Bounty Boulevard State School

Student Code of Conduct 2025-2028

Reviewed and approved February 2025

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Contents

Purpose

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

Bounty Boulevard State School Student Code of Conduct outlines 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 levels of engagement 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.

Whole School Approach to Discipline

Bounty Boulevard 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 throughout 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 Bounty Boulevard State School, we believe PBL is about establishing a framework to make sure all students are explicitly taught the expected behaviours and establish clear, consistent boundaries. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations, and strive to use behavioural incidents as opportunities to re-teach.

The development of the Bounty Boulevard State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, gaining support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success

is a shared goal of every parent and school staff member. 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 student's Deputy Principal.

The Australian Professional Standards for Teachers – Standard 4 (Create and Maintain Supportive and Safe Learning Environments) guides teachers to support student participation, manage classroom activities, manage challenging behaviour, maintain student safety, and use ICT safely, responsibly and ethically.

Students' individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements are taken into account when responding to inappropriate behaviour and applying disciplinary consequences. Personalised Learning Records and Support Provisions document these individualised supports for students.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four expectations: Respect for Self, Others, Learning and Property / Environment.

Students
The matrix below outlines what the PBL expectations look like for students across the school. Additionally, each classroom will have their own established class rules to enact the matrix.

Student Engagement Matrix

I Respect…

	Self	Others	Learning	Property & Environment
This matrix is for:	• Follow instructions	• Hands off, feet off	• Listen, learn, participate	• Use equipment safely
• During the school day	• Right place for me at the right time	• Listen and respond to the High 5	• Give it a go	• Use my own belongings
• When wearing my school uniform in public	• Come to school in the approved uniform	• Communicate respectfully	• Use my tools for learning	• Allow personal space and privacy

Expected PBL language within the school also incorporates:

The table below explains the PBL expectations for students and the standards we commit to as staff:

What we expect to see from you	What you can expect from us
Respect for Self	
Follow Instructions	Delivered expectations and reminders about following delivered instructions first time every time
Right place for me at the right time	Commitment to a respectful classroom where individual preferences for learning are included

Come to school in the approved uniform	Delivered expectations and reminders about wearing an approved uniform
Respect for Others	
Hands off, feet off	Delivered expectations and reminders about respecting the personal space of others
Listen and respond to the High 5	Reference to High 5 visuals in the classroom and playground to support social problem solving
Communicate respectfully	Provision of a safe, supportive environment for all students
Respect for Learning	
Listen, learn, participate	Delivered expectations and reminders about complying with school routines and engaging in the expected program of instruction
Give it a go	Encouragement to do your best Feedback about how you are going
Use my tools for learning	Provision of a safe, supportive environment for all students
Respect for Property and Environment	
Use equipment safely	Delivered expectations and reminders about safe use of property and equipment (your own, others' and school)
Use my own belongings	Provision of safe storage areas for bags, lunch boxes and school supplies Delivered expectations and reminders about using your own belongings
Allow personal space and privacy	Delivered expectations and reminders about respecting the personal space and privacy of others (including online)

The BBSS Majors/Minors Guide (refer to Appendix A) assists teachers when recording the details of observed behaviour incidents on OneSchool.

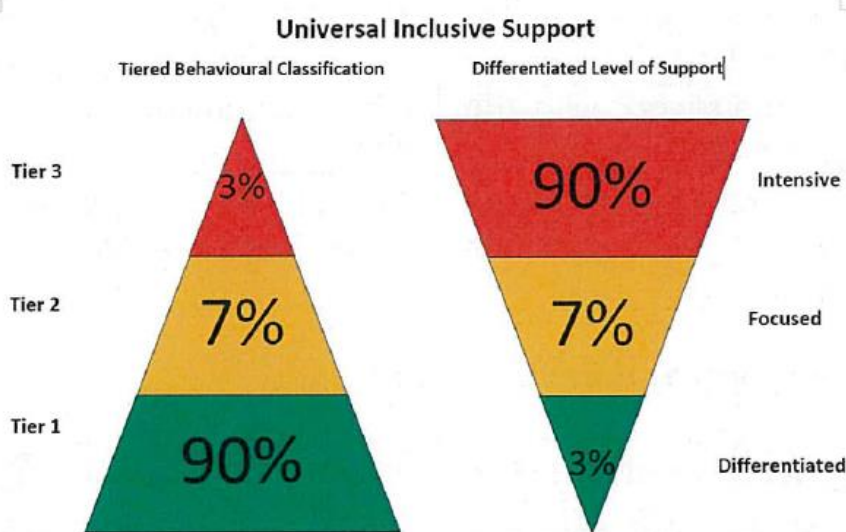The current OneSchool Behaviour Category Definitions (refer to Appendix B) give precise definitions for teachers when recording details of observed behaviour incidents on OneSchool.

