BARINGA
STATE PRIMARY SCHOOL

Student Code of Conduct 2023-2024

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

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

Endorsement

Principal: Michael Connors

Michael Connors
Principal Signature

Date: January 2023

P/C President: Ben Amos

P/C Presidentand-or School
Ben Amos
Council Chair Signature

Date: January 2023

Contact Information

Postal address: 30 Baringa Drive, Baringa 4551

Phone:53902333

Email:
admin@baringass.eq.edu.au

School website address:
baringass.eq.edu.au

Contact Person:
Michael Connors

Contents

Purpose 4

Learning and Behaviour Statement 4

Multi-Tiered Systems of Support 5

Consideration of Individual Circumstances 9

Student Wellbeing 9

Student Wellbeing Committee 11

Whole School Approach to Discipline 12

Behaviour Expectations 15

Differentiated and Explicit Teaching 15

Focussed Teaching 16

Intensive Teaching 16

Legislative Delegations 18

- Legislation 18
- Delegations 18

Disciplinary Consequences 19

School Policies 26

- Temporary removal of student property 26
- Use of mobile phones and other devices by students 28
- Preventing and responding to bullying 29
- Appropriate use of social media 36

Restrictive Practices 37

Critical Incidents 38

Related Procedures and Guidelines 39

Resources 39

Conclusion 40

Queensland Government

Purpose

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

The Baringa State Primary 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.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

At Baringa State Primary School we **value** '**Commitment'** – striving to achieve our best through persistence and determination.

Our school is **committed** to the school rules- ***'The 4 C's'***

- Courtesy

Excellence of manners, politeness and respect for self and others

- Cooperation

Working together respectfully to achieve a goal

- Care

Care for yourself
Care for others
Care for your learning
Care for our school

- Common Sense

Making good judgements to behave in a sensible and safe manner

We believe that a safe and supportive environment protects the rights of all community members. That is, the rights of…

- ***students to learn***
- ***teachers to teach***
- ***everyone to be safe***

All areas of Baringa State Primary School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct is grounded in the belief that the practices and behaviours of teachers and other adults at the school influence student behaviours. In order to facilitate appropriate standards of behaviour the school provides:

- A positive whole school culture with clearly defined Expectations and Consequences
- Quality researched based learning and teaching practices

Queensland Government

- A balanced, relevant, differentiated and engaging curriculum
- Supportive and collaboratively developed programs and procedures
- Proactive social skills programs
- Managed professional development and/or information sessions for all members of the school community.

Our school rules have been agreed upon and endorsed by all staff. We encourage any student or parent to make an appointment with the deputy principal or principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Universal Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards to **all** students.

At **Baringa State Primary School** we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations **(Appendix 1)** in specific settings has been attached to each of our four school rules. The Schoolwide Matrix of Expected Behaviours outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:
- **Care Class**- The fortnightly Care Class lesson is data driven and the focus is linked to Baringa's Matrix of Expected Behaviours. The lessons also link to events throughout the year for example *Bullying No Way Day, Day for Daniel and White Ribbon.* At the beginning of each fortnight the classroom teacher is to explicitly teach the Care Class lesson and follow up with teachable moments throughout the fortnight.
- All families given an Expectations Matrix on enrolment;
- Reinforcement of learning from Care Class lessons on School Assembly and during active supervision by staff during classroom and non-classroom activities;
- Acknowledging students demonstrating the school rules and rewarding this behaviour with 'Wal's Wow' Tickets for prep to year 2 and 'Baringa's Best' tickets for year 3 to 6;
- Recognising students adhering to our school rules with acknowledgement awards on assembly, Spirit of Baringa and excellence certificates each semester;
- Level 1 Reward Days Celebration activities- conclusion of each term- Term 1 and 3 Teacher responsibility, Term 2 and 4 Administration responsibility;
- Posters in all learning areas promoting appropriate behaviour;
- Postcards to students/parents to acknowledge positive behaviours.

Whole School Behaviour Support
Baringa State Primary School implements the following proactive and preventative processes and strategies to support student behaviour:
- A dedicated section of the school newsletter and regular communication in school Facebook page, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour team members' regular provision of information to staff and parents, and support to others in sharing successful practices.

Queensland Government

- Comprehensive induction programs in the Baringa State Primary School Student Code of Conduct delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:
- The Use of Personal Technology Devices at School;
- Procedures for Preventing and Responding to Incidents of Bullying; and
- Appropriate Use of Social Media.

Reinforcing expected school behaviour
At Baringa State Primary 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.

"Wal's Wows" and "Baringa's Best' tickets

Our school recognises positive behaviour fast and frequently by ticket systems. In the lower school the students earn 'Wal's Wow' tickets and in upper primary they earn 'Baringa Best' tickets. These tickets are handed to students observed following the 4C's in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When staff 'catch' a student following the 4C's they can choose to give them a 'Wal's Wow' or 'Baringa's Best' ticket depending on their year level. When students are given tickets their classroom teacher tracks and records their cumulative total for the term that links to the class reward system. For the upper school, 'Baringa's Best' tickets link to their classroom reward system and also go towards points for their Sports House.

House Celebration Day
At the end of each semester the 'Baringa's Best' ticket are counted up for each Sports House. The winning house has a celebration day and receives the 'Baringa's Best' trophy. Students must be on Level 1 to attend the celebration day.

Environmental Award
Each week the school cleaners will nominate one class who have worked cooperatively to keep their classroom environment clean. The class will keep a special 'trophy'

Morning Tea with the Principal (Recorded on OneSchool)
At the completion of each term, 2 x students from each class are randomly drawn from the class 'Wal's Wow' or 'Baringa's Best' box. These students qualify to receive entry into the box by earning 50 tickets. These students will attend a special 'Morning Tea with the Principal'.

Baringa Student of the Week Awards (Recorded on OneSchool)
Each week teachers will nominate students who have demonstrated the 4C's. These students will be acknowledged with a certificate on assembly. Teachers may also nominate students who have excelled in other areas e.g. academics or sporting pursuits.

Spirit of Baringa (Recorded on OneSchool)
Every semester each teacher is invited to nominate two worthy students for the "Spirit of Baringa."The "Spirit of Baringa" is awarded to students who consistently display outstanding

Queensland Government

dedication to our school values and who follow our school rules. The students also displays character, resilience, perseverance and kindness.

Postcards Home
Teachers will be able to send postcards home to students acknowledging students following the 4C's.

Games Room - is a concept designed to encourage and motivate students to exhibit positive behaviour. Individual students are invited with a Games Room pass at first break to celebrate their positive behaviour. The Games Room has a number of games that promote social skills development in a closely supervised environment. Whole classes are able to access the space on invite by the principal or deputy principal for whole class positive behaviour.

