Student Code of Conduct

2021 –2024

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

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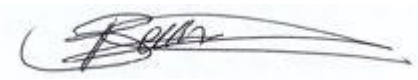
Endorsement

Principal Name:	Russell Thompson
Principal Signature:	
Date:	14th of September 2021
P&C President Name:	Becca Spencer
P&C President Signature:	
Date:	14th of September 2021

Contents

Contact Information 2
Endorsement 2
Purpose 4
Whole School Approach to Discipline 6
PBL Expectations 7
Differentiated and Explicit Teaching 8
Focussed Teaching 9
Intensive Teaching 10
Consideration of Individual Circumstances 11
Legislation 12
Delegations 12
Disciplinary Consequences 13
Differentiated and Explicit 14
Focussed 15
Intensive 15
School Disciplinary Absences 17
School Policies 17
Temporary removal of Student Property 17
Use of Mobile Phones and other Devices by Students 18
Preventing and Responding to Bullying 19
Appropriate use of Social Media 23
Restrictive Practices 25
Critical Incidents 26
Resources 27
Conclusion 28
Attachments 29
Attachment 1: Stop Think Choose – Bullying 30
Attachment 2: Buddina High Five 33

Purpose

Buddina State School is committed to providing a Safe, Supportive and Disciplined learning environment where all students and adults are valued, safe and respected.

Our Student Code of Conduct clearly outlines the responsibilities and processes used in our school to promote a productive and effective whole school approach to discipline.

Through our caring values and expectations of Caring for Ourselves, Caring for Others, Caring for our Learning and Caring for School, we aim to provide an environment which facilitates high standards of behaviour from all members of our school community, where all students are able to experience success and staff enjoy a safe workplace, while also prioritising teaching and learning.

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.

Principal's Foreword

Buddina State School has a long and proud tradition of providing high quality education to students from across Buddina and the surrounding community. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. We value and promote the three-way partnership between students, parents, staff and community members.

Buddina has four caring values:

Care for Others	✓ Respecting others ✓ Taking turns
Care for Yourself	✓ Following instructions ✓ Practising self-care
Care for Your Learning	✓ Prepared and ready for Learning ✓ Stopping, thinking and choosing
Care for Your School	✓ Look after school equipment and property ✓ Cleaning up after myself

These values, alongside our PBL framework, 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.

Buddina State School 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 Buddina State School Student Code of Conduct together over the past few 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.

Review Statement

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

Whole School Approach to Discipline

Buddina State School's behaviour support strategy uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline within our school. This is a whole school program, used in all classrooms, across all year levels.

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.

Our School Expectations are:

- Caring for Others
- Caring for Yourself
- Caring for our Learning
- Caring for our School

Behavioural expectations of students in all aspects of school life have been collaboratively created and are displayed in all areas of the school. The Behavioural Expectations are addressed in PBL lessons that are undertaken weekly in classrooms.

At Buddina State School we believe discipline is not about punishment. Staff take an educative approach to discipline, that behaviour can be explicitly taught and that mistakes are opportunities for everyone to learn. We believe 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 Buddina 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.

PBL Expectations

Fundamental to the success of the Student Code of Conduct is the decision to operate as a PBL school. Buddina's commitment to **Positive Behaviour for Learning (PBL)** recognises that the engaged learning necessary to achieving positive future outcomes for all our students occurs best in a positive learning environment free from challenging social behaviours.

Our staff are committed to ensuring that every student and adult in the school demonstrate the same four Positive Behaviour for Learning Expectations. Our Expectations Matrix is displayed in every classroom and used as the basis for explicit teaching of behavioural expectations through focused lessons and whole school parades.

Below is a copy of the PBL behavioural expectations for students at Buddina State School. These expectations have been collaboratively created and help students and visitors understand the expectations and meet the standards we hold for everyone at Buddina State School.

