i>Homemade shank</i></p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Suspension • Exclusion 	<ul style="list-style-type: none"> • Parent contact • warning • confiscation
<p>Physical Misconduct</p>	<p>Serious physical contact, aimed at injuring another person</p> <p><i>Fighting, biting, shoving into a wall, aggressively pulling hair, kicking hitting with an object</i></p> <p>Possible Consequence:</p> <p>Dependent upon maturity:</p> <ul style="list-style-type: none"> • reflection room • suspension <p>Behaviour of a sexual nature (dependent upon age and awareness)</p> <p><i>Kissing , touching intimately, embarrassing or intimidating another, derobing (Dacking)</i></p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Reflection Room • suspension <p>Willful personal exposure (older students)</p> <p>Possible Consequence:</p> <p>Suspension or if repeated or of a nature that does not provide a safe school environment – possible exclusion</p>	<p>Behaviour seen as lacking maturity or serious intent:</p> <p><i>jostling, pushing, leaning into someone's space</i></p> <p>Behaviour which whilst exploratory has no real intent to harm:</p> <p><i>Hugging, holding hands, sitting within appropriate, reasonable social distance</i></p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Warning, • repeat may lead to Reflection Room referral/ parent contact
<p>Other conduct prejudicial to the good order of the school</p>	<p>Escalating another's behavioural response</p> <p><i>Go on – smash him, tell him to F*ck off. He's not your parent, you don't have to do that.</i></p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Reflection Room • Parent contact 	<p>Behaving in a way that draws attention from others.</p> <p><i>refusing to comply, knowing that others will respond to your behaviour.</i></p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Detention • Reflection process

	<ul style="list-style-type: none"> • Suspension 	
Dishonesty	<p>Lying in a manner that provides potential consequences for other students – it is malicious or seriously deceitful in nature.</p> <p>The behaviour affects others seriously or takes a significant amount of time to resolve</p> <p>The behaviour brings the school's name into disrepute</p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Written apology • Detention • Suspension 	<p>The behaviour is more of distraction or a subterfuge to escape work or an activity</p> <p>The behaviour is more annoying rather than malicious</p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Reflection process – as a detention • Remain in class to finish work
IT Misconduct	<p>Using a device or a program in order to access material unacceptable for a school environment or have negative effect on others in a school environment</p> <p><i>Accessing pornographic material</i> <i>Accessing sites which are obviously inappropriate for primary students – primarily of a graphic or explicit nature</i> <i>Taking pictures without consent</i> <i>Recording teachers and students</i> <i>Breaking into other student accounts</i> <i>Harassing other students via electronic messages</i> <i>Using a carrier service for the purpose of harassment or embarrassment</i></p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Suspension/ Exclusion • management of IT account • Potential police involvement 	<p>Use of IT to engage in otherwise harmless activities at inappropriate times</p> <p><i>computer games in class time , alternate search engines as opposed to the set tasks.</i></p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Reflection Room • Removal of IT privileges for a short time
Dress Disruptive Code	<p>Wearing clothes that do not support the good image of the school</p>	<p>Wearing a non school hat <i>cap as opposed to the broad brimmed hat</i></p> <p>Clothing that is not school uniform but is acceptable for normal day</p>

	<p><i>skimpy clothing, inappropriate slogans</i></p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Asked to change in a school uniform • Go home and change • Remain in the office until appropriate clothing can be sourced 	<p>wear and would not draw negative attention</p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Sit out play • Parent Contact
Disruptive Behaviour	<p>Behaviour which affects the learning opportunities of other students</p> <p><i>annoying other students to such an extent they are unable to engage in their learning without angst or concern- generally repeated after requests to cease</i></p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Time out • Reflection Room • If ongoing – internal or external suspension 	<p>A minor disruption that can be resolved in the classroom</p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Possible time out to reflect and a detention with class teacher
Bullying / Harrasment	<p>Ongoing targeted behaviour of another member of the school community</p> <p>Physical and may not be serious every time</p> <p>Verbal with comments aimed to consistently demean or lead to ostracism</p> <p>Gestures which lead to embarrassment or vilification</p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • First response needs to be non consequential and focused on skilling the victim and also allowing time for a reflective & counselling process with the aggressor • Second response needs to be consequential in nature ie detentions or suspensions and requires support from guidance or chaplaincy 	<p>Potential good natured stirring that is unwanted but misguided</p> <p>Possible Consequence:</p> <ul style="list-style-type: none"> • Counselling and reflection process

Managing Minor Behaviour in the classroom:



Managing Minor Behaviour in the playground:

ACTIVE SUPERVISION AND USE OF POSITIVE BEHAVIOUR MANAGEMENT STRATEGIES – ESCM's



INDIVIDUAL REMINDER

“Peter, remember that we need to be safe on the monkey bars, walking on the top of them is not safe. You need to come down now.”