Students demonstrating undesired classroom behaviour flowchart (refer to Appendix C) provides a pathway for teachers to address student behaviour in the classroom setting.

Consideration of Individual Circumstances

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

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

Universal Inclusive Support

Tiered Behavioural Classification	Differentiated Level of Support

Tier 3	3%		90%	Intensive
Tier 2	7%		7%	Focused
Tier 1	90%		3%	Differentiated

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please

make an appointment with the year level Deputy Principal to discuss the matter.

Differentiated and Explicit Teaching

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

Teachers at Bounty Boulevard 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.

Differentiation occurs at each level of planning and becomes increasingly personalised

Provision of whole curriculum

Year and/or band plans

Unit plans

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students
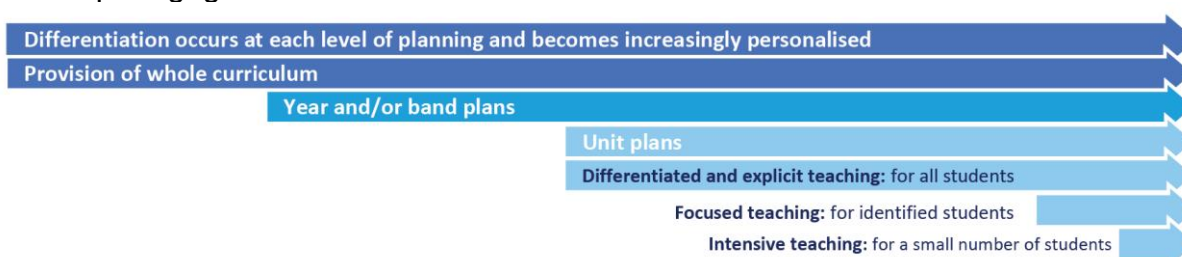
In the PBL framework, differentiated and explicit teaching is for all students. Focused teaching is for identified students. Intensive teaching is for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the student expectations matrix (as illustrated in PBL Expectations section) as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as a basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

UNIVERSAL INTERVENTIONS: *PBL Tiered Support Interventions*

80% Always	*At Bounty Boulevard State School, we focus on Positive Behaviour for Learning (PBL).* *Universal support is offered to all students. Universal supports are designed to maintain a safe and supportive environment.* *At Bounty, Universal supports are provisioned for all students to respond to, increasing student engagement. All staff utilise Essential Skills for Classroom Management (ESCM) as a consistent pedagogy across our school.*

Academic	Engagement	Social Emotional	Wellbeing	
Differentiated learning	Essential Skills for Classroom Management (ESCM)	Zones of Regulation	Lunch time clubs	
Pedagogy tailored to suit the learner	Class rules co-constructed	Zones Tools To Try	4 Respects posters displayed	
Information presented in multi-modal modes	Bounty Golds free and frequent to acknowledge learner actions	Explicit Teaching weekly of an SEL focus	Explicit teaching of behavioural expectations	
Learning Walls	Fidget from home to support learning	Relational supports from staff	Reset time/class	
Movement breaks	Active supervision Near proximity	Expectation reminders	PBL reward menu within each class	

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 and development, work collaboratively with class teachers at Bounty Boulevard State School to provide focused teaching. Focused teaching is aligned to the PBL expectations matrix, and student progress is monitored by the classroom teacher/s to identify those who:
- no longer require the additional support
- require ongoing focused teaching
- require intensive teaching

Bounty Boulevard State School has a range of student support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school

invests in the following evidence-informed programs to address specific skill development for some students:

- Classroom PBL
- Essential skills for classroom management (ESCM)
- Coaching support for all teaching staff
- Zones of Regulation
- Functional Based Assessment

For

Bounty Boulevard State School

TARGETED INTERVENTIONS: *PBL Tiered Support Interventions*

15%
Targeted

At Bounty Boulevard State School, we focus on Positive Behaviour for Learning (PBL).

