

# BUNDABERG NORTH STATE SCHOOL

# Student Code of Conduct

## 2025-2028

***Equity and Excellence: realising the potential of every student***

***Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.***

Queensland Department of Education

## Purpose

Bundaberg North State School is committed to providing a safe, respectful and responsible learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Student Code of Conduct sets out the responsibilities and processes that 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. Thus, ensuring learning and teaching in our school is prioritised, and all students are able to experience success, and staff enjoy a safe workplace.

## Contact Information

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Contact Person:	Kody Kay-Inslay (Principal)

## Endorsement

Principal Name:	Kody Kay-Inslay
Principal Signature:	
Date:	20-07-2025
P/C President and-or School Council Chair Name:	Tanya Hoffschildt
P/C President and-or School Council Chair Signature:	
Date:	20-07-2025

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## Whole School Approach to Discipline

Bundaberg North 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, that is used in all classrooms and programs that are offered by the school, including sporting activities and excursions.

PBL is an evidence-based framework used to: analyse and improve student behaviour and learning outcomes, ensuring that only evidence-based practices are used by teachers to support students. The framework is also used to support staff members to maintain consistent school and classroom improvement practices.

At Bundaberg North State School, we believe discipline is about restorative practice. Restorative practice is a term 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 expected behaviour.

The development of the Bundaberg North State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and to 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. Undertaking everything that 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.

## PBL Expectations

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

### Students

At Bundaberg North State School, we have three key expectations: **We are Respectful, Responsible, and Safe**. Below are some examples of what these expectations look like for students across the school.

In addition, each classroom will have its own set of classroom rules in line with these expectations. To support learning, we also focus on **five consistent Learning Behaviours** across the school that teachers refer to daily:

- Right Place, Right Time
- Be Ready to Learn
- First Time, Every Time
- One Voice
- Do Your Best

This consistent approach helps students and visitors to understand the expectations and meet the standards we hold for everyone at Bundaberg North State School.

### Respect

- Use polite communication
- Follow instructions – First time, Every time
- Wait your turn
- Include others
- Use whole body listening
- Respect personal space of others

### Responsibility

- Look after your own and others' property
- Use 'The Calm Palm' to help solve problems
- Be prepared for learning
- Do your best
- Ask questions when you are unsure
- Sign mobile phones into office on arrival to school

### Safety

- Keep your hands and feet to yourself
- Walk around buildings and on concrete
- Be at the 'right place, at the right time'
- Use equipment in the way it's meant to be used
- Wear a hat and shoes at playtime



## Parents and staff

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

### Respect

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child, other students, parents or staff members.	We will respond in a timely manner to your request for an appointment and negotiate a mutually agreeable date and time with you to address these concerns.
You are respectful in your conversations at home and on social media about school staff.	We will ensure positive behaviours are role modelled for all students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You recognise people are different and you will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

### Responsible

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide feedback about your child's progress. We will inform you about learning and behavioural expectations.
You stay informed about school news and activities by reading the school newsletter, Facebook page, QParents and other materials sent home by school staff.	We will use the newsletter, Facebook page and QParents as our primary means of notifying parents about school news, excursions or events.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You ensure child attends school regularly and is ready to learn with correct uniform, lunch and stationary.	We are committed to creating a safe, supportive, and inclusive environment for all students. If your child is experiencing difficulty attending school regularly, we will work in partnership with you to provide the support needed to encourage consistent attendance.

### Safe

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You communicate when there is a change in circumstance (living arrangements, custody issues, phone numbers) for your child or family.	We will update this information on our records and support you and your family through any significant changes.
You leave and collect your child from the designated areas at school.	We will give clear guidance about the designated areas and procedures.
You inform the school of any absence from school by phone, text or email.	We will provide the required numbers and addresses in newsletters and on Facebook.

## Consideration of Individual Circumstances

Staff at Bundaberg North 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.