WARNING/REDIRECTION

“Peter, I have told you to come down from the monkey bars. If you don't come right now, you will not be allowed on them anymore.”



CONSEQUENCE

Teacher or TA to implement appropriate consequence (walk with me, sit out of game etc.)



ONE SCHOOL OFFICE REFERRAL

*Should the student refuse the consequence, repeat the behaviour or the behaviour escalates; a member of the Admin team is called. **The referring Teacher or Aide should enter the behaviour incident on OneSchool** and refer it to the Class Teacher and responsible Admin leader.*

Bundaberg East State School Reflection Processes

*Lunchtime reflection is a behaviour management consequence that can be used by teachers when other strategies have ceased to be effective in assisting students to follow our school expectations: **Be a Learner, Be Safe, Be Respectful, Be Responsible**. The option to send students to the Reflection Room should be considered carefully and only used after other strategies have failed to create a change in student behaviour.*

The following is a list of procedures to follow when assigning the Reflection Room to a student:

- The student's *classroom teacher* needs to keep a record of all students in their class that have attended reflection – see template 1. If a student has received more than 3 reflection room visits in a term, they will need to be referred to Admin and the classroom teacher contacts the parent to communicate their concern (if not already done)
- If you have given a student a reflection room referral who is *not* in your class, you will need to communicate this to their classroom teacher *before* reflection takes place
- The teacher who has *assigned* reflection must be the one to escort the student to the reflection room (unless they are on duty – in this case, please ring the reflection teacher). See template 2 & 3
- The reflection sheet is filled out in the room and discussed as part of a restorative process. It is returned to the student's classroom teacher and sent home to be signed by parents (please photocopy before sending home). This sheet should be returned to the classroom teacher the following day to ensure that parents are aware of the detention having taken place
- Ensure that you send the student with their pencil case
- Reflection is for the entire play session. There is no option for attending for a shorter period of time. If you wish to do this, you will need to manage this in your own classroom
- Reflection is NOT for finishing off work or homework – this is the responsibility of the classroom teacher
- Students who misbehave in reflection will immediately be referred to Admin and parents contacted
- If students are assigned reflection, this must be recorded on oneschool and referred to the class teacher and detention teacher

“Discipline is helping a child solve a problem. Punishment is making a child suffer for having a problem. To raise problem solvers, focus on solutions not retribution.” – L.R. Knost

School Policies

Bundaberg East 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 Bundaberg East 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 Bundaberg East 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;
- realise that 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;
- Understand that 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);
- Know that 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 Bundaberg East 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 Bundaberg East 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 Bundaberg East 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 Bundaberg East 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, smart watches 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.

At primary school, students are still developing the maturity to manage the challenges that easy access to social media and the internet provide from mobile phones and similar devices such as smart watches. Bundaberg East State School teaches digital responsibility as part of the curriculum. We encourage our students to develop skills and understanding of responsible use of devices and to learn about cyber safety.

We recognise that there maybe occasion where a parent may wish their child to carry a mobile phone to and from school, however it is not appropriate or safe for students to keep phones, smart watches or similar devices during the school day. These devices should be handed in at the school administration office and can be collected at the end of the school day. Parents will be able to pass on messages to their students during the school day by contacting the office on 41326111.

Similar restricitons apply for school camps and excursions. All teachers will carry school mobile phones with them and the number will be supplied to parents so that contact can be made in the case of an emergency.

Preventing and responding to bullying

Bundaberg East State School uses the [Australian Student Wellbeing Framework](#) to promote 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. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

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.

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

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

Bullying response flowchart for teachers.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Deputy Principal

Principal

First hour
Listen

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

Day one
Document

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

Day two
Collect

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

Day three
Discuss

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

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The Deputy Principal and Principal can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