Targeted support is offered to **15% of students.** Targeted supports are designed to maintain a safe and supportive environment.

At Bounty, Targeted supports are available all of the time, in addition to the Tier 1 Universal supports.

All staff utilise Essential Skills for Classroom Management (ESCM) as a consistent pedagogy across our school.

Academic	Engagement	Social Emotional	Wellbeing	Tier 2 suppoprts are:
Small group learning opportunities	Social stories	Set goals and awards	Daily check in (CICO)	➢ in addition to the Tier 1 supports already in place, not as replacement ➢ continuosly available ➢ aligned with the Bounty Boulevard State School expectations
Peer mentoring	Seating plan	Social Emotional Learning (SEL) program delivery	Reward plan that meets function	➢ function based (what caused behaviour) ➢ monitored by the Tier 2 PBL Team through triangulating the data
Alternate presentation of materials	Classroom management plan	Supported play	ERASE planning	*Parents must be informed.*

further information please speak with your child's year level Deputy Principal.

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 behavioural 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 consultations with the student's family.

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

and participation faced by students who are negotiating a number of complex personal issues.

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

Bounty Boulevard State School

INTENSE INTERVENTIONS: *PBL Tiered Support Interventions*

At Bounty Boulevard State School, we focus on Positive Behaviour for Learning (PBL).

Intense support is offered to **5% of students.** Intense/Individual supports are designed to maintain a safe and supportive environment.

At Bounty, Intense/Individual supports are available all of the time, in addition to the Tier 1 Universal supports and Tier 2 Targeted supports.

All staff utilise Essential Skills for Classroom Management (ESCM) as a consistent pedagogy across our school.

Academic	Engagement	Social Emotional	Wellbeing	Tier 3 suppoprts are:
Individual Curriculum Plan (ICPs) for students below age equivalence	Complex case management- coordinated by DP of year level	Play plan for unstructured break times	Individual plans: -Part-time learning plans - Risk assessment	➤ in addition to the Tier 1 and Tier 2 supports already in place, not as replacement ➤ continuously available ➤ aligned with the Bounty Boulevard State School expectations
Academic support within the classroom from teacher aides	Individual Behaviour Support Plans (IBSP)	External agency collaboration and Consent to Exchange	Counselling: -School based psychologist -Guidance officer	➤ function based (what caused behaviour) ➤ monitored by the Tier 2/3 PBL Team through triangulating the data
Individualised instruction	Functional Behaviour Analysis (FBA)	Individual plan with scheduled sensory breaks	Student Support Team (SST) referrals	*Parents must be included in the decision making.*

Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused 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 student's or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

Class teachers provide 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 and gestures)
- Whole class practising of routines
- Ratio of 4 positives 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
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives (Bounty Gold token economy)
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- 30 second take-up time for processing of instructions
- Reduced verbal language
- Break down tasks into smaller chunks
- Provision of positive choice of task order (e.g. Which one would you like to start with?)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking processes (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 for reset)
- Reflection

Focused

Class teachers are supported by other school-based staff to address in-class behaviour. This may include:
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. student behaviour plan)
- Target skills teaching in small group
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check-in check-out strategy

- Teacher coaching and debriefing
- Referral to student support team for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Team to address persistent or ongoing serious problem behaviour. This may include:
- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence and is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school, 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 Bounty Boulevard State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, 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 focused 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

The following form is completed together upon re-entry:

Bounty Boulevard State School
Every Moment Matters
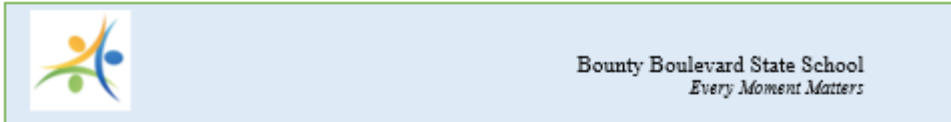
Re-entry after suspension

Learner name:	Parent name:	Date:

What happened?