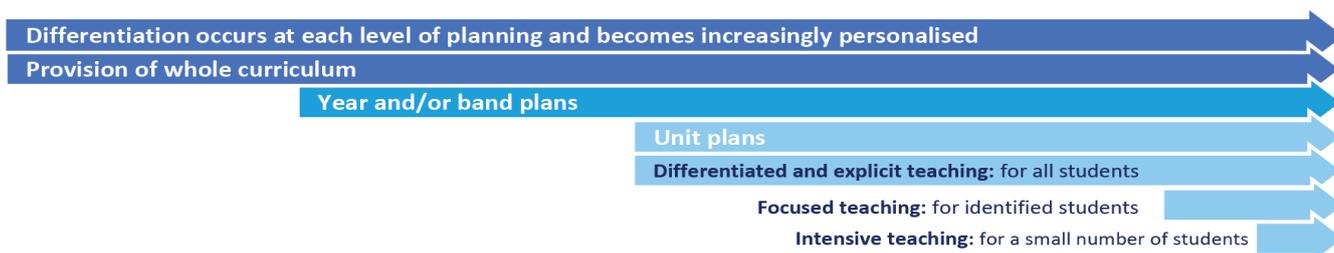
In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not 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.

## Differentiated and Explicit Teaching

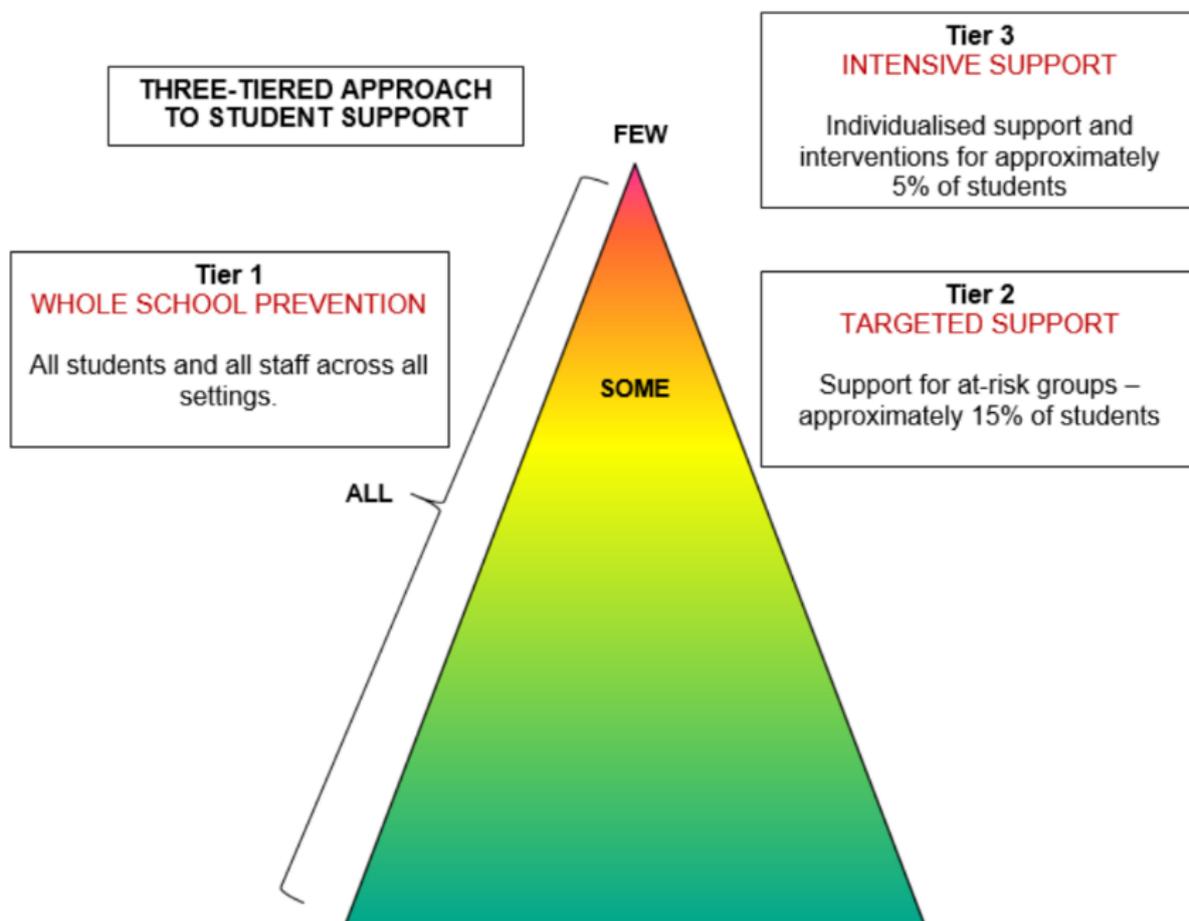
Bundaberg North State School is a disciplined school environment that provides differentiated teaching in response to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours,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