Buddina's Caring Values

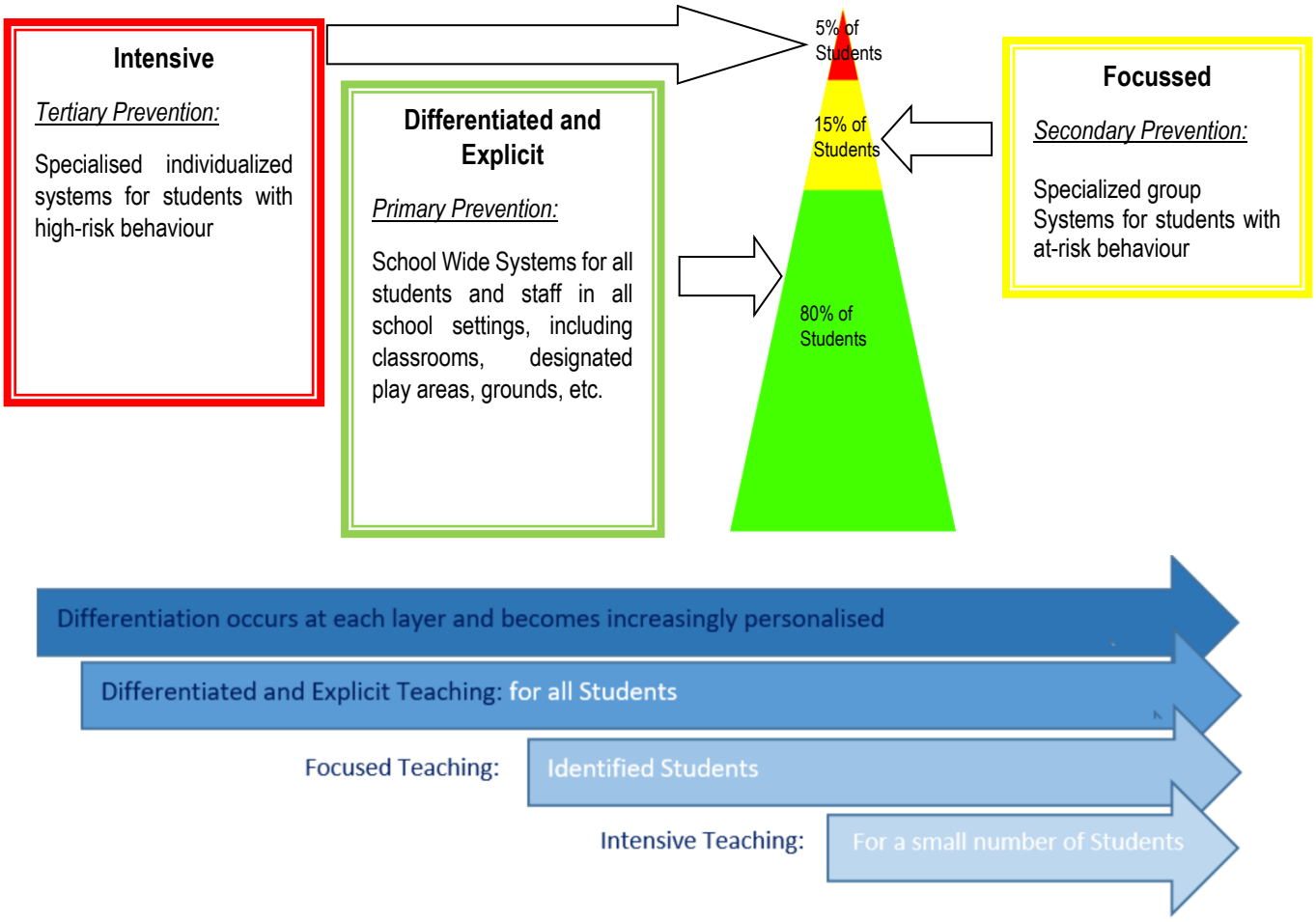
	Care for others Am I.....	Care for yourself Am I.....	Care for your Learning Am I.....	Care for your school Am I.....
Learning Environments	* Using an inside voice * Listening when others are speaking * Taking turns * Using equipment safely 	* Walking quietly to enter the class-room * Following instructions * Asking permission to leave * Practising self care	* Prepared & ready for learning * Following classroom rules * Doing my best at all times * Respecting others 	* Looking after school equipment and property * Cleaning up after myself * Looking after school gardens
Eating Areas	* Sitting while eating * Using a quiet voice * Walking in the eating area * Including others	* Sitting while eating * Eating my own food * Raising my hand & waiting quietly to be dismissed * Walking in the eating area * Putting my lunch box away	* Stopping! Thinking! Choosing!	* Sitting and eating in my class eating area * Putting rubbish in the bins
Tuckshop	* Lining up quietly in single file * Buying food after play bell * Respecting others	* Walking in the tuckshop area * Standing quietly in line * Making healthy choices * Buying & eating my own food	* Stopping! Thinking! Choosing! 	* Sitting and eating in my class eating area * Putting rubbish in the bin
Play Areas	* Speaking kindly to others * Including others * Co-operating with others * Playing school approved games * Using equipment safely * Stopping! Thinking! Choosing!	* Wearing a broad brimmed hat & shoes at all times * Playing in my class play area * Reporting injuries to duty teacher 	* Trying new games & activities * Being a problem solver * Stopping! Thinking! Choosing! * Using your High 5	* Looking after school equipment & property * Looking after our school gardens * Keeping food in the eating areas
Toilets	* Using a quiet voice * Respecting others * Stopping! Thinking! Choosing!	* Going with a partner * Using toilets appropriately * Washing my hands 	* Putting my hand up to ask to go to the toilet * Using the toilet before school & in my breaks	* Using the toilets appropriately * Reporting any problems to the school office
Wider Community/ Excursions	* Setting a good example for others * Respecting others * Using my own bike * Walking my bike to the gate 	* Traveling safely to & from school * Wearing the school uniform & hat * Practising self care * Promptly arriving at or departing from school	* Participating in activities * Practising self care * Being honest * Stopping! Thinking! Choosing!	* Ensuring my uniform is always neat & tidy * Looking after the gardens * Stopping! Thinking! Choosing!