What else could Bounty staff do to help you?

Who are two people that you can talk to at Bounty?

What is our plan to support you from today?

Agreement: I am ready to be Respectful of Self, Others, Learning and Property and environment and my parent and staff of Bounty, will support me-

Signed:_____   Learner:_____

Signed:_____   Parent:_____

Signed:_____   Teacher:_____

Signed:_____   Deputy P:_____

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 interpretations services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as Guidance Officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Bounty Boulevard 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 ab Bounty Boulevard State School and will be removed if found in a student's possession:

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

- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. week 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 Bounty Boulevard State School:
- do not require the student's consent to search school property such as lockers, desks, iPads 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 Bounty Boulevard 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 Bounty Boulevard State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - 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 Bounty Boulevard 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 Bounty Boulevard State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection

Use of mobile phones and other devices by students

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.
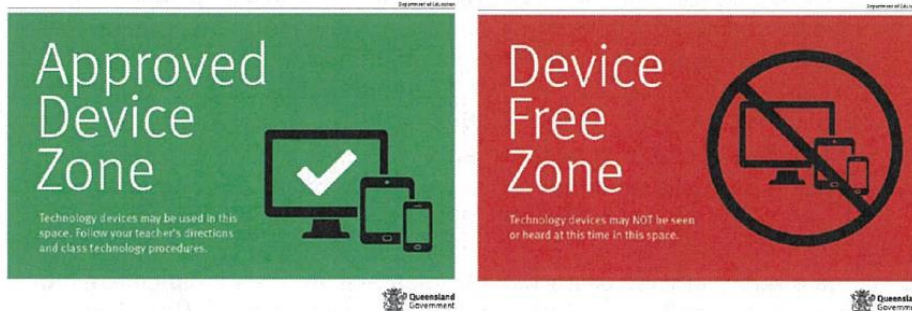
Responsibilities

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

It is acceptable for students at Bounty Boulevard State School to:

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

It is not acceptable for students at Bounty Boulevard State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone or other devices in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Bounty Boulevard State School Student Code of Conduct. In addition, students and their parents should:
- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile divides
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes

- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Bounty Boulevard State 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.

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

Bullying

The agreed national definition for Australian schools describes bullying as:
- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert).

Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fight between equals, whether in person or online, are not defined as bullying.

Behaviours that **<u>do not</u>** constitute bullying include:
- mutual arguments and disagreements (where there are no power imbalances)
- 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 Bounty Boulevard State 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 Bounty Boulevard State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on

Bounty Boulevard State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher

**First hour
Listen**

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

**Day one
Document**

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

**Day two
Collect**

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

**Day three
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 student support network
- Agree to a plan of action and timeline for the student, parent and yourself

**Day four
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

**Day five
Review**

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

**Ongoing
Follow up**

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

BOUNTY BULLYING FLOWCHART CHECKLIST

Date reported to BBSS:	Student named as bullied:
Person reported to at BBSS:	Person supporting student named: (Parent/caregiver)

Steps of process	Particulars
First hour: Listen	
Day one: Document	

Queensland Government

Day two: **Collect**	-
Day three: **Discuss**	-
Day four: **Implement**	-
Day five: **Review**	-
Ongoing Follow Up	-

Queensland
Government

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. There is also a dedicated senior leadership officer, the student's year level Deputy Principal, 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 Bounty Boulevard State School may face in-school disciplinary action, such as reflection 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 student's year level Deputy Principal.

