



Biloela State School

# Student Code of Conduct

## 2021-2023

### ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

Biloela State School's *Student Code of Conduct* focuses on developing a supportive school environment and responsible, positive behaviour in all students. The Plan provides a framework for teaching students how to develop strong quality relationships with others and to use positive and appropriate behaviours, which demonstrate respect for themselves and others, and are acceptable within the community.

## Contact Information

Postal address:	Po Box 395, Biloela, 4715
Phone:	49928888
Email:	principal@biloelass.eq.edu.au
School website address:	<a href="https://biloelass.eq.edu.au/">https://biloelass.eq.edu.au/</a>
Contact Person:	Principal – Mr Matt Sahlqvist

## Endorsement

Principal Name:	Mr Matt Sahlqvist
Principal Signature:	
Date:	3/12/20
P/C President Name:	Ms Emma Maxwell
P/C President a Signature:	
Date:	3/12/20

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## Purpose

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

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

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

## Principal's Forward

Biloela State School has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students and developing active and engaged future citizens.

Biloela State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our motto "Aim High" and related school rules 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.

## Learning and Behaviour Statement

The staff, students and parents at Biloela State School believe:

- All students have the right to learn
- All teachers have the right to teach
- Everyone has the right to be safe at school
- Everyone must show high regard for others through their words and actions
- Everyone must take responsibility for the care of the whole school environment
- Everyone must be responsible for their own behaviour

The School's beliefs about behaviour and learning are embedded in the following school rules:

**CARS**

### School Rules

- **Communication:** We speak and listen with respect using good manners.
- **Attitude to Learning:** We give everyone a chance to teach and to learn without interruption.
- **Respect:** We treat others as we wish to be treated.
- **Safety:** We act in a manner that is safe to us and others.

## Data Review

The Parent, Student and Staff Satisfaction data from the School Opinion Survey are used by school to monitor stakeholder satisfaction with practices to support student. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve. This information is shared with staff at meetings or in the staff newsletter. Outcomes are also discussed at a P and C Association meetings.

## Consultation

The consultation process used to inform the development of the Biloela State School Student Code of Conduct occurred throughout 2020.

Review of Student Code of Conduct is held annually at P&C meetings with opportunities to reflect on student wellbeing and behaviour using data from the school opinion survey. We held a series of internal meetings with staff, during these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

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

## Student Wellbeing and Support Network

The network for support at Biloela State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

- School teaching and support staff
- School administration
- School Chaplain
- Parent/carers
- Education Access Committee (meets once a month; referrals and evidence to Chairperson)
- School Guidance Officer (Based at BSS working 2.5 days a week)
- District Senior Guidance Officer (based at Central Coast district Office in Gladstone; contact through GO or Principal)
- Banana Shire Support Centre (referral by parent or school)
- Department of Child Safety (through Principal or Deputy Principal)
- Child and Youth Mental Health Service (referral by GO/AVTBM/Principal)
- Advisory Visiting Teacher/Behaviour Management (based at Gladstone)
- Adopt-a-Cop (Biloela Police Station, in consultation with Principal/DP/HOSSES)

Government agencies such as the local Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services, Anglicare, Community Resource Centre and the Banana Shire Emergency Accommodation Support Centre also work with the school to provide support when necessary.

## «Staff\_Retent\_2016» Whole School Approach to Discipline

At Biloela State School, the core value of our **CARS – COMMUNICATION, ATTITUDE, RESPECT** and **SAFETY** are fundamental to our community and school and there is a shared belief that all should respect the teacher's right to teach and a student's right to learn. Our Code of Conduct is based on the **CARS** values and we are all committed to supporting our students to be responsible for their actions and attitudes and respectful of themselves and others. All areas of Biloela State School are teaching and learning areas. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of all students with their academic progress.

At Biloela State School we create mutual respect by teaching students how to think through what they are doing in relation to the rules. This gives students personal accountability for their actions. Biloela State School considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of students.
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent.
- Recognising and considering the age, gender, disability, cultural background or socio-economic situation and emotional needs of all students.
- Recognising the rights of all students to:
  - Express opinions in an appropriate manner and at appropriate times.
  - Work and learn in a safe environment regardless of their age, gender, disability, cultural background, socio-economic situation.
  - Receive adjustments appropriate to their learning and or impairment needs.