Teachers at Bundaberg North 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 allow students to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same one 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 PBL Expectations Matrix (illustrated below) as a basis for developing their 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 matrix is 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.



## BUNDABERG NORTH STATE SCHOOL SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

We are

**ALL TIMES**

**RESPECTFUL**

- Respecting others' right to learn
- Focussing on our own learning
- Respecting personal space and other's privacy
- Following staff instructions – first time every time
- Considerate of others
- Using bins provided
- Speaking respectfully
- One voice
- Using good manners
- Wearing school uniform
- Accepting others' differences
- Waiting to be dismissed
- Playing by the rules
- Managing our own behaviours
- Being a good winner and a good loser
- Encouraging other

**RESPONSIBLE**

- Doing our best
- Asking for help when needed
- Truthful and honest
- Looking after property and belongings – personal, others and school
- Following school technology expectations
- Do the Calm Palm
- Helping and encouraging others
- In the right place at the right time
- Accepting the consequences of our behaviours
- Using appropriate strategies to regulate

**SAFE**

- Walking on concrete and around buildings
- Clean and Healthy
- Keeping hands and feet to ourself
- Using all equipment for its intended purpose.
- Walking
- Sitting correctly on chairs and pushing them in
- Asking permission to leave
- Eating our own food
- No hat no play
- Playing safe games
- Using crossings and lights appropriately
- Walking scooters/bikes through school grounds

## 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.

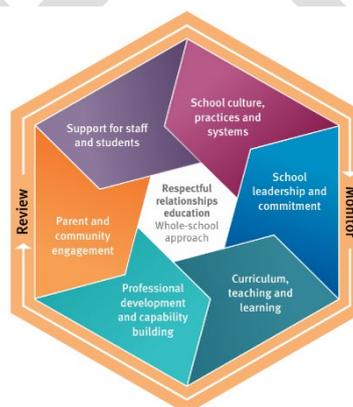
Focused teaching involves revisiting key behavioural concepts and/or skills, and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Bundaberg North State School to provide focused teaching. Focused teaching is aligned to the PBL 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.

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

- Zones of Regulations
- Functional Based Assessment
- Respectful Relationships



For more information about these programs, please speak with the Principal, Kody Kay-Inslay.

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

Students who require intensive teaching will be assigned an individual mentor at the school, who will directly consult with the student, communicate with stakeholders, and oversee the coordination of the student's program.

## Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders may 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 made 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 this 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, or 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. "One voice at a time")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour (verbal and token)
- Classwide incentives (Bertie Bucks/passport/positive postcards/whole school celebration)
- Reminders of incentives or class goals (specialist certificates)
- 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 eg (calm corner, HUB)
- Check in with students using Zones of Regulation
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- 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
- Consequence for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Re-set class

## Focussed

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

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

## Intensive

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

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

Bundaberg North State School staff make systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used to record minor and/or major problem behaviour.