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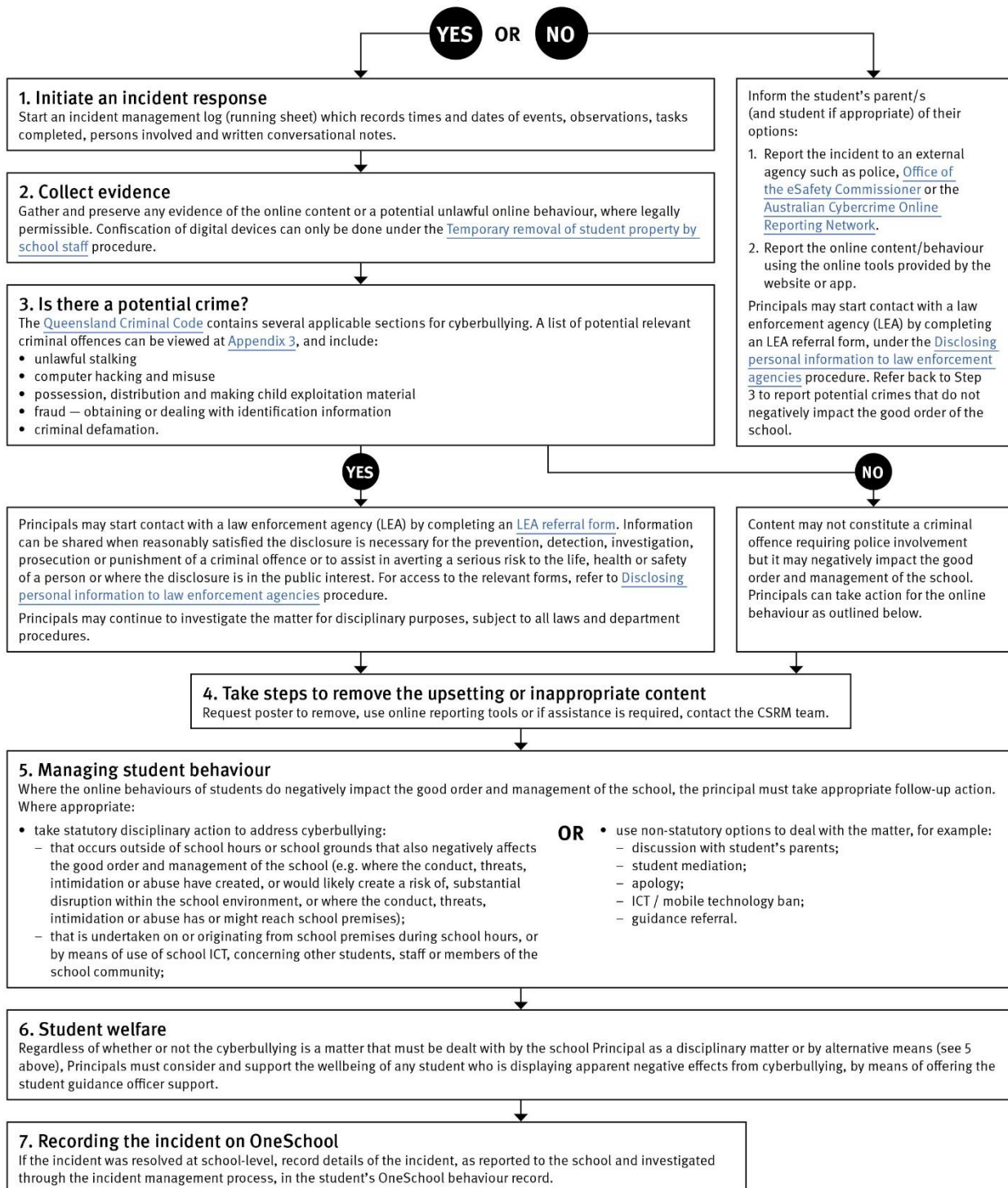
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process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

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

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.

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.

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.

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.

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 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
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), 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.

Cybersafe 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 cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety 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 cyber safety 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 cyber safety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

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

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

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interaction. 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 the school.

Bounty Boulevard State School – Anti-Bullying Contract

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

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

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

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

Student signature _____

Parent's signature _____

School representative signature _____

Date_____

Appropriate use of social media

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using 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 is 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 of 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*(Cwth)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 Bounty Boulevard 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 school staff have a consistent understanding of how to respond in emergencies that seriously endanger students 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 moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Appendix List