In order to inform effective decision making, data is gathered and collated in relation to incidents of inappropriate and appropriate behaviour. One School is used to record incidents and consequences applied as well as parent contact. Current support and adjustments are also recorded on One School to ensure a clear and accurate understanding of individual students.

## Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your



child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

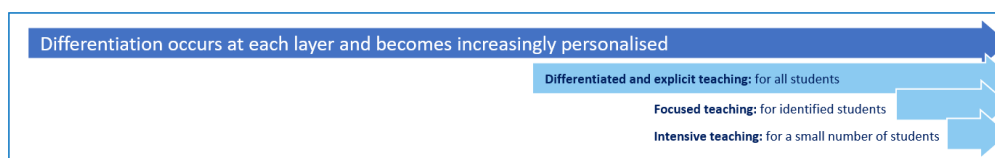
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

## Differentiated and Explicit Teaching

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

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

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



## 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 Biloela State School to provide focused teaching.

## Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural

expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

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

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

## «Staff\_Retent\_2016» Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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



## Differentiated Consequences

When responding to problem behaviour the staff member first determines if the behaviour is minor or major 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 leadership team.

Minor behaviours are those that:

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

Staff provide in class or in school disciplinary responses to low level or minor behaviour issues. Essential Classroom Management strategies that may be used including redirection to learning, nonverbal and visual cues, whole class practicing of routines, corrective feedback, rule reminders, explicit behavioural instructions, proximity control, tactical ignoring of the inappropriate behaviour, revised seating plan and relocation of student/s, class wide incentives, prompt student to take a break or time away from class, model appropriate language and problem solving, provide demonstration of appropriate behaviour, reducing instructions, chunking of tasks and provision of choice of task order.

Minor problem behaviour may result in the following consequences:

- A minor consequence that is logically connected to the problem behaviour.
- Complete or partial removal from an activity or event for a specified period of time.
- Individual meeting with the child.
- Apology, making amends, restitution.
- Detaining during lunch break to complete work.
- Community service within the school context.
- In class reflection.
- Buddy class reflection.
- Warning of more serious consequences (e.g. removal from classroom).
- Detention.

Major behaviours are those that:

- Significantly violate the rights of others.
- Put others /self at risk of harm.
- Require the involvement of school leadership.

Major behaviours result in an immediate referral to leadership due to their seriousness. When major problem behaviours occur, staff members calmly state the major behaviour problem to the student and remind them of expected school behaviours.

Major behaviours may result in the following consequences:

- Loss of privilege.
- Loss of break / play time.
- In school withdrawal.
- Suspension from school.
- Parent contact.
- Referral to specialist school support e.g. Guidance officer.
- Behavioural contract.



- Targeted skills teaching in a small group.
- Self-monitoring plan.
- Check in check out strategy.
- Functional behaviour assessment.
- Family referrals to external agencies.

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviours. At Biloela State School, staff members use the questions below with students which draws on Restorative Justice.

- What did you do?
- What rule did you break?
- What needs to be done to fix it?
- What might you do differently next time?
- Who has been impacted by your choices?
- What should happen if the same or similar behaviour occurs today or this week?

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

## Intensive

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

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

## School Disciplinary Absence

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

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

### **Arrangements**

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

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

### **Structure**

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

Possible agenda:

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

**Reasonable adjustments**

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

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

## Temporary Removal of Student Property

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

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

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

The following items are explicitly prohibited at Biloela State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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

## Responsibilities

### State school staff at Biloela State School:

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

### Parents of students at Biloela State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Biloela State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

### Students of Biloela 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 Biloela State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;

- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of Mobile Phones and other Devices by Students

The use of mobile phones, mobile watches, portable CD and MP3 players, Personal Digital Assistants and similar electronic devices in class and at school is disruptive to the learning environment of all students and should be discouraged. However, in special circumstances students can negotiate arrangements with their teachers and/or school administration for their use where appropriate.

### Outcomes Expected:

- Students are deterred from bringing electronic devices to school which have the potential to detract from the learning occurring in classrooms.
- Where it is appropriate for these items to be at school on particular occasions, students have been made aware of their responsibilities regarding the security, storage and use of these items.