### **Minor and major behaviours**

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

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

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- use Essential Skills for Classroom Management to correct students exhibiting minor behaviours.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time out), individual meeting with the student, apology, restitution or reset class.
- minor behaviours are recorded in OneSchool and referred to relevant staff. ( 3 reports)

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then notifies the office and escorts the student to Administration (where possible). Administration staff escort child from the classroom/ other area if the child does not move willingly. The incident will be recorded in OneSchool as soon as possible and referred to relevant staff.

### **Relate problem behaviours to expected school behaviours**

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences, if the problem behaviour continues; and

- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

### **Ensuring consistent responses to problem behaviour**

At Bundaberg North State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour. Posters of the High 5 response are displayed in each classroom which help students to respond to problem behaviour in and around the school (see Appendix 4).

### **Time Out**

Removal to a reset class/ removal from the playground for major behaviours or an accumulation of minor behaviours.

Time Out procedures may be used:

- as one of a range of options for students to manage their own behaviours
- in order to assist a student in the calming down process
- as a strategy to reduce the frequency of a particular behaviour



## Bundaberg North State School Response to Behaviour

**Universals:** Clear expectations, Teaching of expected behaviours and social skills, Acknowledgement of expected behaviours (5:1 ratio), Classroom reinforcement system, Differentiation, Corrective feedback, Active supervision, Essential Skills for Classroom Management (ESCM), Limited and appropriate choices, Natural and logical consequences, Classroom management and organisation, Student voice, Effective instructions, Multiple opportunities to respond, Differentiation, Use of evidence-based instructional strategies, Co-created classroom rules .

**Whose responsibility? Everyone's!**

**Positive Behaviour** - Students exhibiting desired behaviours that allow all areas of the school to run smoothly and students to participate successfully in learning experiences.

**What it might look like?** – Respect, Responsibility, Safe, Punctual, Prepared, Working independently, Being considerate, Respecting property and belongings, Encouraging others.

**Encouraged by?** Everyone. Positive behaviour is everyone's business!

**Strategies/consequences** – Verbal praise, Parallel acknowledgement, Positive body language, Hip Hops, Positive parent contact, Positive post cards, Student of the Week certificates, Recording positive on One School, Whole School Celebration Day, Individual acknowledgment passports.

**Minor Behaviours - low level** – Behaviours that are managed by individual staff members, at the time of the incident.

**What it might look like?** – Non-compliance, dishonesty, off task, out of seat, speaking unkindly, inappropriate tone/attitude.

**Monitored and recorded by?** Staff who witnesses incident

**Strategies/consequences** – Purpose of consequence is to correct and teach, Consider function of behaviour, flexible according to individual student needs/circumstances. Re-establish expectations/routines, re-teach, targeted use of PBL lesson, ESCM – non-verbal cue, proximity, ignore, attend, praise, private 1:1 chat, move student, natural consequence, whole class movement break, social story, natural and logical consequence, parent contact

**Many students** – Check Universals

Continuous similar low-level behaviour is to be considered a minor behaviour and enter as behaviour incident on One School.

**Minor Behaviours** – Behaviours that are managed by individual staff members, typically at the time of the incident. Minor behaviours are *usually* repeated low level behaviours or behaviours done with intent.

**What it might look like?** – harassment, lying, repeated non-compliance.

**Strategies/consequences** – Purpose of consequence is to correct and teach. Consider function of behaviour, flexible according to individual student needs/circumstances. Re-establish expectations/routines, re-teach, targeted use of PBL lesson, ESCM, private 1:1 chat, move student, whole class movement break, social story, natural and logical consequence, parent contact, One School behaviour entry, Reset Class, referral support services GO etc.

**Monitored and recorded by?** Staff who witnesses incident

Continuous similar minor behaviour can be considered a minor behaviour and can be referred to admin. Staff enter as behaviour incident on One School, refer and discuss with admin. Admin to check recordings and act on three recordings.