A – BBSS Majors/Minor Guide

B - OneSchool Behaviour Categories

C - Student demonstrating undesired behaviour flow chart

Category	Minor Classroom teacher managed	Major Leadership supported / managed	Non-examples
Abusive Language	• **Quick reactionary comment** Examples: Using swearing while playing or walking; non-directed swearing in the classroom (e.g. This is s%#t); name calling	• **Swearing at or about another person (student & staff) in a negative, aggressive and/or emotive way** • **Repeated intentional use of inappropriate language** Examples: Swearing directed at adult/peer; making inappropriate racial/sexual comments	• Saying "stupid" or "ugly"
Defiance	• **Brief/low intensity failure to respond to a reasonable adult request and / or talking back** Examples: Refusing to line up; running on concrete; in out of bounds area; five mins late to class (frolicking)	• **Continual and persistent and/or aggressive refusal to follow reasonable adult requests** Examples: Repeated out of bounds; repeated late to class; defiance that makes adults feel threatened	• Late to class (reasonable reason / evidence provided) • Rolling eyes when asked to do something
Disrespect	• **Brief/low intensity/throw-away disrespectful comment with minor impact to learning and teaching** Examples: That's an ugly shirt; Your breath stinks; This is dumb; wearing clothing not within the dress code guidelines; intentional lying to an adult (no consequence to others)	• **Intentional rude/dismissive comment/s with major impact to learning and teaching** Examples: Comments that directly address another student / adult and reference race, gender identity, religion; intentional lying to an adult (consequence impacts others)	• Speech that is reflective of a person's disability • Throwing an eraser to a friend who has asked for one • Excitedly calling out answers to questions
Disruption	• **Once-off disruptive talk, noises, out-of-seat behaviour** Examples: Calling out, distracting (e.g hands over work), making noise with materials, noisy moving between lessons	• **Persistent behaviour causing prolonged interruption to learning** Examples: Sustained loud talk, yelling, screaming; sustained out-of-seat behaviour	• Out-of-seat action that is reflective of a person's disability
Fighting		• **Mutual participation in an incident involving physical violence.** Examples: Intentional planned fight; impulsive outburst that causes harm; conflict that escalates to a fight; filming/uploading fights	• Making unintentional contact with peers as part of a game; bumping into someone
Physical Aggression	• **Physical contact which does not result in physical injury** Examples: Play fighting; rough play; impulsive play/action; trying to get a reaction from others	• **Physical contact with intent or outcome of causing injury or harm to others** Examples: Bystanders that aggravate or instigate a situation; physical aggression (with or without object) that causes harm; deliberate physical aggression towards others	
Property Damage	• **Low intensity misuse of property for a purpose for which it was not intended and does not cause harm to self or others** Examples: Drawing in someone's book; graffiti in a diary	• **An activity that causes substantial destruction / disfigurement of property and/or harm to self or others** Examples: Graffiti on walls; vandalism; damage to staff cars or buildings	• Accidentally writing on someone's book
Property misuse causing risk to others	• **Dangerous use of objects not directed towards others** Examples: Throwing stones at a target object	• **Use of an object to threaten/cause harm or physical injury to another person** Examples: Throwing a rock, stick or other object with intent to cause harm.	• Accidentally hitting someone with a ball
Refusal to participate in the educational program of the school	• **Refusal to engage in their program and/or failure to do set tasks and/or respond to instructions** Examples: Task avoidance; refusing to bring required materials; arms folded/head on desk; walking away from task; "You can't make me!"	• **Repeated and defiant refusal to comply with teacher requests to engage in program of learning** Examples: Continuing verbal defiance/refusal; temper tantrums about completing work; exiting classroom without permission to avoid the task	• Standing in a particular spot in the room / pacing around the room to self-regulate feelings about engaging in a task
Technology violation	• **Non-serious, but inappropriate use of a digital device** Examples: Writing an inappropriate word in the text of an email at school; using IT without permission; earphones in class time (when not requested or required); use of App not specified by CT; iPad use before/after school	• **Serious, inappropriate use of IT** Examples: Using someone else's account; accessing unapproved websites/Apps/VPN; use of mobile phones during class time; recording/photographing staff/students (with/without sharing of images); damage to technology belonging to others/school; cyberbullying	• Inappropriate use of social media at home • Accidentally finding an inappropriate site
Theft	• **Borrowing an item without consent** Examples: Taking classroom / peer resources without permission; taking someone else's food; hiding teacher property	• **Stealing valuable items (being in possession of/having passed on)** Examples: Stealing valuable items like iPad, watch, money, glasses etc; stealing teacher/s or other student/s personal valuable property; repeated theft; premeditated theft; stealing from local business	• Mistakenly taking an object with a valid belief it belongs to them
Truancy	• **Student in school ground but not in their timetabled class (out of class)** Examples: Student leaves teaching space but returns within 10 mins; student does not return following dismissal from specialist lesson; student leaves the room but is in line of sight	• **Student is about to or has left the school grounds (out of class)** • **Repeated unexplained absence with/out parent/guardian knowledge (out of school)** Examples: Leaving school without permission; repeated failure to attend classes/school; early departure without permission and/or signing out; repeated absence from school without carer's permission	• Student taking a sensory break in a negotiated way or place
Use / Possession of Combustibles or Weapons	• **Possession / inappropriate use of aerosol (not paint)** • **Bringing a look alike (play) weapon to school** Example: Spraying aerosol deodorant around/at other people; Toy sword on a non-dress up day	• **Possession of substances/objects capable of causing physical harm/property damage** • **Possession of real or replica weapons or other objects readily capable of causing bodily harm** Examples: matches, lighters, firecrackers, petrol, lighter fluid, aerosols; real or replica knives/guns; homemade weapon	• Bringing a look alike (play) weapon as part of dress-up day costume
Bullying / Harassment		• **Repeated, deliberate verbal, physical and/or social behaviour intended to cause ongoing physical, social and/or psychological harm.** • **Inappropriate touching** • **Intimidation** • **Threatening others with harm** Examples: Repeated gestures that indicate harm e.g. cutting throat, verbal threats, threats over social media	• Calling someone "stupid" as an isolated incident • Saying "I'm not going to be your friend" • Saying "I hate you" to a friend
Substance misconduct	• **Use or possession of legal substance/s banned at school** Examples: Students talking about having a substance; students mentioning that they have used a legal substance out of school	• **Possession/use/assisting another student to access inappropriate legal substances** Examples: Alcohol; Tobacco; Prescription medicine; sniffing aerosol • **Possession/use/assisting another student to access illegal substances** Examples: All other illicit drugs e.g. Marijuana	
Bomb Threat / False Alarm		• **Delivered message of possible explosive materials being on campus, near campus and/or pending explosion**	