### Procedure:

1. Students should be discouraged from bringing items such as mobile phones, mobile watches, portable CD and MP3 players, personal digital assistants and similar electronic devices to school, on excursion or on camp or during similar extra-curricular activities.
2. Students wishing to use these devices in special circumstances need to negotiate arrangements with the principal or principal representative. This includes informing the principal that he/she has the device in his/her possession and how it is intended that the item will be kept secure during the school day.
3. Students whose parents wish them to bring a mobile phone to school to be used to contact parents in extenuating circumstances or to arrange after school activities must ensure the mobile phone is switched off and handed to administration office.
4. The security of the mobile phone is the responsibility of the student.
5. It is important that students display courtesy, consideration and respect for others whenever they are using a mobile phone. This includes after school hours.
6. If at any time, the use of a mobile phone, in-phone camera or similar device is deemed appropriate for use within the curriculum program by a teacher, the teacher should inform the admin team of the intended usage.
7. If a mobile phone or similar device is brought to school and not reported according to this policy, the administration will confiscate the item for the day and store it at the office. At the conclusion of the school day, the item can be collected by the students. Parents will be contacted by the administration to determine future procedures to be followed.
8. Students using mobile phones or similar items inappropriately or bringing disrepute onto the school through the use of these devices will have disciplinary action taken against them, which may include suspension if the device has been used in an indecent or inappropriate manner, bringing disrepute on the school or student.
9. In the event of a school emergency or critical incident, students are forbidden to use mobile phones as all critical information will be conveyed through the office only to ensure accuracy or information which meets departmental protocols.
10. Link to departments acceptable use of ICT devices - [Advice for state schools on acceptable use of ICT facilities and devices](#)

## Preventing and Responding to Bullying

Biloela State School is committed to providing staff and students with a safe and supportive learning environment free from bullying of any kind including physical, verbal or psychological.

Our vision is **'Where individuals are valued'**. This means our school is a place

- Where everyone matters and no-one is left out
- Where everyone is treated equally
- Where everyone is cared for

Our motto is **'Aim high'**. This means our school is a place where we encourage everyone to

- Reach your goals
- Try your best
- Work hard

Our Anti-bullying Charter is

- **We will not bully others.**
- **We will stand up for people who are bullied.**
- **We will make sure no one is left out.**
- **We will help everyone feel that they are an important member of our school community.**

### **School Community beliefs about bullying**

At Biloela State School bullying in all its forms is not acceptable and **all** members of Biloela State School community accept their responsibility to promote positive relationships and to prevent bullying.

### **What is 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, 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 are 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 concerning and need to be addressed and resolved. At Biloela State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Is it <b>BULLYING</b> ?	
<p><b>Joking Around</b></p> <p>Everyone is having fun No one is getting hurt Everyone is participating equally.</p>	<p><b>Conflict</b></p> <p>No one is having fun A specific problem or issue people don't agree on A solution can usually be found Equal balance of power Can be between friends</p>
<p><b>Mean Moment</b></p> <p>Someone is being hurt on purpose It's a reaction to a strong feeling or emotion. An isolated event (does not happen regularly)</p>	<p><b>Bullying</b></p> <p>Ongoing and repeated Someone is being hurt on purpose Imbalance of power Can be social, verbal, physical or cyber.</p>

Bullying can occur in various forms, both indirect and direct, including:

1. physical – hitting, punching, kicking, pinching, slapping, biting, pushing, hair-pulling or threatened use of physical violence.
2. verbal – putdowns, insults and name-calling, sarcasm, spreading rumours, persistent teasing, threats, writing awful things about someone, leaving hurtful notes, threats and intimidation, persuading someone to verbally abuse another person
3. racial – racial taunts, name-calling, remarks, gestures, making fun of someone because of their colour, culture or religion
4. emotional and social – being deliberately left out of a group or an activity; exclusion of one child by another or a group of children; stalking; tormenting eg hiding books or school ports; ridicule, humiliation eg about appearance, health conditions, ethnicity, disability, religion; stealing money and possessions.
5. sexual – unwanted physical contact, abusive or derogatory remarks about a person's gender sexual orientation, use of sexist or sexual language
6. menacing – demanding money or possessions, demanding to copy homework or assignments, threatening the victim or bystanders to remain silent when bullying has taken place.

7. communicative – sending email, text messages, internet chat rooms and instant messaging, websites, letters, making phone calls, including the use of mobile phones and cameras, or using other communication methods that are threatening, offensive and obtrusive to the person who receives them.

### **How can I tell if someone is being bullied?**

Often students who are being bullied are reluctant to tell others what has happened. If students show some of these signs, it is important to talk with them about what they may be experiencing.

