



Kowanyama State School

Student Code of Conduct 2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name:	Finn Buckley
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Principal Signature:	
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Date:	02/12/2020
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Purpose

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

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. The code of behaviour is based upon shared values and beliefs of the Kowanyama State School Community and was developed alongside the plan for Positive Behaviour Learning (PBL), which includes the following:

- **Respect Learning** Being true to yourself, your school and others, and respecting the learning needs of all students by doing the right thing at all times.
- **Respect Community** Taking pride in yourself, your school, your home and the community as a whole. Being safe towards yourself, other students, staff members, visitors, equipment, environment and surroundings.
- **Respect Culture** Taking pride in where you come from, who you are, your families, your land and your traditions. Respecting Elders and teachers within the school and community

Principal's Foreword

Kowanyama State School has high expectations for the learning, engagement and behaviour of all of its students. It is essential for our students to achieve success and that instances of bullying and challenging behaviours are at a minimum. This Student Code of Conduct clearly identifies the high expectations we have for all of our students and outlines the processes that we follow to try and address these behaviours. Our values and policies have been established through transparent consultation with students, staff, parents and the wider community.

We trust that this Code of Conduct will be beneficial to the ongoing success of our school and students.

Consultation

Kowanyama State School developed this plan in collaboration with our school community.

Consultation with parents, staff and students regarding school wide expectations for positive learning behaviours and procedures necessary to support these was conducted throughout 2020.

Learning and Behaviour Statement

All areas of Kowanyama State 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.

At Kowanyama State School we facilitate positive behaviours, prevent problem behaviour and respond to unacceptable behaviours. We have developed a continuum of positive behaviour support for all students within the school.

Through our Responsible Behaviour Plan, the shared expectations for student behaviour are visible to everyone who works or visits the school. This assists Kowanyama State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Learning is maximised when students feel safe and respected.

Consideration of Individual Circumstances

Kowanyama State School endorses the need for a flexible approach to managing behaviour which recognises the individual circumstances of students. In view of this, any required consequences for problem behaviour needs to be fair and equitable, and therefore may vary according to a number of factors including:

- The age of the child
- The severity of the incident
- Amount of reliable evidence
- Degree of known provocation
- Perceived intent of action
- The child's emotional state
- Trauma and family circumstances
- Mental health and wellbeing
- Behaviour history
- Disability
- Religious and cultural considerations

Student Support Network

Kowanyama State School supports students through the development of a positive, supportive and disciplined environment. Within this environment, support is provided at a whole school, targeted, and intensive level by the following:

<ul style="list-style-type: none"> • Teachers • Parents and Carers • Support Staff • Community elders 	<ul style="list-style-type: none"> • Administration Staff • Guidance Officer • Advisory Visiting Teachers
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Support is also available through the following government and community agencies:

<ul style="list-style-type: none"> • Child and Youth Mental Health • Apunipima • Queensland Health • Department of Communities • Kowanyama Sports and Rec Association 	<ul style="list-style-type: none"> • Police • Local Council • RAATSICC • Be Well, Learn Well • Act for Kids
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Student Welbeing

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

Learning and wellbeing are 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).

Kowanyama State School acknowledges the positive impact that a meaningful relationship between a teacher and student can have on students' academic and social outcomes.

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

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

Medications

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

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

Suicide prevention

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

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

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

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

Where a suicide has occurred on school grounds or at a school event, Kowanyama 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.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

PBL Expectations

Kowanyama State School has developed an approach to managing behaviour using the Positive Behaviour Learning (PBL) framework.

This approach involves implementing best-practice supportive strategies at differentiated, focused and intensive level. Our progress with implementation is overseen by the PBL Leadership Team composed of administrators, classroom teachers, and specialist teachers who meet weeks 2,5 and 8.

Students

Below is the PBL expectations for Kowanyama State School. This details what each of our three school-wide values looks like or sounds like in specific settings and what we expect. Some of these behaviours apply to all settings, whereas others may be more specific to a particular routine or area.