**Major behaviour** – Major acts of misconduct, high level disruption to teaching and learning, serious threats to health, safety or property

**What it might look like?** – verbal misconduct -swearing that is malicious/targeted, physical misconduct.

**Monitored and recorded by?** Staff who witnesses incident completes One School behaviour entry and refers to: Prep - Year 2: Ailie-Marie Single, HOD-E, Years 3 and 4: Kathy Templeman, HOSES, Years 4, 5 and 6: Kody Kay-Inslay, Principal.

**Procedure** – Admin contact parent/carer, admin determines natural, logical and formal consequences. Admin issues consequences. Consequences recorded by admin and recorded in One School behaviour incident, re-entry meeting if required.

**Strategies/consequences** – Consequences match the behaviour, consider underlying reasons and take individual circumstances into account i.e., time in office, loss of privilege, restorative conversation, restitution, parent meeting, referral to support services - Wellbeing Team, external supports, Suspension.



## Bundaberg North State School MAJOR/MINOR Behaviours Matrix

Behaviour Category	Definition	Minor Example Teacher Managed in situation and does not warrant a discipline referral to the office or other withdrawal option <i>Repeated offences to be referred</i>	Major Example Discipline incidents of such severity that warrant removal from the learning/play environment to be handled by administration or other designated staff
Abusive Language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> <li>Calling other students demeaning names (eg loser, dumb, stupid)</li> <li>Yelling back at staff (primary behaviour)</li> <li>Unintentional profanity – one or two words</li> </ul> <p><i>Non-example – I won't be your friend, single swear word at self eg kicking toe</i></p>	<ul style="list-style-type: none"> <li>Continued verbal threat and threatening the safety of others</li> <li>Continued name calling, malicious &amp; continuous intent to cause emotional harm</li> <li>Directing abusive and offensive language at another person e.g. swearing</li> <li>Racist or sexualised comments</li> </ul>
Academic Misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	<ul style="list-style-type: none"> <li>Copies work from others that will affect result</li> <li>Allow others to copy work from self</li> </ul>	<ul style="list-style-type: none"> <li>Uses AI to write/improve assessment</li> <li>Plagiarizes large percentage of work</li> </ul>
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	No minor examples of bomb threat	<ul style="list-style-type: none"> <li>ALL Bomb Threats and False alarms are to be dealt with by Administration</li> </ul>
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	No minor examples of bullying- refer to harassment	<ul style="list-style-type: none"> <li>Repeated targeting of others (physical/ verbal/written)</li> <li>Repeated or serious verbal, physical, cyber, social or psychological misbehaviour that is harmful and involves misuse of power by an individual or group towards one or more persons</li> </ul> <p><i>Non-example- one off event by group or student/separate incident by different group or student – see harassment</i></p>
Defiance	Student refuses to follow directions given by school staff.	<ul style="list-style-type: none"> <li>Oppositional comment or action from students eg "You cannot tell me what to do."</li> </ul> <p><i>Non-example: Comment made by student- "I cannot do this. This is stupid."</i></p>	<ul style="list-style-type: none"> <li>Repeated refusal to follow instructions without responding to classroom management procedures</li> </ul> <p><i>Non-example – Student begins to comply before reaching office referral</i></p>
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> <li>Mimicking or eye rolling (verbal or gestures)</li> <li>Promiscuous behaviours/inappropriate dances</li> <li>Disrespectful hand/finger gestures</li> <li>Ignoring visitor in school or public place</li> </ul> <p><i>Non-examples – fear of stranger, personal inhibitions, culture</i></p>	<ul style="list-style-type: none"> <li>Sexual harassment – verbal comments and/or physical actions</li> <li>Being rude to visitors in school or public place</li> <li>Ongoing promiscuous dances/body/hand/finger gestures</li> </ul>
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	<ul style="list-style-type: none"> <li>Consistent non-compliance with the dress code without a parental note</li> </ul>	<ul style="list-style-type: none"> <li>Constantly walking around or out of place, yelling out or interrupting learning without responding to classroom management procedures</li> </ul>
Dress Code	Student wears clothing that is not within the dress code guidelines defined by the school.	<ul style="list-style-type: none"> <li>Consistent non-compliance with the dress code without a parental note</li> </ul>	<ul style="list-style-type: none"> <li>Wearing visually inappropriate or offensive clothing</li> </ul>
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.		<ul style="list-style-type: none"> <li>Forging Parent/Caregivers signatures</li> </ul>
Fighting	Student is involved in mutual participation in an incident involving physical violence.		<ul style="list-style-type: none"> <li>Intentionally assaulting (punching, kicking, grabbing) another student</li> </ul>