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

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

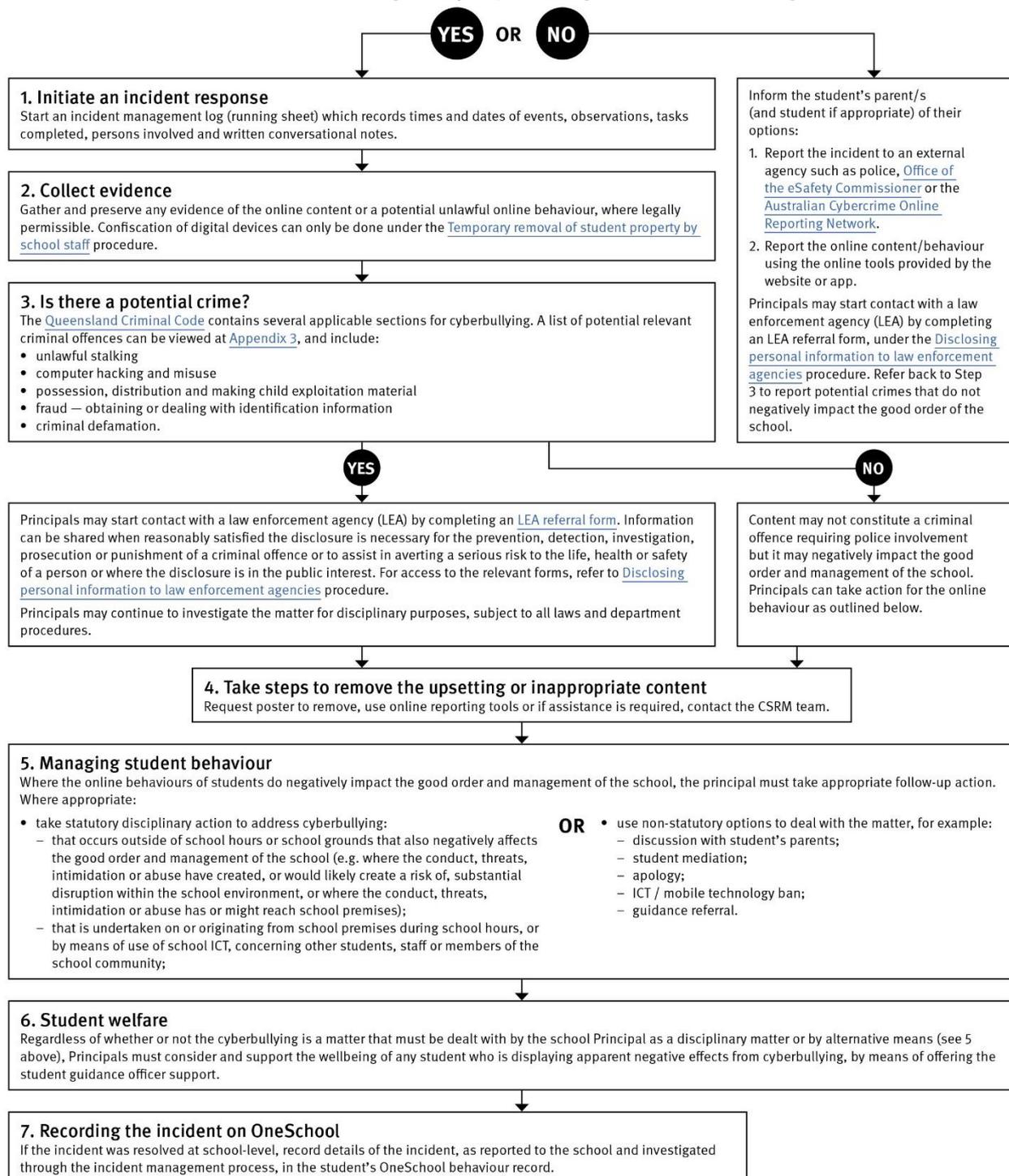
Explicit images

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

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the 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?



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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

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.