Differentiated and Explicit Teaching

Buddina State School provides differentiated teaching across all year levels and in all classrooms. This involves explicitly teaching students expected behaviours and providing opportunities for students to practise these behaviours in safe and supportive environments.

Teachers at Buddina 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.

The three main layers to differentiation, as outlined in *A Whole School Approach to Support Student Learning*, are shown in the image below.



These three layers map directly to a tiered approach. 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.

Focussed Teaching

Approximately 15% of all students 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 provides students with more opportunities to practise skills and achieve the intended learning and expected behaviours. This involves staff revisiting key behavioural expectations and using explicit, structured teaching strategies in a particular aspect of a behaviour or skill, to allow for mastery.

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

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

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

- Chappy Social skills
- Playground Activities
- Social Skilling Programs
- Supported Play
- Mentoring
- Check in/Check Out

For more information about these programs, please speak with the Year Level Deputy or Head of Special Education Services.

Intensive Teaching

Intensive Teaching involves frequent and explicit instruction with individuals, or in small groups to assist students in mastery of basic behavioural skills, concepts and knowledge. Decisions regarding the period of time a student is involved with Intensive Teaching, and the approach used will be made by the school team, in collaboration with the student's family.

For the small number of students who continue to display behaviours that are deemed complex and challenging, individualised support plans may be created to support the student. The approach will seek to address the impact of barriers to learning and participation and prevent behaviours and teach appropriate replacement behaviours and strategies for self-regulation.

Decisions regarding which students require which intensive supports are made at a weekly Behaviour Meeting, attended by Year Level Deputies and Principal. Some students who require intensive teaching will be supported through an Individual Behaviour Support Plan and recorded on OneSchool.

An Individual Behaviour Support Plan is designed, implemented, utilised and modified as necessary to support the student at risk. The plan may consist of the following areas:

- Any adjustments to explicit teaching required
- An Acknowledgement system
- Two – Three basic goals
- Consequences process
- Restitution process

Consideration of Individual Circumstances

Individual student circumstances, including behaviour history, disability, mental health and wellbeing, home environment and care arrangements are taken into account when teaching expectations, responding to inappropriate behaviour, and applying disciplinary consequences. We recognise that the way we teach, provide support and respond to each individual student will differ. This reflects the principal of equity, where every student is provided the opportunity to be successful. This also means that not every student will be treated the same, because treating all students the same is not equitable.

Our school staff are also obliged under law to respect and protect the privacy of individual students, therefore, we will not disclose or discuss disciplinary information with anyone but the student's family. You can be assured that school staff take all matters very seriously and will address them promptly and appropriately. We expect that members of our school community will respect the privacy of all students.