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity, ethnicity, sex; race; religion; disability; physical features or other identity characteristics.	<ul style="list-style-type: none"> <li>One-off isolated incidents</li> </ul>	<ul style="list-style-type: none"> <li>All forms of repeated harassment as outlined in definition</li> </ul>
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	<ul style="list-style-type: none"> <li>Reactive to situation?</li> </ul>	<ul style="list-style-type: none"> <li>Intentionally punching, kicking, pushing, grabbing, pulling etc another student</li> <li>Intentionally and maliciously spitting on another person</li> <li>Intentionally being physical to maim or harm</li> </ul>
Property Damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> <li>Minor damage to school, personal, or others' property of limited monetary value</li> </ul>	<ul style="list-style-type: none"> <li>Malicious damage resulting in repairs</li> </ul>
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	<ul style="list-style-type: none"> <li>Using pencil as pretend weapon</li> <li>Throwing rubber, paper</li> </ul>	<ul style="list-style-type: none"> <li>Intentionally using potentially harmful equipment unsafely</li> </ul>
Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	<ul style="list-style-type: none"> <li>Repeated refusal to participate in lessons and ignoring classroom management</li> </ul>	
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.		<ul style="list-style-type: none"> <li>Found with or affected by illegal drugs</li> </ul>
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	<ul style="list-style-type: none"> <li>Carrying a self-administering non-prescription medication such as Panadol</li> </ul>	<ul style="list-style-type: none"> <li>Found with or affected by alcohol</li> <li>Found with or using cigarettes/vapes</li> </ul>
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	<ul style="list-style-type: none"> <li>Accessing inappropriate web content</li> <li>Using and hiding a mobile phone or other personal electronic device during school time</li> </ul>	<ul style="list-style-type: none"> <li>Talking about the school or staff on social media in a negative or inappropriate manner</li> <li>Deliberately accessing sexual or violent material</li> <li>Using technology devices to film or photograph any students or staff</li> </ul>
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	<ul style="list-style-type: none"> <li>Taking food from another student</li> </ul>	<ul style="list-style-type: none"> <li>Intentionally taking an item from the classroom or a student's bag</li> </ul>
Tuancy (out of class)	Student is present at school but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	<ul style="list-style-type: none"> <li>Being late to class (beyond 5 minutes) with an unreasonable explanation</li> <li>Leaving classroom without permission</li> </ul> <p><i>Not being in the right place at the right time without prior classroom teacher's knowledge</i></p>	<ul style="list-style-type: none"> <li>Failing to respond to a request to return to class</li> </ul>
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).		<ul style="list-style-type: none"> <li>Intentionally bringing such substances/objects to school</li> </ul>
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	<ul style="list-style-type: none"> <li>Possession of toy weapons</li> </ul>	<ul style="list-style-type: none"> <li>Bringing a pocketknife to school</li> <li>Constructing/sharpening an object to use as a weapon</li> </ul>

## 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 North 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 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

### Re-entry following suspension

Students who are suspended from Bundaberg North 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 as 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-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcomed 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.

## School Policies

Bundaberg North 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 Personal Technology Devices
- Preventing and responding to bullying
- Appropriate use of social media
- Uniform policy (to come)

### 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 and 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 North 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 and vapes)
- 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 to be brought to school by students, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for

particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

\*\* The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

## Responsibilities

### State school staff at Bundaberg North 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;
- require consent from the student or parent 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;
- may; however, in emergency circumstances find 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);
- require consent from the student or parent 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 North State School

- ensure their 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 North 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 school staff that the property is available for collection.