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Abusive Language Verbal messages that include swearing, name calling, or use of words in an inappropriate way.	**Bomb Threat / False Alarm** Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.
Bullying / Harassment Deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm; In person / online (Cyberbullying); Overt/Covert; Related to gender identity, ethnicity, sex, race, religion, disability, physical features (Harassment)	**Defiance** Refusal to follow directions given by school staff.
Disrespect Intentional delivery of socially rude or dismissive messages to adults or students	**Disruption** Interruptive behaviour in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.
Fighting Mutual participation in an incident involving physical violence.	**Physical Aggression** Intentional engagement in physical contact where injury may occur. Includes premeditated acts or incitement of others to undertake physical aggression. Directed towards peers, adults, visitors, animals.
Property Damage Participation in an activity that results in destruction, damage or disfigurement of property.	**Property misuse causing risk to others** Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury
Refusal to participate in the educational program of the school Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	**Substance misconduct** **Legal Substances:** Possession/supply/use of tobacco, alcohol, or other prohibited substances/implements. **Illegal Substances:** Possession/supply/use of illegal drugs/substances/imitations or implements
Technology violation Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	**Theft** Possession of, having passed on, or being responsible for removing school or someone else's property.
Truancy **(Out of Class)** Present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence). **(Out of School)** Absent from school (morning, afternoon or entire school day) without permission or appropriate reason	**Use / possession of:** **Combustibles:** Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage **Weapons:** Possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.

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Student demonstrating undesired behaviour?

Reminder of Expectation

Warning

Reset Class

Behaviour correction opportunity in class

Student re-enters classroom: Student is welcomed back and shown they are valued in the setting. The welcome will convey warmth and communicate a belief that the student can and will get back to task.

Flow chart process recommences. In the event of Reset Class twice in the same session...

Referral to DP / Principal: Continued minor behaviour (Reset class twice in same session) and/or MAJOR classroom behaviour.