Responding to unacceptable behaviour
All Baringa State Primary School staff are trained in Essential Skills of Classroom Management.

The core elements that allow for successful learning are: teachers setting clear expectations; acknowledging appropriate behaviour; and the timely correction of inappropriate behaviour (Richmond c. 2007). The 10 Essential Skills provide teachers with a framework for developing these core elements of effective teaching.

Essential Skill	Description
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

a) Re-directing low-level and infrequent problem behaviour (Step 8)
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to apply the Essential Skills of Classroom Management as above.

If the behaviour persists the staff member will need to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Queensland Government

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

b) Targeted behaviour support: Respond program

A small number of students at Baringa State Primary School may be identified through our data as requiring targeted behaviour support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students requiring further support are presented at Baringa State Primary School's Student Wellbeing Committee Meetings, which are held weekly. Prior to the meeting, the class teacher gathers all relevant information and parent / carer consent to present at the meeting. Upon reviewing all the relevant information, a course of action is devised on how to best support the student, teacher or parent.

Educational Support	Behaviour Support
• *Education Adjustment Profiles* for Students With Disabilities • *Education Support Plans* for Students in Care of the State • Literacy & Numeracy Intervention Programs • Referral for support through Student Support Committee • Learning Support Programs • Targeted teacher aide support • Individual Curriculum Programs	• *Individual Behaviour Support Plans* for identified students • Mediation – G.O. & Peer • Early parent contact with regular follow up meetings • Chill Out Card or similar • Alternative lunch time activities • Social Skills programs • Play Plans • Lunchtime Clubs • Guidance Officer support • Class Time Out • Check in Check Out Monitoring Book • Chaplaincy support • Community agency involvement • Buddy class

Teachers keep a record of the student's behaviour and the targeted support in order to gauge if / when more intensive support is warranted.

c) Intensive behaviour support: Behaviour Support Team

Baringa State Primary School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The following strategies may be implemented for students requiring more intensive support and/or flexible learning options to assist them to continue with their learning.

Intensive Intervention and Behaviour Support	
• Regular involvement of parents/carers in support for student • Administration Case Management for individual students	• Involvement of outside agencies – CYMHS; Minds Alive • Prinicpal Advisors • Negotiated entry/re entry to school

Queensland Government

• Referral to Student Wellbeing • Individual Behaviour Support Plan	• Teacher “buddy”

Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what the consequence is for 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 deputy principal to discuss the matter.

Student Wellbeing

Baringa State Primary School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher for support and referrals to the Student Wellbeing Committee.

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.

Curriculum and pedagogy
Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's

Queensland Government

curriculum at Baringa State Primary School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; and relationships education program.

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

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

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

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

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

Mental health
Baringa State Primary School implements early intervention measures and support for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention
Baringa State Primary School school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, principal or deputy principal.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Baringa State Primary School staff follow suicide intervention and prevention advice by ensuring:
- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

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

Queensland Government

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

Student Wellbeing Committee

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

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the Head of Inclusion.

Role	What they do
Deputy Principals	• monitors attendance, behaviour and academic data to identify areas of additional need. • responsible for student welfare at each year level • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the class, year level and school.
Head of Inclusion	• leadership of Student Wellbeing Committee to promote an inclusive, positive school culture • leads the inclusion team
Guidance Officer	• provide counselling, and programs for individuals and groups to address a range of personal, mental health, emotional and family issues to promote engagement in learning • facilitation of restorative conversation between students • provide crisis counselling • support staff to address and identify barriers to student engagement • undertake educational and psychological assessment • provide behavioural advice and support to teachers, families and students • facilitate group and individual parenting programs
Student Engagement Teacher	• build capacity of support for teachers • lead student engagement development activities, resulting in improved outcomes for students • support staff to address and identify students barriers • facilitation of restorative conversation between students
Student Wellbeing Psychologist	The Student Wellbeing Psychologist's role is to support students' mild to moderate concerns, including:

Queensland Government

	• Mental health concerns including anxiety, eating disorders, and depression. • Personal relationships • Stress • Trauma and crisis Referrals are determined by the Student Wellbeing Committee.
Chaplain	• provide pastoral care and personal support for students, staff and parents of the school community in cooperation with other school support staff. • provide pastoral care and support following critical incidents. • facilitate groups, events and activities with voluntary student participation, including lunchtime groups and breakfast club.
Family Pathways Program	• provides support to build the capacity of parents/families through integrated support and case management/coordination process. The caseworker will provide holistic case management support to families, including existing TSA services or through assisted/supported referrals to other appropriate services and agencies.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Principal Advisor- Inclusion, Principal Advisors- Autism Spectrum Disorder and Senior Guidance Officers. For more information about these services and their roles, please speak with the Head of Inclusion.

Whole School Approach to Discipline

Baringa State Primary School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter and regular communication in school Facebook page, enabling parents to be actively and positively involved in school behaviour expectations.
- School Student Engagement members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Baringa State Primary School's Student Code of Conduct delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School;

Queensland Government

- Procedures for Preventing and Responding to Incidents of Bullying; and
- Appropriate Use of Social Media.

Baringa State Primary School uses the level system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

The Level System
The aim of Baringa State Primary School's Level System is to create an environment where every member of the school community is able to function to the best of his / her ability. Our level based system focuses on the development and maintenance of self-discipline. The level system applies to all students enrolled at Baringa State Primary School; however adjustments are made to meet the requirements of individuals requiring targeted or intensive support.

Movement between levels is outlined in the Baringa State Primary School's Level System Flow Chart. (Appendix 2)

Level System Operation
Behaviour is to be defined as one of four (4) levels with Level 1 being the most desirable that a student chooses to exhibit (Appendix 3).

The student's level of behaviour indicates the number of people who are needed to support that student in managing their behaviour. Each student needs to be encouraged, supported and guided by our school community to be fully responsible for their behaviour. (See appendix 4)

Level 1 - Green (1 person)

People involved: *Student only*

Student is able to manage their own behaviour.
Students who work, play and participate responsibly, meeting school wide expectations, remain on Level 1.

Responses:
- Level 1 Excellence Certificate presented if student has remained on Level 1 for whole of semester.
- Level 1 Certificate presented if on Level 1 for end of semester but had a level drop previously in the semester.
- Encouragement Certificates may be issued to students ineligible for Level 1 certificates, but whose behaviour has progressively improved throughout the semester. This is at the discretion of the classroom teacher.
- Students at this level will participate in the Level 1 Reward Activity each term.
- Considered for position of responsibility (*eg* School Captains, School Councillors, Sports Captains) or to represent the school in prominent leadership positions. Such students need to consistently show self-discipline and high standards of behaviour. Year 5 students applying for positions of responsibility will need to have had their Year 5 teacher sign their nomination to indicate that the student's current behaviour is Level 1 and take into consideration previous term's behaviour levels of the student.