If you have a concern regarding the behaviour of a student at our school, please make an appointment to discuss the issue with your child's teacher.

Respecting Diversity

Buddina State School is committed to providing all students with access to high quality schooling that is free from discrimination based on gender, language, sexual orientation, culture, religion, ethnicity, health, disability or socioeconomic background. As a school community we value, celebrate and respond to diversity. It is underpinned by respectful and collaborative relationships with parents and the school community. Inclusive education means that everyday, in every classroom, every student is learning and achieving in a safe, supportive and disciplined learning environment.

Legislation

In this section of the Buddina 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

Disciplinary Consequences

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

In considering disciplinary consequences for inappropriate behaviour choices, each situation is given due consideration in conjunction with individual student differences, recognising the rights of all members of the school to work and learn in a safe environment regardless of their age, gender, disability, cultural background, socioeconomic situation and sexuality.

The majority of students will be capable of meeting established behaviour expectations through Differentiated and Explicit Teaching. In class, corrective feedback using the essential skills of classroom management (e.g. feedback, rule reminders etc) are used by teachers to respond to low level or minor behaviour problems.

A continued pattern of low level, minor behaviour can interfere with the teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school Leadership Team for determination of an appropriate disciplinary consequence.

For a small number of our students, a high level of differentiated, intensive teaching is required to enable them to meet our school behavioural expectations.

When determining appropriate consequences, a focus is on ensuring:

- The consequence is logically related to the demonstrated behaviour and impacts of the behaviour
- The consequence assists to teach the student appropriate ways to meet their needs
- The consequence is an opportunity to learn

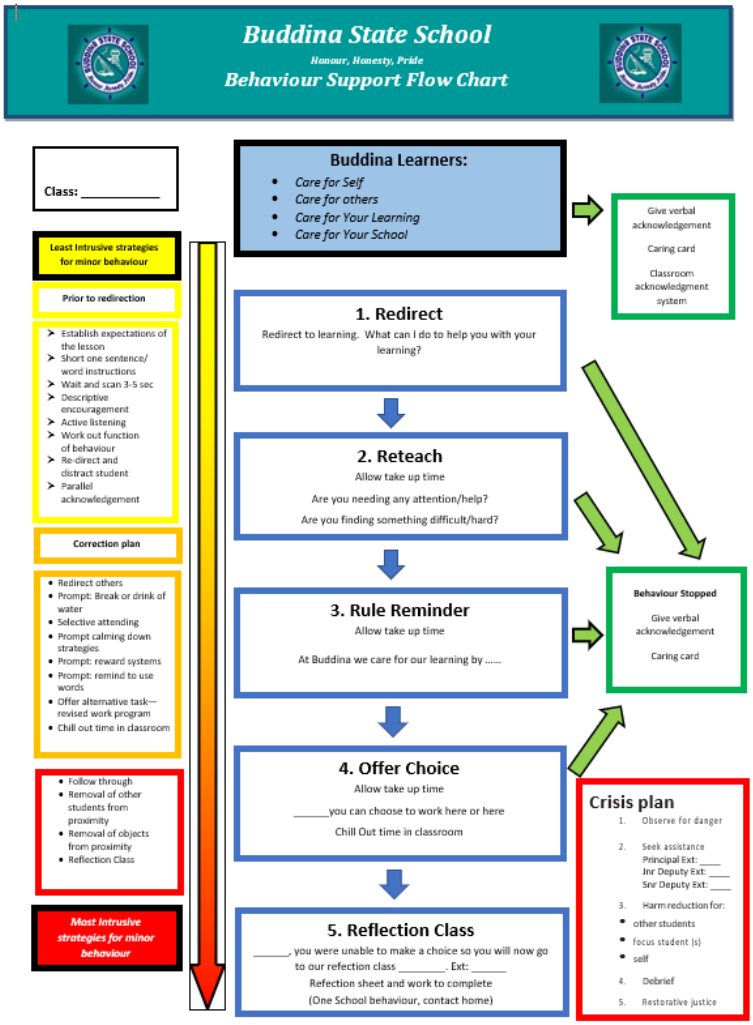
Whole school response systems are based on a level process.