### Students of Bundaberg North 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 North 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 school staff it is available for collection.

## Use of Technology Devices

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

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

Currently, at Bundaberg North State School personal devices ie phones or ipads are not permitted to be brought to school. All such devices, must be signed in to the office on arrival to school and collected on departure.

### Responsibilities

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

It is **acceptable** for students at Bundaberg North State School to:

- use school iPads and other devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off when instructed by teacher
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Bundaberg North State School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)

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

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

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

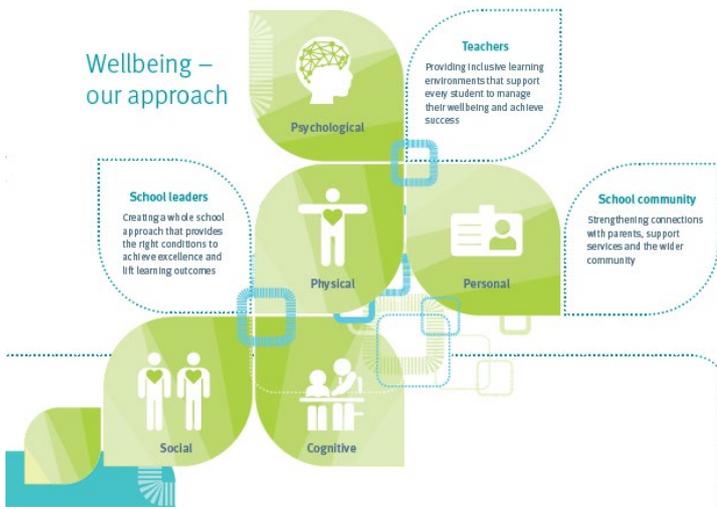
## Preventing and responding to bullying

Bundaberg North State School uses the QEW Survey Framework, Student Learning and Wellbeing Framework and DoE's Staff 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 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 help to improve 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.

Bundaberg North State School has a **PBL Committee**, formed by diverse representatives from across the school meeting regularly with the school leadership team, to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each meeting are the core elements of Student Learning and Wellbeing and Staff Wellbeing Frameworks:

## Student Learning and Wellbeing Framework (QEW)



## Staff Wellbeing Framework



## Australian Student Wellbeing Framework



### 1. Leadership

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

### 2. Inclusion

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

### 3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

### 4. Partnerships

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

### 5. Support

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

*A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Bundaberg North State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.*

## **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 or 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 North State School, our staff will work to quickly respond to any matters raised of this nature raised in collaboration with students and parents.

The following flowchart explains the actions Bundaberg North 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.

## Bundaberg North State School - Bullying response flowchart for teachers

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

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

Prep to Year 6 – Class teacher

Principal – 07 41501111



## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels). The Principal can 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, including 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 North 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 who engage in inappropriate online behaviour towards students, staff or other parents 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.