Issuing of Certificates (Recorded on OneSchool)
All teachers are encouraged to present general certificates for good work and good behaviour (following 4C's) during the course of the school week. 'Student of the Week' awards are given

Queensland Government

to two children from each class on assembly. Level 1 and Encouragement Certificates are sent home with students at the completion of each semester.

Level 1 Reward Activity
The level colour system is a visible, motivational tool designed to encourage, maintain and reward high standards of behaviour. As a reward for being on Level 1 at the end of term, students are entitled to participate in a range of organised Level 1 Reward Activities.

Level 1 Reward Activity Operation

- Each student starts the term off at Level 1 and is issued with a Green Level 1 Card. To be eligible to attend the Level 1 Reward Activity, a student must be on Level 1 at the time of the Level 1 Reward Activity.
- Every class is to have a school wide system for monitoring the behaviour levels of students. This is a chart system understood by students in all classrooms.
- When a student moves down a behaviour level from Level 1 to Level 2, the student loses their Green Level 1 Card.
- After 2 weeks, the student's behaviour is reviewed and the Green Level Card will be reinstated if appropriate behaviours have been exhibited by the student in the 2 week review period.
- If, during this 2 week review period, another 'timeout' referral is issued, the student will drop another level and will have a 2 week review period commence from the date of the "time out".
- Students who do not hold a green Level 1 card on the Level 1 Reward Activity Day will be 'buddied' out to another classroom whilst Level 1 students participate in the Level 1 Reward Activity.

LEVEL 2 - Orange (2 people)

People involved: *Student and teacher*

Student needs teacher intervention to help manage their behaviour.

Responses:

- OneSchool entry and records contact. Time out issued by class teacher. Teacher refers OneSchool entry to sector leader. Behaviour is recorded in OneSchool as a major incident.
- After 2 weeks, the student's behaviour is reviewed and their Green Level 1 card will be reinstated if appropriate behaviour has been exhibited.
- However, if the student received a '"time out" referral' during this 2 week period, they will drop another level to Level 3.
- The student can attend Level 1 Reward Activity if they make it back to Level 1 and has been negotiated with the classroom teacher.

LEVEL 3 - RED (3 people)

People involved: *Student, teacher and another adult intervention (e.g. another teacher, administrator or parent)*

Behaviour that warrants the student, with teacher and another adult's intervention (could be another teacher, parent or administrator) to manage their own behaviour.
Reponses:

- Class teacher enters behaviour in OneSchool entry and refers Sector Leader in. If the student is sent to buddy class the teacher contacts the parent/carers. For all other incidents the Sector Leader contacts parents/ carers. Contact to be recorded on OneSchool Time out issued (could be several days).

Queensland Government

- After 2 weeks, the student's behaviour is reviewed and if no incidents have occurred they will drop back to level 2. After an additional two weeks without any incidents they then they will drop back to level 1. However, if they receive a '"time out" referral' during this 2 week period, they will drop another level.
- Student can attend Level 1 Reward Activity if they make it back to Level 1 and has been negotiated with the classroom teacher.

Possible consequences:
- Non-attendance of extracurricular activities in and outside of school grounds
- Monitoring card/book (Staff discretion)
- "Time out" room
- Class withdrawal
- Admin support

LEVEL 4 - WHITE (4 people)

People involved: *Student with teacher, administrator and parent. Intervention needed for student to manage their own behaviour. More serious behaviour that parents are to be aware of, and are involved in corrective procedures.*

Possible Responses:
- Class teacher enters in OneSchool entry and refer Sector Leader in. Sector Leader contacts parents/ carers. Time out issued (could be several days).
- After 2 weeks, the student's behaviour is reviewed to determine their current level. Students can progressively move up a level after each two week period.

Possible Consequences:
- Class Withdrawal
- "Time out" room
- Non-attendance of extracurricular activities in and outside of school grounds
- Monitoring Book (staff discretion)

Behaviour Expectations

At Baringa State Primary 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.

Differentiated and Explicit Teaching

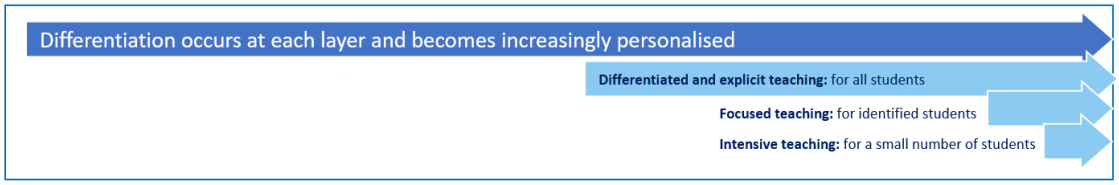
Baringa State Primary School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours,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

Teachers at Baringa State Primary 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

Queensland Government

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 Baringa State Primary School to provide focused teaching. Focused teaching is aligned to the Matrix of Expected Behaviour, and student progress is monitored by the classroom teacher/s to identify those who:

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

Baringa State Primary School has a range of Student Wellbeing Committee staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. For more information about these programs, please speak with the Head of Inclusion.

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.

Queensland Government

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.

Queensland Government

Legislative Delegations

Legislation

In this section of the Baringa State Primary 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

Queensland Government

Disciplinary Consequences

Baringa State Primary School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Strategies to Deal with Unacceptable Behaviour

Step 1- Highly Effective Strategies (**Essential Skills 1-7)**
Utilise Essential Skills for Classroom Management, least to most intrusive. Have a Zones conversation - 'I can see you are in the yellow zone'. Proactively move student to the 'Zone Space' in the room to self regulate.

⬇

Step 2- Restatement, Rule Reminders (Essential Skills 8-10)
The teacher may then add a combination of the following strategies to address the student's behaviour: restatement of the rule, giving a specific direction, giving the student a choice warning - such as, to work/play appropriately OR move to the **'chill out chair'**.

⬇

Step 3- Chill Out Chair
The student is directed to a different part of the current classroom, to sit at in isolated desk until they are willing and able to comply. Posters relating to positive behaviour are displayed at this desk, and paper is supplied if students would like to draw as part of their cool down time. After a minimum of five minutes, if students are ready to re-enter the class group, they may raise their hand or under the direction of the teacher. It is critical that teachers support re-entry in a planned, solution focused, non-punitive manner.