Our Expectations and Values at Kowanyama State School

	ALL SETTINGS	ALL TEACHING AREAS	OUTSIDE PLAY AREAS	WALKWAYS AND STAIRWAYS	EATING AREAS AND TIMES	TOILETS
Respect Learning	<p>Right Place, Right Time</p> <p>Listen to and follow instructions</p> <p>Walk and talk politely</p> <p>Keep hands, feet and objects to yourself.</p> <p>Do your best and have a go!</p>	<p>Raise your hand and use manners to ask a question</p> <p>Get permission to leave the room</p> <p>Provide help to others in the classroom</p> <p>Be on-task and attempt work</p>	<p>Line up for class on time</p> <p>Stop play at first bell</p> <p>Help others to learn the rules of games</p> <p>Return to class promptly</p>	<p>Use quiet voices when moving past classrooms</p> <p>Knock before entering the room</p> <p>Walk quietly – so others can continue learning in classrooms</p>	<p>Eat quickly and quietly in class.</p>	<p>Use toilets at first bell</p> <p>No lingering or playing in the toilets</p>
Respect Community	<p>Keep school grounds tidy and clean – graffiti free</p> <p>Listen and follow instructions from all staff members</p> <p>Look out for others by reporting problems</p> <p>Keep hands, feet and objects to yourself.</p> <p>Walk and talk politely</p>	<p>Quiet voices during learning time</p> <p>Enter and leave rooms quietly in orderly manner</p> <p>Look after learning resources</p> <p>Use equipment properly</p>	<p>Play games that are safe for all players and follow the rules</p> <p>Stay in safe areas</p> <p>Play in the correct area</p> <p>Play fair</p> <p>Take turns</p>	<p>Watch out for others when walking</p> <p>Walk safely</p>	<p>Put rubbish in the bin and take bins out at the end of the day</p> <p>Eat and drink healthy</p> <p>Clean up areas</p>	<p>Wash hands after using the toilet</p> <p>Flush and leave the toilets tidy for others</p> <p>No germs on me</p>
Respect Culture	<p>Listen to and follow instructions from all staff members</p> <p>Respect other's personal space and property</p> <p>Respect and appreciate our cultural beliefs</p> <p>Walk and talk politely</p> <p>Right Place, Right Time</p>	<p>Sit down and listen</p> <p>Talk at the appropriate volume</p> <p>Gain the teacher's attention in a polite way.</p> <p>Listen to your Community Elders when they visit your classroom</p>	<p>Include others in games</p> <p>Be fair and friendly</p> <p>Look after kids that are younger than you</p>	<p>Be a good role model - show the younger kids how to walk safely</p>	<p>Respect the land by picking up the rubbish</p> <p>Sit down while eating</p> <p>Eat your food</p>	<p>Use the correct toilets (Upper and Lower)</p> <p>Use toilet paper appropriately</p> <p>Leave toilets when finished</p>

Parents and staff

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

Thoughtful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.

Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Accountable

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school facebook page and other materials sent home by school staff.	We will use the school facebook page as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Co-operative

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social	We will share relevant information with you about your child's learning,

and behavioural needs with school staff.	social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Kind

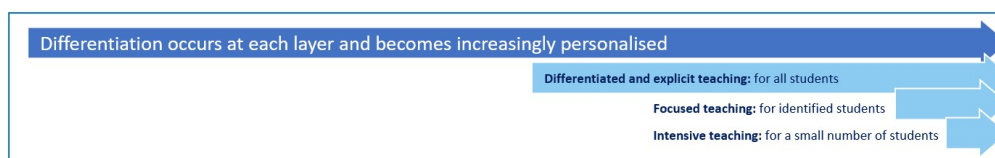
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Differentiated and Explicit Teaching

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Focused Teaching

There will be some students who, despite the procedures outlined above, will require extra support in meeting our expectations for positive behaviour.

Initial actions may include individualised support delivered by the classroom teacher. This may involve making modifications to teaching practice and curriculum delivery, an increased focus on building relationships and liaising with parents/carers more often. Teachers may consult with colleagues, administrators or assigned mentors/coaches at this stage. It is important for the teacher to document these initial interventions on OneSchool in order to:

- a) Collect data and progress
- b) To gauge when a referral for external support is required

The PBL team will meet to analyse data to see which students need further intervention.

Intensive Teaching

This level of support is applicable if a student displays severe and challenging behaviours which puts themselves or others at risk of harm (eg. Serious acts of aggression towards peers and/or staff, persistent bullying, use of drugs) or presents with chronic behaviour which impedes their own learning and/or disrupts the learning of others.

In these circumstances, a Complex Case Management Team (CCSM) will be developed to formulate a specific Individual Behaviour Support Plan (IBSP). The IBSP will be attached to the student's OneSchool record for reference purposes.