- Being scared of walking to or from school, or changing their normal route to school
- Not wanting to go on the bus
- Being unwilling to go to school and complaining of feeling sick each school morning
- Beginning to do poorly in their school work
- Coming home with clothes or other belongings damaged or missing
- Becoming withdrawn, starting to stammer or losing confidence
- Becoming distressed and anxious or stopping eating
- Losing money or asking to borrow money (to pay the bully)
- Have unexplained scratches, bruises or other injuries
- Beginning to bully other children or siblings
- Becoming aggressive and unreasonable toward family members or teachers

### **Who might bully other people?**

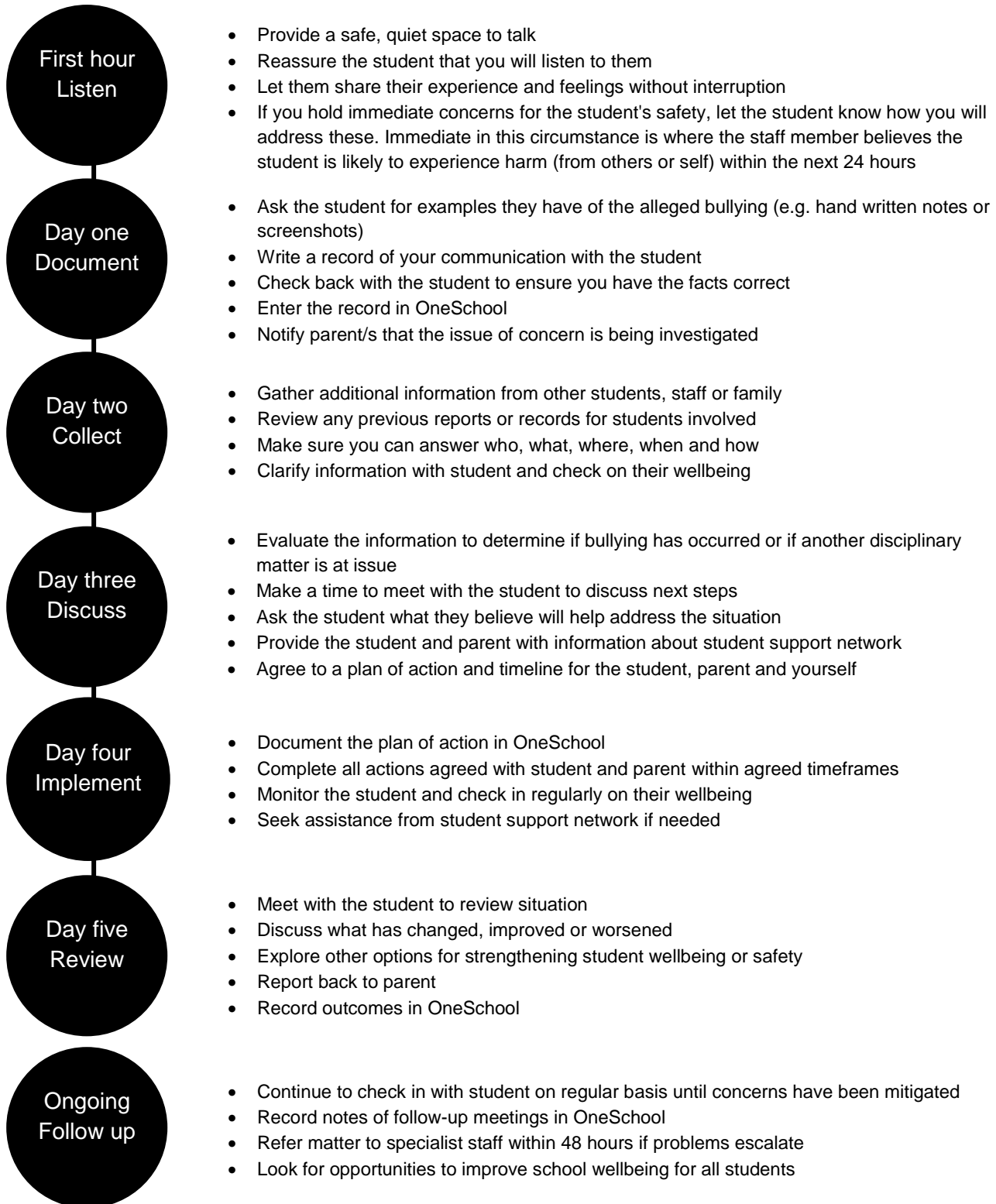
While there is no set description of bullies, children who bully others share some of the following traits:

- They feel inadequate to cope with everyday events
- They have often experienced bullying themselves from other students or their families.
- They are victims of some form of abuse in their lives.
- They don't know how to show their feelings and emotions in an appropriate manner.
- They are not succeeding at school and feel they have no sense of worth
- They themselves have been victims of bullying over a long period of time
- They think it is fun and try to be cool in front of others.