⬇

Step 4- Buddy Class
If a student returns to the class after spending time at the Chill Out Chair and continues to be disruptive, or refuses to use the Chill Out Chair teachers will direct the student to go to their Buddy Class. This is another classroom, which has a separate desk and chair positioned in a non-threatening area, away from the whole group. Students stay at the Buddy Class until they are ready to follow instructions and demonstrate understanding of the Baringa State Primary School rules. The teacher at the Buddy Class is not punitive or judgmental. They are providing a safe and supportive environment for students to reflect on their own choices. When a student returns from Buddy Class the teacher will complete debrief questions with the student. **All incidents where a buddy class is required, the student will drop a level as this is now a major incident and they will be required to attend the "time out" room.** Teachers/ staff member to record on OneSchool as a major incident and notify sector leader and SET to issue consequence. Parents are to be contacted by teacher that sent child to buddy class.

⬇

Step 5- Administration Referral
If student returns from Buddy Class and continues to display unacceptable behaviour and staff member requires assistance call 302. A member of Administration will respond for support with the 'Kid or Class' model.

Queensland Government

Teacher Debrief
After a student has been sent to the chill out chair, sent to buddy time out, time out room or referred to Administration, **staff members have a critical role to debrief one on one with the student**. Staff at Baringa SPS continually aim to build relational trust with students in a supportive and non-threatening environment. Once the situation is defused and the student is calm, the staff member meets one on one with student and discusses the behaviour by asking the following questions: What happened? How did this make you feel? What will you do differently next time? Specialist teachers are also expected to debrief with students when required if an incident occurs in their class. A staff member may use a template to debrief with students (see Appendix 6).

BSPS Playground and Outside School Management for Inappropriate Behaviour

Step 1- Highly Effective Strategies (**Essential Skills 1-7)**
The teacher responds to low level misbehaviour and playground disturbance by following the 'Essential Skills of Classroom Management' including giving clear directions, reinforcing positive behaviour, cueing with parallel acknowledgement and using non-verbal messages to alert or cue the student.

⬇

Step 2- Restatement, Rule Reminders (Essential Skills 8-10)
Use redirection/ restatement or rule reminder. After redirection and using a combination of the ESCM give the student a choice warning. Teacher should try one of the following strategies before going to step 3: walk and talk to the student, pick up litter, sit out from game for 5 minutes etc.

⬇

Step 3- Sit Out of Play
Sit out of play is thinking time to a different part of the playground that the child is playing in. If a child refuses to sit out of play go straight to step 4.

⬇

Step 4- Reflective or Restorative Conversation
Teacher has a reflective or restorative conversation with the student and if the behaviour continues a teacher can fill out a minor playground duty form found in the playground duty folder. The minor behaviour will be entered on Oneschool by a designated staff member. An FYI card can be placed in the pigeon hole or handed to the classroom teacher to alert them to the minor incident.

Step 5- Administration Referral
If the student still continues the same behaviour after the 4 above steps or if the infringement is more serious e.g high level swearing this becomes a "Major behaviour" and the student is referred to the office. Staff member on duty is to complete a Major playground incident form in the duty folder and drop it to the office for administration follow up. Sector deputy will issue approprate consequence e.g. time out and level drop, restorative conversation. Staff will have a playground duty folder which will contain a variety of materials including a HELP card.
If a major behaviour incident has occurred (e.g. physical fight) send the HELP card to the office for Administration support or alternatively staff can call the direct line to the office from their mobile to access admin support. Incident will be followed up by admin.

Queensland Government

"Time Out" Room
The "Time Out" Room is a whole school facility provided at first break each day. The purpose of the room is to provide a consequence for major behaviour.

- A "Time Out" is issued if **major behaviour** has occurred.
- Student will be required to complete a reflection sheet, have a restorative chat with the adult on duty and take their reflection sheet back to their class teacher at end of "Time Out."
- "Time Out" Referral means an automatic drop in the behaviour level assigned to that child.
- "Time Out" Referral means that the student misses their play time in first break.
- The student's name is written in a specific folder by the sector leader booking him/her into the "Time Out" room.
- Specialist teachers communicate to sector leaders, classroom teachers and complete a OneSchool entry if a major behaviour occurs during their lesson.
- The student presents at the "Time Out Room" promptly at first break with their lunchbox.
- Late arrival may include an extra day's "Time Out".
- If the student chooses not to attend "Time Out", an extra day may be imposed.
- If a student is referred by the sector leader during playtime, the student attends the "Time Out" Room the next day.
- If a child is issued with a "Time Out" because they have attended buddy class the classroom teacher will contact parent and any other major behaviour the sector deputy will make parent contact
- If a student chooses inappropriate behaviour in the "Time Out" Room, extra time is imposed. In the first instance this will be an extra day given.
- Continual non-compliance in the "Time Out" Room could result in a suspension.

Behaviour Monitoring Card (At staff discretion)
The Behaviour Monitoring Card is divided into the three classroom sessions of the day and two play breaks. A staff member/teacher evaluates behaviour at the end of each section of time. A member of Administration checks this each afternoon and it is taken home each evening.

Play Plan (At staff discretion)
Some students may be placed on a 'Play Plan' which identifies where students are to play. Failure to adhere to the 'Play Plan' could result in a level drop and "time out" Room.

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

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

Minor behaviours are those that:

- are minor 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; and
- do not require involvement of specialist support staff or Administration.

Individual class teachers will be primarily responsible for dealing with minor behaviours.

Queensland Government

Strategies to implement supportive, fair, logical and consistent consequences include:

Behaviour	Possible Consequence
• Running on concrete or around buildings • Playing in toilets • Not playing school approved games • Non compliance • Inappropriate language (written/verbal) • Out of bounds • Swinging/ climbing on building structures • Bad sportsmanship • Spitting/ chewing gum • Lateness from lunch breaks	• Restate/ Rule reminder • Warning • Chill Out Chair/Area • Walk and talk • Restorative conversation • Loss of play • apology
• Incorrect use of equipment e.g. bike, skateboard, pencils, sporting equipment, • iPad misuse e.g. air dropping, misuse in class	• Restate Rule Reminder • Equipment confiscated is persistent
• Not completing set tasks • Refusing to work • Disrupting the learning of others	• Rule reminder • Warning • Chill Out Chair • Complete work during play •
• Not wearing a hat in playground • Not wearing shoes outside	• Rule reminder • Sit out of play
• Littering	• Community service
• Throwing sticks/stones (not at people) • Minor hands on or rough play	• Rule reminder • Warning • Walk and talk • Sit out of play • Restorative conversation • Parent contact

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member completes a OneSchool entry notifying their sector leader.