The minimal membership requirements for this CCSM would comprise:

- The student's Classroom Teacher
- Principal or Deputy Principal
- Guidance Officer
- Behaviour teacher
- The student's parent/carer

In many cases the team will also include individuals from outside agencies (eg. Practitioners in the Remote Area, Child and Youth and Mental Health Services, Apunipima).

The purpose of the IBSP process will be to gather relevant information regarding when/where/with whom the problem behaviours are most and least likely to occur, and to determine which intervention will be most effective in helping the student to modify their pattern of behaviour. The care team will then meet fortnightly to monitor the effectiveness of the intervention.

Legislative Delegations

Legislation

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

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

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback 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. Some of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback and rule reminders continue to display low-level problem behaviour.

For a small number of students, 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 is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

When a student uses low level problem behaviour, staff initially respond by using a 'least intrusive' approach. Depending on the individual circumstances, staff may decide to:

- Tactically ignore (selectively attend to) the behaviour
- Use non-verbal cues or appropriate body language (i.e. simple proximity to the student)
- Use cueing with parallel acknowledgment to keep language positively framed
- Give warning and rule reminder (What are you doing? What should you be doing? What happens if you continue to behave inappropriately?)
- Apply consequences within classroom setting through time-out
- Use corrective feedback (e.g. "Hand up when you want to ask a question")
- Use pre-correction (e.g. "Remember, walk quietly to your seat")
- Use rule reminders
- Use explicit behavioural instructions(e.g "Park your pencil at the top of your desk")
- Give 30 second take up time
- Redirection
- Individual close talk about expected behaviour
- Prompt student to take a break or time away from class

- Break tasks into smaller chunks
- Reduce verbal language
- Model appropriate language, problem solving and verbalise thinking process
- Classwide incentives
- Reminders of class goals
- Detention
- Provide demonstration of expected behaviour
- Send students to the Behaviour Room (BR) if behaviour persists and is consistent. Teachers must use the Step and Star process before sending students to the BR.

Focussed

There will be some students who, despite the procedures outlined above, will require extra support in meeting our expectations for positive behaviour. The class teacher will be supported by school based staff to address the in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Behaviour card
- Targeted skills in a small group
- Behavioural contract
- Counselling and guidance support
- Check in Check out strategy
- Teacher coaching and debriefing
- Stakeholder meeting with parents and external agencies

Intensive

The Complex Case Management Team will meet on a fortnightly basis to coordinate the delivery of services to the students with significant support needs, and to monitor and track the students' progress in achieving to the best of their ability in developing positive learning outcomes, targeting engagement and behaviour.

Objectives of the Team:

- Establish students to be case managed
- Conduct Functional Behaviour Assessments
- Create Individual Support Plans (behaviour)
- Stakeholder meeting with parents and external agencies including regional specialists
- Create safety plans if student poses a risk
- Counselling and guidance support

If students persist with serious behaviour consequences may include:

- 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 the school)

School Policies

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

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

Temporary removal of student property

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

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

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

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

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

- illegal items or weapons (e.g. guns, knives, slingshots, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope, whips)
- 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).

Responsibilities

State school staff at Kowanyama State School:

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

Parents of students at Kowanyama State School

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

Students of Kowanyama State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Kowanyama State School Exemplar State College Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

In consultation with parents and the wider community, mobile phone contracts will be drawn up and given and signed by parents and students outlining Kowanyama State Schools mobile phone and other devices policy.

Kowanyama State School has determined that all mobile phones will be handed into the administration office in the morning or when they arrive at school. They will then receive their mobile phones at the end of the day. If they refuse to hand their phones in a parent will be contacted for assistance. If the student continues to refuse to hand over their mobile phone a consequence will occur.

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

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

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Year 7 to Year 12 –Year Level Coordinator or subject teacher

Principal –Finn Buckley

First Step

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

Second step Document

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

Third step Collect

- Gather additional information from other students, staff
- Make parents/carers of the person who is bullying aware of their actions
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Fouth step Discuss

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

Fifth step Implement

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

Sixth step Review

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

Ongoing Follow up

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

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic Defusing Strategies

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.

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.

Approach the student in a non-threatening way:

Move slowly and deliberately towards 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.

Follow through:

If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other student's attention towards their usual activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief

Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decisive moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Resources

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

Conclusion

Exemplar State College 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.