## Bullying response flowchart for teachers

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

Prep to Year 6 – Class teacher



## Appropriate use of Social Media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

### **Is it appropriate to comment or post about schools, staff or students?**

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

### **Possible civil or criminal ramifications of online commentary**

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

### **What about other people's privacy?**

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

### **What if I encounter problem content?**

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

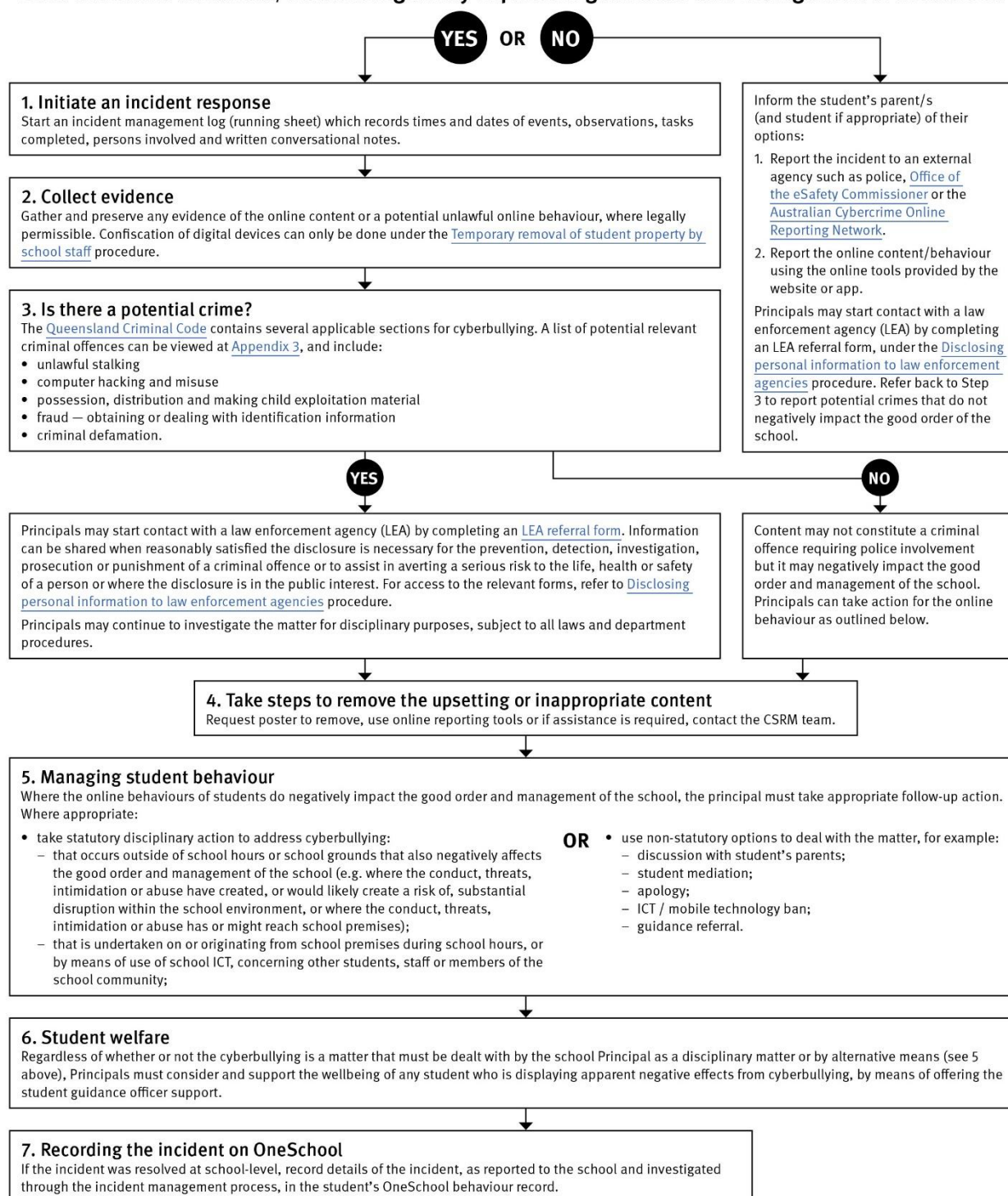
### Explicit images

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

### Help

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

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





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

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

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

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

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

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

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

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

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

This section details the responses the school community has agreed are appropriate for **emergency situations or critical incidents** involving severe problem behaviour. The major focus in this section is on de-escalation processes of intervention and is based on the Non-Violent Crisis Intervention model. See Appendix 13 for more detail.