Major problem behaviours may result in the following consequences:

Behaviour	Possible Consequence
• Physical aggression • Sexual assault • Fighting • Throwing objects at people • Possession of weapons • Leaving school without permission	The Principal (or delegate) will investigate thoroughly and apply consequences that are fair and consistent. This may include: • "time out" Room referral • Alternate lunchtime activities

Queensland Government

• Inappropriate use of electronic devices e.g. e-mail, social media, inappropriate websites • Aggressive language/verbal abuse/swearing • Stealing / major theft • Wilful property damage • Vandalism • Possession or selling of illegal substances • Major bullying / harassment • Major disruption to class • Bringing knives to school • Persistent minor behaviour (3 minor referrals of a similar misdemanour in a two week period). • Refusal to follow staff members' directions • Outside school incidents that affects the good order and management of the school such as cyberbullying, school bus misconduct	• Loss of privilege • Parent contact • Referral to Guidance Officer • Referral to Student Wellbeing Team • Suspension from school • Exclusion Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The disciplinary consequences model used at Baringa State Primary 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.

Queensland Government

Differentiated

Class teachers provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Timeout
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Wellbeing Committee for team based problem solving
- Stakeholder meeting with parents and external agencies

Queensland Government

Intensive

School leadership team work in consultation with Student Wellbeing Commitee 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)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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 Baringa State Primary 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 Baringa State Primary 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 consequence through their disciplinary absence from school. The aim of the re-entry meeting

Queensland Government

is for school staff to set the student up for future success and strengthen home-school communication.

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

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

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

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

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

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

School Policies

Baringa State Primary 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

Queensland Government

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 Baringa State Primary 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. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Baringa State Primary 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;

Queensland Government

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

Use of mobile phones and other devices by students

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

Mobile phones (with cameras, internet connection and recording mechanisms) and other electronic devices are an integral part of modern living. If students bring a mobile phone or electronic device to school then they must comply with the school policy.

These rules exist because:
- Undisciplined mobile phone and electronic device use during lessons disturbs the process of teaching, learning and assessment;
- Undisciplined use of devices before school and during breaks can give easy access to inappropriate sites not filtered, cause physical damage (hearing loss), emotional stress, and anti-social behaviour and therefore are not permitted;

Queensland Government

- Visibility of new mobile phone technology and electronic devices encourages theft from school bags, causing stress, conflict and financial hardship when items go missing.

Mobile phones are ***not necessary*** for school as students have access to a telephone in the Administration and in class via teacher permission, if they need to contact their home in case of emergency. If family members need to contact their student, they must ring the Administration and staff will see that the message is received by the individual in question.

Policy statement

1. Any mobile phone or electronic device brought to the school is to be **turned off** and out of sight unless use is directed by a teaching or administration staff.
2. Staff members have the right to question students on the use of their device. If the teacher believes there is any concern to themselves or others, they will refer concerns to the office for clarification and action. Refusal to comply with teacher instructions will not be tolerated.
3. If students require urgent access to a phone they should report to the administration building, or classroom telephones via teacher permission to use a school phone.
4. Devices with built-in cameras are ***not to be used*** anywhere, unless instructed by teachers for learning activities. It would be considered inappropriate to use any device in change rooms toilets, playgrounds, hallways, classrooms etc.
5. Students must not take photographs or images of teachers, ancillary staff, other students or visitors to the school without their prior consent and knowledge.
6. Students must not make/send harassing or threatening calls/messages. (Social messaging like imessage etc are to be turned OFF on iPads.
7. The playing of music, through any device e.g. iPad, phone etc. or via external speakers is not permitted on school grounds, unless directed for learning purposes.
8. The school discourages students from bringing mobile phones and other electronic devices (except school approved BYOD iPad devices) to school, and as such will not be responsible for loss or damage to mobile phones or electronic devices. No liability will be accepted by the school in the event of loss, theft or damage to any device.

Consequences for breaching the school's mobile and electronic device policy are:

- 1st offence – Mobile phone or electronic device used inappropriately as above. (all mobile phones are turned off during school hours) If a breach the phone will be required to be handed in at Administration for a 3pm collection. Parents will be advised.
- 2nd offence – Mobile phones or electronic device used inappropriately as above. If a breach the phone will be required to be handed in at Administration for a 3pm collection. Parents will be advised. (Time out Room for reflection)
- 3rd offence – possible suspension with parents to collect the offending device.

Refusal to comply with teacher instructions to hand the offending device in at the office may result in an automatic suspension with the parent to collect the item.

Inappropriate use of mobile phone or electronic device include: during breaks (e.g. viewing inappropriate imaging, playing violent games, filming other students, cyber bulling or nuisance calling/texting, etc.) Victims of abusive, threatening, bullying messaging, or inappropriate video/photo imaging will be advised to make a complaint to the Queensland Police.

Any student who places an image / words on the internet which have a negative impact on the good order of the School, its staff or students will be investigated. (Time out Room for reflection or Suspension)

Queensland Government

Preventing and responding to bullying

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Baringa State Primary School has a Student Council, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

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

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

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

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

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

A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Baringa State Primary School we believe

Queensland Government

students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records); having immediate, medium and long-term effects on those involved, including bystanders. Single incidents 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.