# Bundaberg North State Schools - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

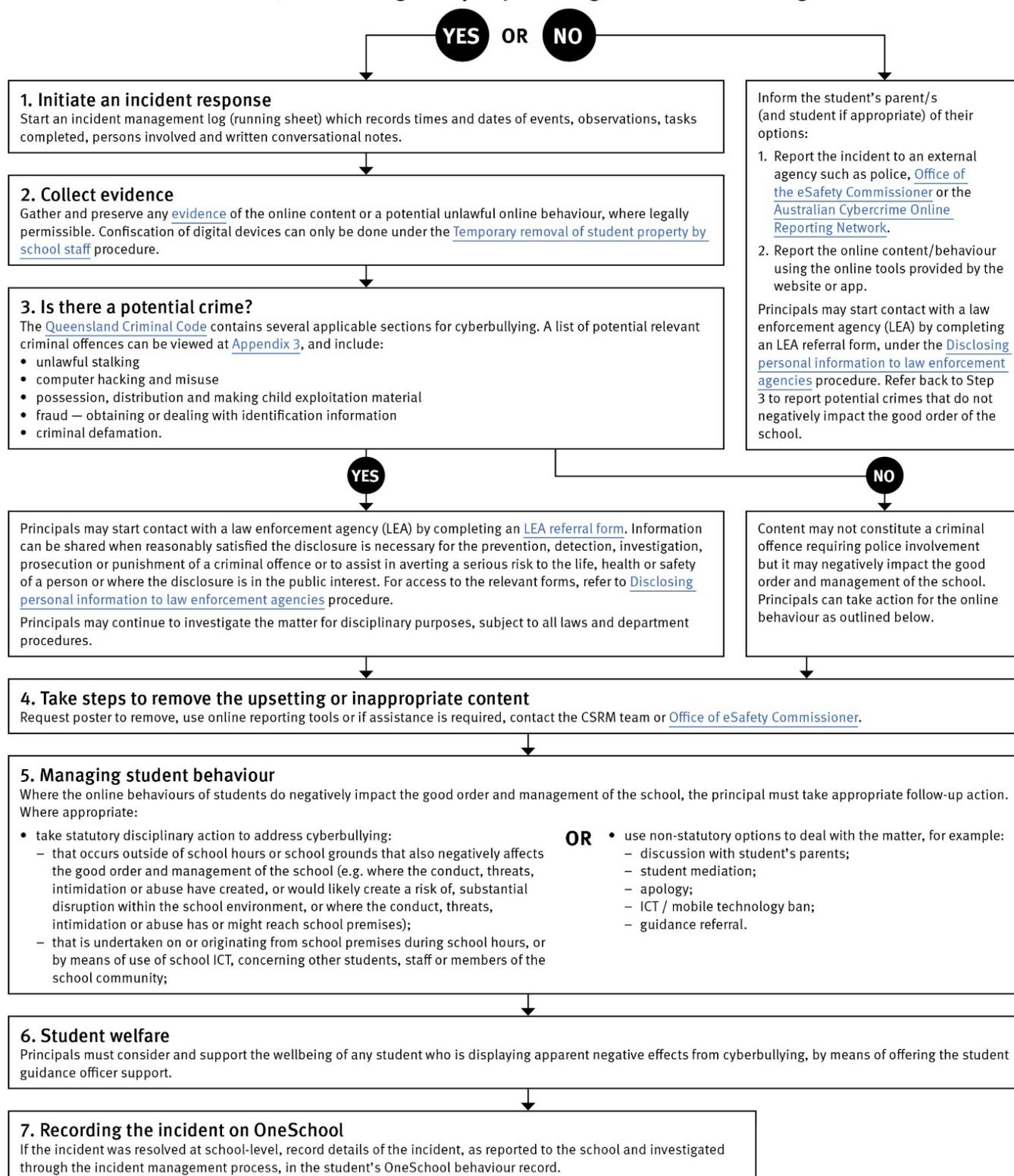
### Explicit images

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

### Report

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

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



## Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

## Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. However, students are also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Bundaberg North State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations, or more severe consequences, such as suspension or exclusion from school.

## **Bundaberg North State School – Anti-Bullying Contract**

The Anti-Bullying Contract provides a clear outline of the way our community at Bundaberg North State School works together to establish a safe, supportive and disciplined school environment. This contract is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

### **Bundaberg North State School– Anti Bullying Contract**

We agree to work together to improve the quality of relationships in our community at Bundaberg North State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- 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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

## 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 of another person who 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 North 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 rare 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 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) based upon behaviour risk assessment or clinical health need, which are recorded in advance. The use of planned strategies will only be employed where there is a 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 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



1. Talk Friendly- think of something nice to say
2. Ignore- take a deep breath, ignore and breathe out
3. Talk Firmly- hold up your calm palm, close to your body and say- "Stop! I don't like it. "
4. Walk away- walk towards others or a staff member
5. Inform- tell a person on duty and report to class teacher

Calm Palm breathing- trace your fingers breathe in, breathe out, breathe in, breathe out...

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