- An emergency situation or critical incident occurs when a student presents a threat to security, physically and/or emotionally, to persons or property by his/her actions that cannot be contained by the adults in attendance. The situation is unstable and potentially explosive. This may occur inside or outside of the classroom. Behaviours such as yelling, screaming, malicious outbursts, throwing objects and furniture, repeated non-compliance, physical violence and verbal abuse, stalking, threats with or without a weapon and any actions that cause fear in students and/or adults are considered critical incidents.
- Common Triggers for explosive student behaviour include:
  - unexpected imposed change to daily routine
  - perceived threats to dignity and/or power
  - perceived threats to physical safety
  - perceived injustice
  - frustration
- Crisis management involves responding professionally to a crisis situation in a manner which serves to effectively address the circumstances. The aim is to restore security and stability for all involved, through prevention of escalation, minimisation of physical and emotional impact and management of all behaviours that result.
- The stages of crisis behaviour are:
  - Anxiety, typified by non-verbal signs of discomfort and agitation
  - Defensiveness, typified by verbal defensiveness and aggression
  - Acting out, typified by physical aggression
  - Tension reduction, typified by tiredness, guilt, the need to rest and reflect.
- The steps we use in crisis management are:
  1. prevention
  2. teacher self-control
  3. early stage intervention (anxiety/agitation)
  4. containing verbal aggression (defensiveness/acceleration)
  5. managing physical aggression
  6. recovery and debriefing (tension-reduction-de-escalation)
  7. review and planning
- Staff will use the intercom or walkie-talkies to request assistance from the staffroom or office to assist in de-escalating the situation. Staff trained in Non-violent Crisis Intervention or Personal Attack Response Training will proceed to the site of the incident. Attending staff will use de-escalating techniques eg calm voice, non-threatening postures and facial expressions, removal of bystanders, refusal to engage with student's anger when managing the situation.
- The incident will be recorded on OneSchool and a WHS incident report completed. Parents of any students involved will meet with the Principal as soon as practicable. Debriefing sessions will be held by teachers with the remainder of the class, staff involved, and students who witnessed the incident.