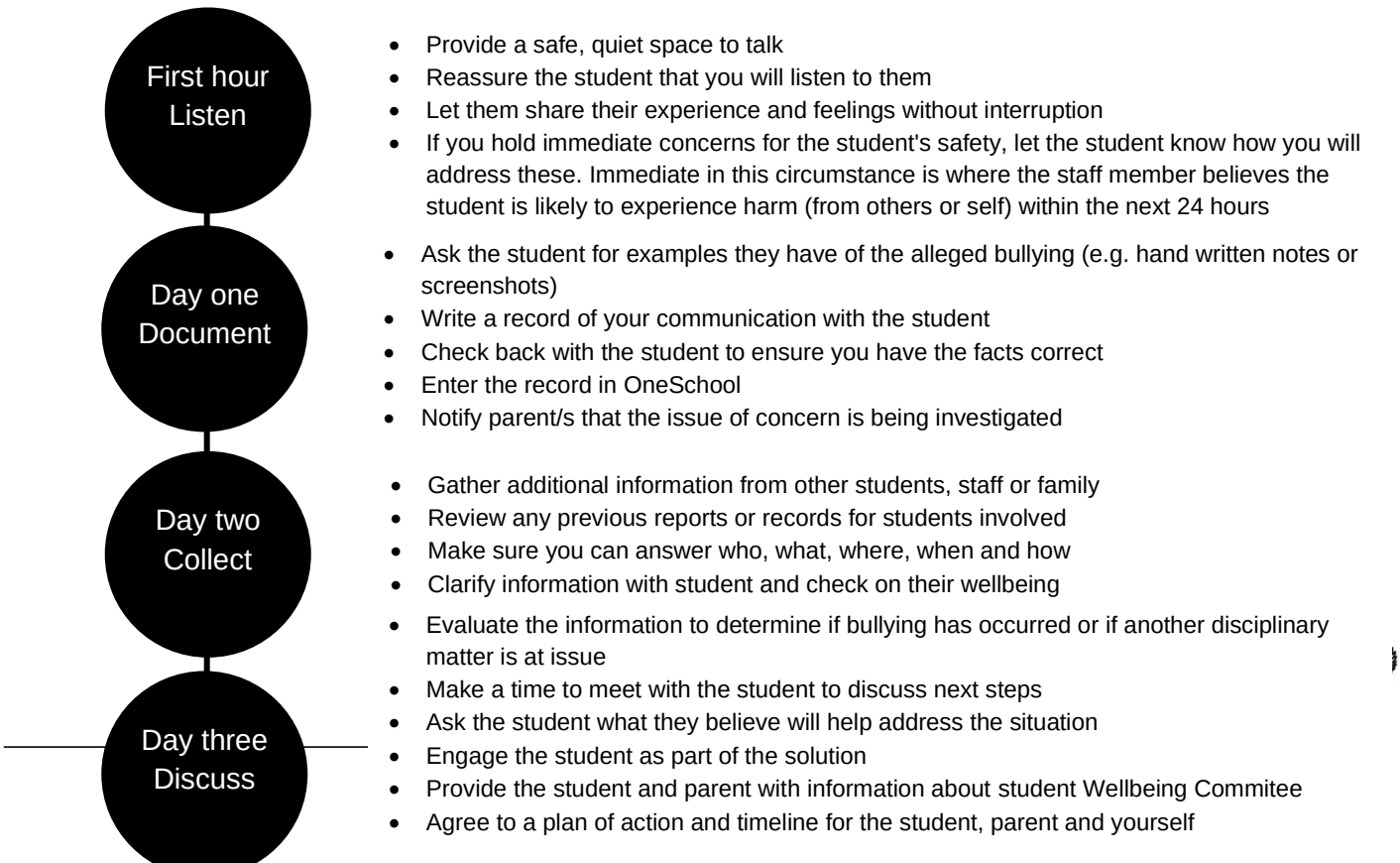
However, these conflicts are still considered serious and need to be addressed and resolved. At Baringa State Primary School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

Baringa State Primary School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying: Class Teacher



Cyberbullying
Cyberbullying is treated at Baringa State Primary 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. Parents can also contact the year level deputy principals, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. 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 Baringa State Primary School may face in-school disciplinary action, such as timeout or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Queensland Government

Baringa State Primary School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

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

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

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

YES

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

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

NO

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

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

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

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

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

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

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

OR

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

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

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

Queensland Government

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Wellbeing Committee 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 Baringa State Primary School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Queensland Government

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

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

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Queensland Government

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

Queensland Government

carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

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

What if I encounter problem content?
Taking the following steps may help resolve the issue in a constructive way:

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

Restrictive Practices

School staff at Baringa State Primary 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