Buddina has a six-step process in classrooms (Consequence Flow Chart):

- Buddina Learners
- Redirect
- Re-teach
- Rule Reminder
- Offer choice
- Reflection Class

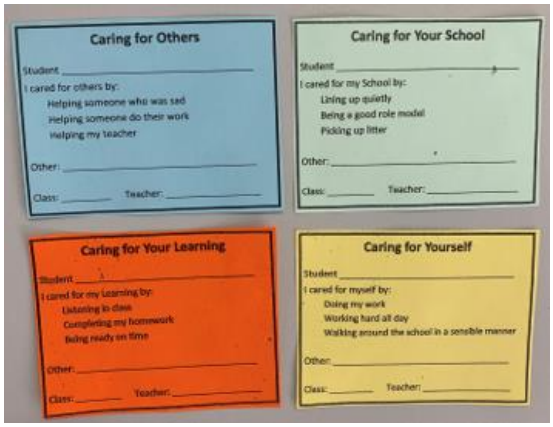
In the playground the following process occurs:

- Verbal Redirections
- Rule reminder/Warning
- Restricted Play / Restitution
- Office Referral / Individual Play Plan



Reinforcing Expected School Behaviour

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



Whole School Reward Systems include:

- ✓ PBL Caring Cards
- ✓ Student of the Week
- ✓ Positive Phone Calls

Differentiated and Explicit

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
- Caring Cards
- 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”)
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Redirection, Proximity control
- 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
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- In- class Detention

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour in LEVEL 3.

This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- 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, LEVEL 4.

This may include:

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

The Table below was collaboratively developed by staff and following consultation with the Buddina P&C

Buddina State School

Minor and Major

OneSchool Behaviour Category	Minors Minor Infractions are to be managed in the situation by the staff member or teacher. *Three of the same behaviour in day = 1 major*	Majors *To be recorded on OneSchool and parent must be contacted by the class teacher/specialist teacher and involve admin. Refer incident to leadership team*
Bullying/Harassment	• Calling a student, a nickname more than once after that student has indicated that they do not like that nickname	• Repeated targeting of a student, ongoing physical or verbal abuse, inappropriate touching, intimidation, threatening others with harm.
Defiant/Threat to Adults	• Refusal to follow instructions • Talking back • Swearing or gesturing when given an instruction	• Persistent refusal to follow instructions • Yelling at an adult "I'm going to kill you" • Physically intimidating (waving fist)
Disruptive	• Calling out in class • Talking while others are talking • Making inappropriate noises (clicking, tapping, whistling) • Interrupting others' games	• Yelling/persistent calling out, • Turning over furniture • Continued out of seat behaviour • Continued interruption of other's games
IT misconduct	• Using IT without permission • Writing an inappropriate word	• Using someone else's account • Access to inappropriate websites
Lying/Cheating	• Intentional lying to an adult (the dog ate my homework)	• Forging an adult's signature • Making false accusations about an incident
Misconduct Involving Object	• Inappropriate use of equipment that does not cause harm to people or damage equipment/ property • Stealing low value items such as stationery, food and other personal belongings	• Deliberate inappropriate use of equipment that causes harm to another student or damages equipment • Stealing valuable items
Non-Compliant with Routine	• Refusing to line up • Running on concrete • Walking around during eating time • Not lining up in a timely manner • No hat or inappropriate uniform	• Refusing to go to reflection class • Continued reflection class referrals (2 times in a day) • Repeated (more than 3 times) failure to follow teacher instructions of school rules
Physical Misconduct	***(no intent to hurt, accidental)*** • Hitting, kicking, pinching, pulling hair • With object (hat, rocks, sticks, stationery)	***(intent to hurt)*** • Punching, kicking, pinching, pulling hair • With object (hat, rocks, sticks, stationery)
Possess Prohibited Items	• Possession of a prohibited item (liquid paper, permanent marker etc.)	• Possession of a dangerous prohibited item
Property Misconduct	• Drawing on someone's book • Taking someone's hat	• Graffiti or damage of property with intent • Throwing someone's hat in the toilet
Refusal to Participate in program of instruction	• Saying this is stupid, I'm not doing this	• Ongoing work refusal
Threat/s to others	***(no intent)*** • Name calling • Gestures: Poking tongue out, Pointing	***(with intent)*** • Name calling – directed at others • Direct threats to others • Repeated gestures that indicate harm
Truant/Skip Class	• Leaving classroom, late from breaks – 5 minutes • Repeatedly being in out of bounds areas Staff Carpark etc.	• Leaving the school grounds • Hiding and not going to class
Verbal Misconduct	***(no intent)*** • In relation to someone (secondary) • Racist remarks (knowledge of culture, gender, sexist) • In a conversation with another student • Arguing with another student	***(with intent)*** • Swearing directly at an adult • Directed at another student • Racist remarks (culture, gender, sex)

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 Buddina 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.