Subject	Minor Incident	Major Incident
Movement and Play	<ul style="list-style-type: none"> <li>Running on hard surfaces</li> <li>Out of bounds (but otherwise acting appropriately)</li> <li>Riding a bike or scooter between the gate and the bike rack</li> <li>Sliding down rails or jumping stairs/bench seats</li> <li>Standing on seats/benches/chairs/tables (outdoors)</li> <li>Climbing on fences</li> <li>Climbing trees</li> <li>Using equipment incorrectly</li> <li>Playing in the toilets without causing damage or injury</li> </ul>	<ul style="list-style-type: none"> <li>Out of bounds and failing to follow a direction to return</li> <li>Leaving the school grounds without permission.</li> <li>Throwing objects or swinging objects around in a dangerous or aggressive manner</li> <li>Possessing a knife or other weapon</li> <li>Using an object as a weapon</li> <li>Engaging in sexually suggestive activity</li> <li>Removing temporary or permanent barriers</li> <li>Truancy from school</li> </ul>
Physical contact	<ul style="list-style-type: none"> <li>Pushing, grabbing and/or shoving without intent to harm</li> <li>Play fighting</li> <li>Isolated threat to harm someone</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate physical aggression</li> <li>Repeated or sustained physical aggression</li> <li>Fighting</li> <li>Sustained or repeated threats to harm someone</li> <li>Aggressive kicking / hitting / biting / spitting</li> <li>Deliberate contact on or near private areas</li> <li>Choking or putting hands to a person's throat</li> <li>"Dacking" or similar acts to embarrass</li> <li>Kissing or similar passionate acts</li> <li>Promoting or supporting aggression by others</li> </ul>
Correct Attire	<ul style="list-style-type: none"> <li>Occasional, isolated variation to the school uniform</li> <li>Wearing jewellery other than plain sleepers or studs</li> <li>Playing without a hat</li> <li>Taking shoes off (unless instructed to do so)</li> </ul>	<ul style="list-style-type: none"> <li>Repeated failure to wear the correct school uniform</li> <li>Repeatedly wearing jewellery other than plain sleepers or studs</li> <li>Defacing the school uniform</li> </ul>
Class tasks	<ul style="list-style-type: none"> <li>Avoiding/ refusal to engage in tasks / learning</li> <li>Off-task</li> <li>Refusing/Avoiding completing work</li> <li>Tagging or drawing on school books</li> </ul>	<ul style="list-style-type: none"> <li>Disrupting others' learning (through repeated or sustained noise / movement / interfering with others' possessions or class equipment)</li> <li>Repeated refusal to engage in tasks / learning</li> </ul>
Directions and instructions	<ul style="list-style-type: none"> <li>Passive refusal to co-operate with adult direction</li> <li>Minimal co-operation with adult direction.</li> <li>Unco-operative behaviour</li> <li>Delayed compliance with adult direction</li> </ul>	<ul style="list-style-type: none"> <li>Aggressively defiant refusal to co-operate with adult direction</li> <li>Repeated or sustained refusal to co-operate with adult direction</li> </ul>
Transitions	<ul style="list-style-type: none"> <li>Not walking sensibly in line</li> <li>Not following teacher's instructions</li> <li>Leaving class without permission</li> <li>Late to line up/class</li> </ul>	<ul style="list-style-type: none"> <li>Disrupting others' learning (through repeated or sustained noise / movement / interfering with others' possessions or class equipment)</li> <li>Repeated or sustained refusal to co-operate with school routine</li> </ul>
Rubbish	<ul style="list-style-type: none"> <li>Littering</li> <li>Incorrect disposal of rubbish or unwanted food</li> </ul>	<ul style="list-style-type: none"> <li>Upturning bins</li> <li>Throwing food at others</li> </ul>
Communication and	<ul style="list-style-type: none"> <li>Failing to hand in personal electronic device to the office</li> <li>Using wrong application intentionally</li> </ul>	<ul style="list-style-type: none"> <li>Using a mobile phone or communication device or an image recording device; or using of a voice recording device for emailing, texting recording or filming purposes without authorisation when involved in school related</li> </ul>

<b>Technology Devices</b>		<ul style="list-style-type: none"> <li>activity</li> <li>Harassment through texting that would constitute bullying</li> <li>Harassment through email or similar communication (social networking etc.) that would constitute bullying</li> <li>Unauthorised, inappropriate use of computers or access to the internet</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>Spontaneous inappropriate language</li> <li>Calling out</li> <li>Disrespectful tone</li> <li>Low level threats or verbal aggression</li> <li>Reported inappropriate comments about someone</li> </ul>	<ul style="list-style-type: none"> <li>Intentional or sustained inappropriate language (racial, sexual or intimidating) directed at another person</li> <li>Intentional, sustained aggressive or threatening language</li> <li>Verbal abuse directed at someone</li> </ul>
<b>Property And Facilities</b>	<ul style="list-style-type: none"> <li>Lack of care for personal equipment</li> <li>Lack of care for others' property / school equipment</li> <li>Lack of care for the environment</li> <li>Bringing toys or items not school related to school</li> </ul>	<ul style="list-style-type: none"> <li>Wilfully damaging personal, student, staff or school equipment</li> <li>Attempting to deface or vandalise property or facilities</li> <li>Taking food or equipment away from others.</li> <li>Stealing or theft</li> <li>Possessing drugs, alcohol/inhalants or tobacco products</li> <li>Substance abuse</li> </ul>
<b>Social Interactions</b>	<ul style="list-style-type: none"> <li>Playing unfairly</li> <li>Disruption to class that is not sustained</li> <li>Disruption to a play activity or game that is not sustained</li> <li>Defiance that is not sustained</li> <li>Teasing others</li> <li>Lying or cheating</li> </ul>	<ul style="list-style-type: none"> <li>Harassment, including exclusion or intimidation that would constitute bullying</li> <li>Promoting or supporting harassment or aggression by others</li> <li>Repeated or sustained disruption to class</li> <li>Repeated or sustained defiance</li> <li>Disrespect towards adults</li> <li>Threats towards adults and others</li> <li>Aggression towards adults and others</li> </ul>