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

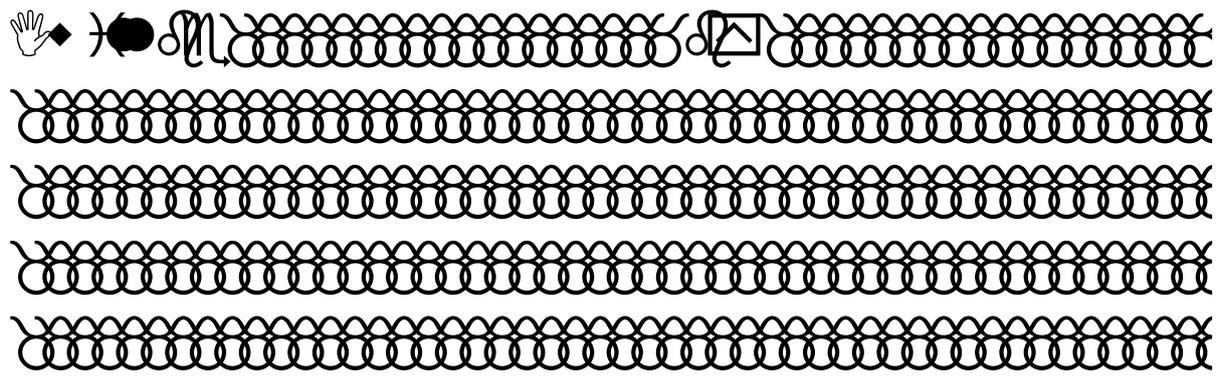
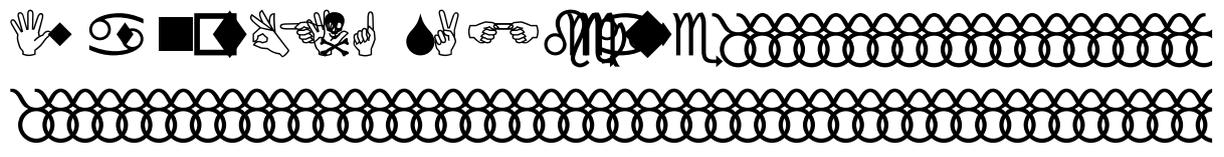
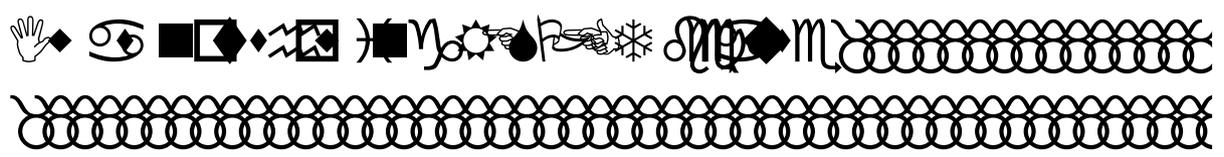
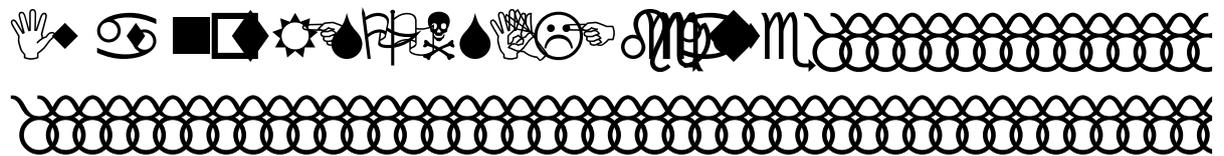
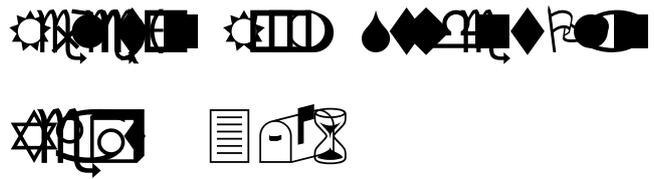
2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review.

You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

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

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

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



TEMPLATE FOUR



My Behaviour Reflection Sheet

When I was feeling . . .	
I chose to . . .	
This made my friends feel . . .	
Next time, a better choice would be to . . .	

Student's Name _____ Date _____

Parent's Signature _____

When I was feeling...

anxious/worried 	frustrated 	scared 
lonely 	sad 	pew 
kick 		confused 
throw something 	bite 	hit 
not work 	push 	talk or scream 
		say inappropriate words 

I chose to...

(MANIPULATIVE CARDS FOR REFLECTION SHEET)

TEMPLATE SIX

BUDDY CLASS REFERRAL

_____ is referred to buddy class by _____

They have not met school classroom expectations for: being a learner
being respectful
being responsible
being safe (tick)

Please allow them to: sit quietly/work quietly for _____ mins.
(circle)

BUDDY CLASS REFERRAL

_____ is referred to buddy class by _____

They have not met school classroom expectations for: being a learner
being respectful
being responsible
being safe (tick)

Please allow them to: sit quietly/work quietly for _____ mins.
(circle)

BUDDY CLASS REFERRAL

_____ is referred to buddy class by _____

They have not met school classroom expectations for: being a learner
being respectful
being responsible
being safe (tick)

Please allow them to: sit quietly/work quietly for _____ mins.
(circle)

BUDDY CLASS REFERRAL

_____ is referred to buddy class by _____

They have not met school classroom expectations for: being a learner
being respectful
being responsible
being safe (tick)

Please allow them to: sit quietly/work quietly for _____ mins.
(circle)

TEMPLATE SEVEN