Re-entry following suspension

Students who are suspended from Buddina 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.

School Policy

Buddina 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.

Temporary Removal of Student Property

The removal of any property in a student's possession may be necessary to ensure the safe, caring and supportive learning environment of the school. 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 a temporarily removal of student property can be returned, unless the property has been handed to the Queensland Police Service.

Students are not to bring property onto school grounds or other settings used by the school (camps, sporting venues) that:

- 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

Staff at Buddina State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.
-

Use of Mobile Phones and other Devices by Students

The following guidelines have been developed in accordance with *Advice for State Schools on acceptable use of ICT facilities and devices*. Upon enrolment, students and parents sign the school ICT agreement before students are allowed access to the school ICT network.

Mobile Phones:

Mobile phones are discouraged at Buddina State School. However, should a student need to bring a phone to school, the student must hand the phone into the school office upon arrival, and collect it immediately prior to departure from school.

Recording of Images, Videos and Conversations:

Every member of the school community should feel confident about participating fully in all aspects of school life without concern that their personal privacy is being compromised by being filmed without their knowledge or consent. Students must not use personal devices to record any images, video or conversations at school, or when involved in school activities as this may be a breach of the Invasion of Privacy Act 1971.

We uphold the value of trust and right to privacy at Buddina State School. Students using personal technology to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fights or pranks etc) for the purpose of dissemination among the student body or via social media, by any means, is not allowed, and as necessary will be reported to parents and/or QPS.

Images of students are not allowed to be uploaded onto social media (through text message, video or picture message, display, uploading onto internet or social media or other means) without the direct consent of those individuals. Students who upload images or videos to social media sites may be subject to discipline, including suspension and/or exclusion.

Students should note that recording or dissemination of images that are considered indecent is against the law and will result in a referral to QPS.

Preventing and Responding to Bullying

Buddina State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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.

What is Bullying?

Bullying is when someone purposely hurts or overpowers others, by using physical or emotional ways over an extended period of time.

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 Buddina State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Buddina State School implements Stop, Think Choose and 'Do the five' options for problem solving. (Refer to Attachment 3).

Cyberbullying:

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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 Buddina 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.

Student Intervention and Support Services

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

We teach students how to follow our Caring Values of Care for Yourself, Care for Others, Care for your School and Care for your Learning in all of our classes and we assist students to become self-managed and reflective in their behaviours. We promote anti-bullying strategies to all of our students through our "Do the five" posters and other related activities. We provide appropriate Professional Development to our staff as needed.

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. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Buddina State are familiar with the response expectations to reports of bullying, and will act quickly to ensure student 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 punishments such as suspension or exclusion from school.

The following flowchart explains the actions Buddina 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.

Buddina 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 the student and family.

Key contacts for students and parents to report bullying:

Initial Report – Class teacher

Step 1 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

Step 2 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

Step 3 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

Step 4 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
- Engage the student as part of the solution
- 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

Step 5 Implement

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

Step 6 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

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.

Parental and community feedback is important for schools and the department. While the school may use social media to update parents of school notices, if you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly with the school about the matter, rather than discussing or posting it in a public forum. 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 our court system.

Keep comments polite, just as you would in a face to face interaction. If you encounter negative or derogatory content online which involves the school, hinders a student's learning and or affects the school community, please contact either your sector deputy or the principal.

If you upload photos of your child to social media, please be mindful of who might be in the background. You might be happy to share your child's success on social media, but some families are not. If you are tagging or naming a student in a post, consider that other parents may not want their child's name attached to an image online.

If you 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.

Cyberbullying and Social Media response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

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

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

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

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

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

NO

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

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

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

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

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

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

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

OR

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

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

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

Restrictive Practices

School staff at Buddina 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. Staff at Buddina State School use proactive measures to explicitly teach expected behaviours through both our Caring Values program and our Positive Behaviour for Learning focus lessons.