Queensland Government

advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

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

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

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

Critical Incidents

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

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

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

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

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

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

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

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

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision

Queensland Government

moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

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

Resources

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

Queensland Government

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the school

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

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

2. **Internal review:** contact the local Regional Office

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

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

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

Queensland Government

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

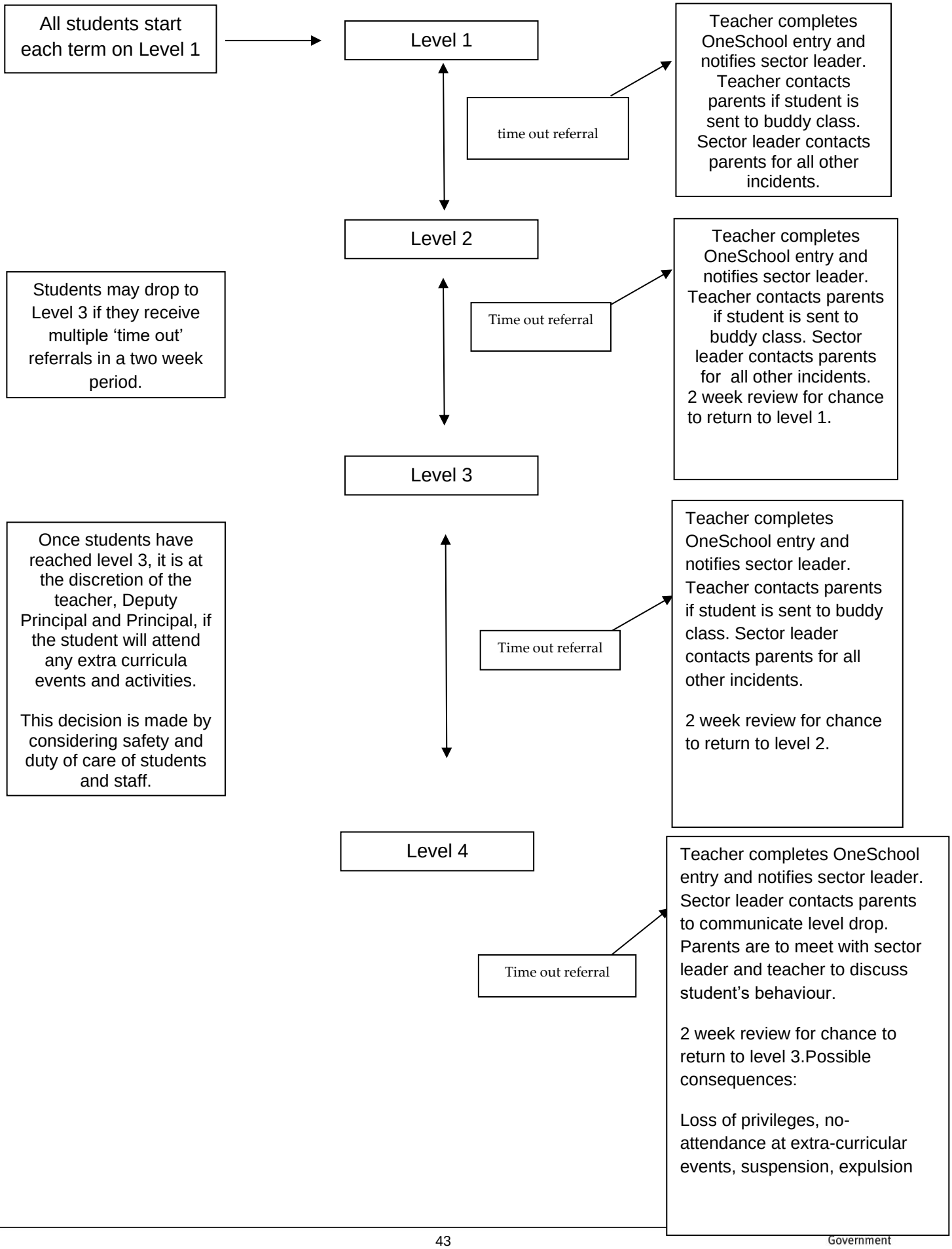
Queensland Government

Appendix 1 – Matrix of Expected Behaviours

MATRIX OF EXPECTED BEHAVIOURS				
	4C's FOR SEL	**4C's FOR OTHERS**	**4C's FOR LEARNING**	**4C's FOR SCHOOL ENVIRONMENT**
ALL SETTINGS	Develop resilience Be honest Always stay in the school grounds unless with a teacher. Use hygienic practices Be a problem solver. Be a good listener Use your manners	Keep hands and feet to yourself. Use appropriate language and speak kindly. Use manners and show respect. Follow directions Embrace diversity Solve disagreements using the High5 Co-operate with others and use teamwork. Treat people with respect	Be in the right place at the right time Try your best with all tasks and show commitment towards your learning goals Try new games and activities	Keep prohibited items at home Care for property Wear correct school uniform Report problems to a teacher
LEARNING ENVIRON MENTS	Walk quietly in the room Ask permission to leave the classroom Only go in the room when a teacher is present Sit on chairs safely	Speak at appropriate times only Encourage and support others Listen to others without interrupting Use a quiet voice	Be prepared for learning and have all of your equipment organised Complete work on time Ask for help respectfully when needed Take pride in your work Use computers and internet appropriately	Look after school property and use it appropriately Clean up after yourself Be a responsible team member Return items you borrow in good order
EATING TIME	Eat enough healthy foods for Brain Break and Lunch Sit when eating Be on time Wash hands	On the eating bell raise your hand and wait to be dismissed by a staff member Only eat your own food	Make healthy food choices to help your brain and body	Put litter in the bin Put lunchboxes in tubs
PLAY TIMES	Play safely Wear a hat, sun safe clothes and shoes at all times Play in the correct area Report injuries to the teacher on duty Show self-control	Respect others Include others Play school approved games Use play equipment safely Be fair Walk on concrete areas	Think of different ways to solve problems Stop play when the bell rings and pack up equipment Listen and do as the teacher on duty tells you	Look after school play equipment and pack it up when asked Stay out of gardens and trees Treat insects, birds and other animals kindly Put all rubbish in bins Report any property damage Leave sticks, stones, sand and bark stay on the ground
USE of eLearning Devices	Follow steps on the BYoD agreement Be Cybersafe and Cybersmart when using the Internet Keep account names and password safe and secure	Mobile phones are to be kept in school bag or in pocket during school day- not to come out All Cloud applications will be turned off at school Demonstrate etiquette when using devices	Use the Baringa SPS internet to download only audio/video, website content and programs related to learning	Store BYoD devices in locked classrooms during lunch breaks
TOILETS	Use the correct toilets Wash your hands after using the toilet One person per cubicle Close the door when in the toilet	Wait outside for your partner Respect other people's personal space Use a quiet voice Play away from the toilets	Go to the toilet before school and during lunch breaks	Be water wise Leave the area clean Put paper in the bin Use soap and towels sensibly Flush after use
CANTEEN	Wait your turn Buy/ eat your own food Follow the ordering procedure Eat food in eating areas	Line up orderly	Make healthy food choices	Put all rubbish in the bin

Queensland Government

Appendix 2 – Level Flowchart



Government

Appendix 3 – Levels of Behaviour Management

Queensland Government

Appendix 4

Baringa State Primary School Procedures

1.Before School

- Until 8:15am students are to sit with their school bag in the year 2/3 eating area near the tuckshop with their bag
- *At 8:15am the song 'Good time' will play. Students are able to walk to their port racks and drop their bag/s off. They are not to return to their bag/s before the school bell rings. Hallways are out of bounds in the morning except for bag drop off.*
- After bag drop off students are to stay in designated activity zones before school e.g. playgrounds, handball courts, under cover areas. Several staff members are rostered on to patrol the playgrounds.
- No students are to be in hallways after dropping their bag off.

2. Lining Up on 8:40am bell

- Students to assemble in two (2) lines – seated in a predetermined area for each class.
- Teachers take charge of own class **prior to second bell**.
- Walk students to classroom.

3.Getting Ready for the School Day

- *Students are encouraged to use the toilets prior to entering class*
- Reinforce that students are required to:
  i. Have pencils sharpened and ready for use
  ii. Put chairs down including those of absent students
  iii. Open windows (if no air con in use)
  iv. Attend to the tuckshop box/ lunch tubs

4.Eating Areas

- Require students to be seated to eat.
- Require students to be seated until released by the duty teacher.
- Release students **only when satisfied area is tidy.**
- Emphasise that eating may only occur in the eating area – not in transit or in the playground.
- Lunch boxes must be placed in class tubs.
- Students to **walk** from the eating area *via pathways*.
- Line up at the canteen only after the play bell has sounded.
- Ensure playground area is free of litter before you leave duty.
- Eating on the oval/ Discovery Centre/ Playgrounds is **not permitted**.

5. Movement

- Walk with class, having told leaders where to stop. Indicated stopping points should preferably not be near classrooms. Require any speaking to be at a low level of volume.
- Require two (2) lines.
- Instruct class to **keep to the left** when on paths.

6. Manners

- Model good manners.
- Reinforce good manners.

7. Toilets

- Encourage students to go only during breaks.
- Require students to go with a partner. Applies to all ex-classroom errands.
- Remind students to flush toilet, wash and dry hands, use litter bin.

8. Play Areas

- Regularly reinforce play areas. In particular, emphasise the following to students:

Queensland Government

- Stay in own areas.
- Go to a covered play area if without a hat.
- Do not climb trees.
- Game equipment and big play balls must only be used on the oval or basketball court.
- Games like 'Brandy' are not permitted.
- Tackling, pushing and rough play are not permitted- only touch football not 1,2,3 grab.
- All fighting including play fighting is forbidden.
- Sticks and stones are to remain on the ground.
- Take turns when waiting to use equipment.
- Take care of gardens. Do not enter a garden bed.
- Students must never leave the school grounds without the permission of a teacher or teacher aide.
- Students are not permitted to take shoes off to play.
- Play is not permitted without a hat. Students are to play in the undercover area.
- Only play in safe zones. Do not go out of bounds.