However, in some rare situations, where there is immediate risk of physical harm to students or adults, and when 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 a last resort, used when there is no other suitable option for reducing the immediate risk to the student, fellow students or others. Restrictive practices are not used as a form of punishment or as a disciplinary measure.

The Department of Education'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 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 a 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 restrictive practices, a focused review will help staff to understand how they responded to the risk in the incident. 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

All staff at our school have a consistent understanding of how to respond in emergencies involving student behaviour that may have serious impacts on the health and safety of the student, other students or adults. This consistency ensures that appropriate actions are taken to ensure that both students and staff are safe.

A critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, which requires immediate action. 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 to punish or discipline the student; it is a crisis management period only.

Staff will follow the documented plan for any student involved in regular critical incidents, which is saved and available for staff to review in OneSchool. For all other students, staff will use basic defusing techniques, and the Essential Skills for Classroom Management, moving from least intrusive to most intrusive:

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

Resources

- Australian Professional Standards for Teachers
- Behaviour Foundations professional development package (school employees only)
- Bullying. No Way!
- CyberSmart
- 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

Buddina State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. Our School acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Buddina State School offers a range of programs and services to support the wellbeing of students in our school. 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 through embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer or School Admin Team if they would like to discuss further.

Attachments

Attachment 1: Stop Think Choose – Bullying

Attachment 2: Buddina High Five

Attachment 1: Stop Think Choose – Bullying

What is Bullying?

Bullying is when someone purposely hurts or overpowers others, by using physical or emotional ways over an extended period of time.

Bullying can be:

- *VERBAL*
- *PHYSICAL*
- *INTERNET*
- *SOCIAL*
- *EMAIL*
- *TEXT MESSAGES*
- *WRITTEN*

Examples of Bullying:

- *Hitting*
- *Teasing*
- *Pushing*
- *Threatening*
- *Intimidating*
- *Text messages*
- *Taking property*
- Spreading rumors
- Writing notes
- Telling people not to be friends
- Hiding belongings
- Deliberately embarrassing
- Always leaving someone out

What Students can do:

If You **SEE** Bullying:	If You Are **BEING** Bullied:
• Be a friend to the target • Invite the target to stay with your group • Tell the bully – *"CUT IT OUT, LEAVE THEM ALONE"* • Report it to a teacher	• Try brushing it off – *"YEAH, WHATEVER!"* • Stand up straight and firmly say – *"LEAVE ME ALONE"* • Hold your hand out and say – *"STOP IT"* • Move away to a crowded area • Report it to a teacher

Who to speak with?

Students need to let someone know if they are being bullied.

Students can talk to their friends, ask for help, and follow our school guidelines. If the problem continues, students need to report it to their class teacher or playground teacher first. Students can ask for advice from their parents, and if the problem still continues are encouraged to report it to the Deputy Principal or the Principal.

Outside Incidents

- In serious or persistent cases, consider contacting QPS

What can Parents do?

Help your child to use the school strategies:

- Try brushing it off or responding with a joke
- Stand tall and confidently say “Leave me alone” or “Stop it”
- Move to a crowded area, stay with others
- Report it to a teacher
- Stay calm and cool, help your child build resilience
- Don’t advise your child to hit back or bully back, it usually makes matters worse.
- Encourage your child to develop positive friendships, confidence and self-esteem (join groups and activities, share common interests)
- Monitor your child’s social activities to see where you could assist further—whether they may be bullying or being bullied
- Approach your child’s teacher to further discuss any concerns and ask for ideas on any specific areas your child may need further assistance in
- Keep in contact with your child’s teacher to monitor that any bullying has ceased
- Don’t leave your children alone when on the internet or social media
- Be friends with your children on social media

If your child continues to tell you they are being bullied, speak with the class teacher and the sector Deputy Principal

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 punishments such as suspension or exclusion from school.

Stop Think Choose aims to take the emotions out of all problem areas (behavioural, learning, social and moods) and redirect the energy into problem solving. Emotions are identified and expressed early at the STOP stage, ensuring the brain has the opportunity to THINK about options to solve the problem, and motivating and skilling the person to CHOOSE it.

Attachment 2: Buddina High Five