9. Playground Duty

- Be punctual.
- If delayed, contact the office urgently.
- Remain in duty area until relieved. Resolve issue later if concern exists.
- Wear a hat for own safety and as an example to students.
- Be mobile within duty area.
- Periodically check student toilets as applicable.
- Actively monitor playground conduct.
- Use 'Walk with Me' as a technique to defuse emergence of inappropriate conduct or as a consequence of a minor breach.

10. Others

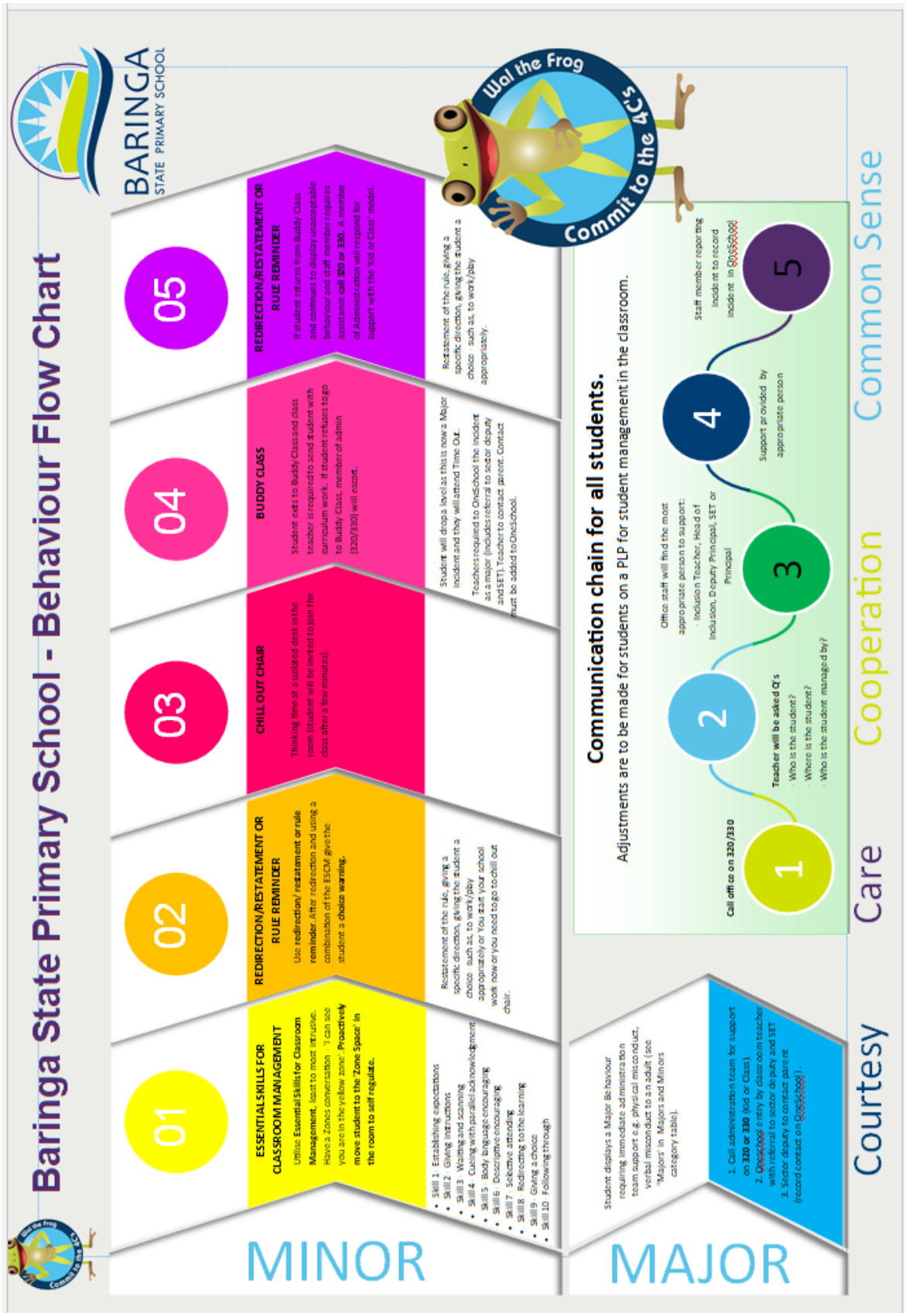
- Reinforce importance of 4C's at all time. Acknowledge incidents where these occur.
- Reinforce expectation that litter either be placed in bins or returned home in lunchboxes.
- Monitor canteen lines for orderly conduct and courtesy to tuckshop personnel.
- Bicycles and skateboards must not be ridden within the school grounds.

11. Dress Code

- Wearing of full school uniform is expected at all times.
- Nail polish is not to be worn.
- Long hair must be tied back if it is identified as a safety issue during school activities (both male & female students).
- The wearing of jewellery is to be kept to a minimum- see uniform policy.

Queensland Government

Appendix 5 – Behaviour Flow Chart



Queensland Government

Appendix 6: Reflection forms/debrief strategies

BARINGA

Reflection Form One

Name		Class		Date	

What did I do?

I did not listen and follow directions of the supervising adult.	I did not keep my hands, feet and objects to myself.	I was not managing my own behaviour and I did not make good choices.	I did not speak calmly and use polite language.

What school rule was broken?

Courtesy	Cooperation	Care	Common Sense

How did I feel when I did not follow school rules?

Angry	Sad	Scared	Confused	Worried	Tired

What should I have done instead?

Followed directions of supervising adult.	Kept my hands, feet and objects to myself.	Managed my own behaviour and made good choices.	Spoken calmly and used polite language.

To make it right, I am going to...

apologise for my poor choices.	listen carefully and follow instructions.	stay calm.	tidy up my mess.	keep my hands and feet to myself.	start work quickly and quietly.	be kind to others.	Other.
I am sorry for.....							

Adult to complete:

☐ Compliant in Time out → Return to class

☐ Non-compliant in time out → Office Referral

BARINGA **Reflection Form Two**

Name		Class		Date	

What happened?

I am at time out because

What rule was broken?

Courtesy	Cooperation	Care	Common Sense

How were you feeling and what zone were you in when you broke the rule?

What should you have done instead?

I should have

What needs to be done to fix the situation?

I need to

Will you be able to do this?

Adult to complete:

☐ Compliant in time out → Return to class

☐ Non-compliant in time out → Office Referral

☐ Non-complaint on re-entry → Office Referral

Queensland Government