



Bounty Boulevard SS

# Student Code of Conduct 2020-2022

## ***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

## Purpose

Bounty Boulevard State School is a P-6 school committed to inclusive education and 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 Student Code of Conduct is designed to facilitate high standards of behaviour, therefore the learning and teaching in our school can be effective and students participate positively and feel safe within our school community. The Code outlines the approach to promoting positive behaviour, the range of student support provided and how the school responds to unacceptable behaviour.

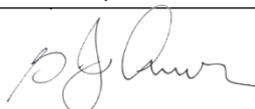
## Contact Information

Postal address:	PO Box 1145, North Lakes, Qld 4509
Phone:	(07) 3482 1333
Email:	bountyboulevardss@eq.edu.au
School website address:	www.bountyboulevardss.eq.edu.au
Contact Person:	Liz O'Mara

## Endorsement

Principal Name: Stephen Auer

Principal Signature:



Date: 4/12/2020

P/C President and-or School  
Council Chair Name:



Luke Beazley

P/C President and-or School  
Council Chair Signature:



Orlissia Forde

Date: 04/12/2020

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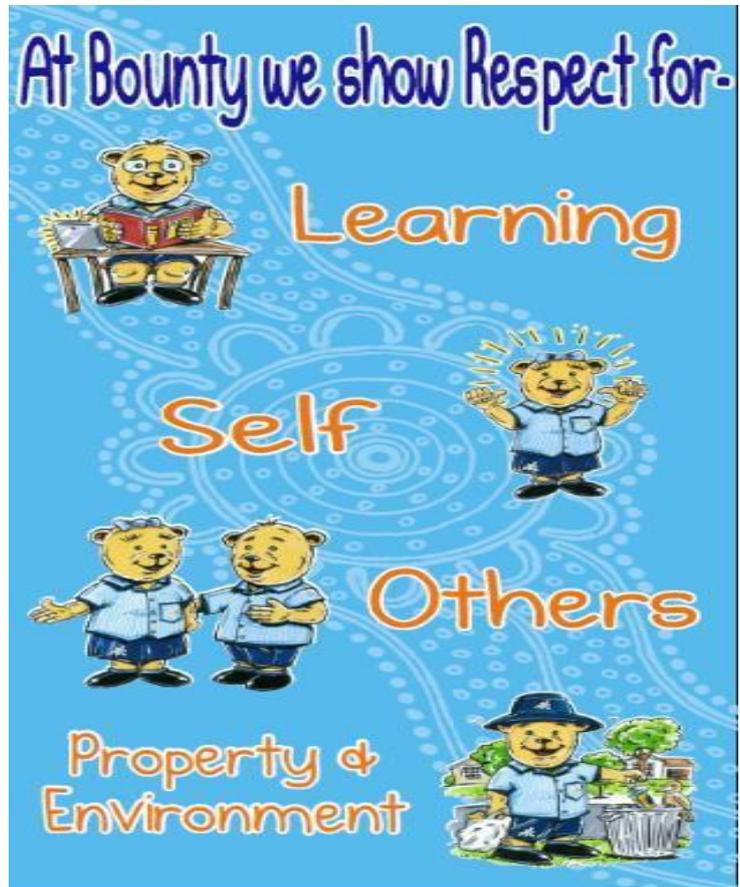
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# Principal's Foreword

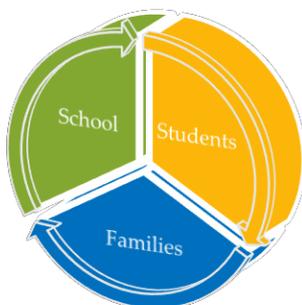
## Introduction

Bounty Boulevard State School (BBSS) is a large primary school situated in North Lakes, an outer suburb north of Brisbane. Our priority is an inclusive learning environment, which supports every student succeeding, every day and creates engagement in the Australian Curriculum (C). This is achieved through academic rigour, cultural diversity and social and emotional learnings. Children need to regularly attend (A) school and appropriately behave (B) to achieve engagement in all areas of school life. Our schooling at BBSS is as simple as  $A + B = C$ . This means we need our children to attend every day that they are well. On these days we expect them to follow our four respects i.e. appropriately behave. If children follow our directions/instructions then we can teach students the curriculum and grow their capabilities to give them as many options as possible heading into high school and beyond.



# 'First Time, Every Time'

This document is one of many support tools that we will enact in co-operation with parents and families to grow students' capabilities and to ensure a quality education is provided in line with Queensland's Department of Education vision of Every Child succeeding. As you can imagine there are a myriad of other documents ranging from the use of IT devices, to which curriculum is taught each year to the students, to how this is taught as well as specific lessons taught that help children learn how to behave that support this document. These are available via our website.



Please be part of a respectful productive partnership as we all learn together.

## P&C Statement of Support

As president of the Bounty Boulevard State School P&C Committee, I am proud to support the new Student Code of Conduct. This consultation process has been led by the school leadership team involving the School Council, P&C Committee and parents of the Bounty Boulevard Community.

We encourage all parents to familiarise themselves with the Bounty Boulevard State School Student Code of Conduct and take time to talk with their children about the expectations and discuss any support they may need.

Here at Bounty Boulevard State School we pride ourselves on our inclusive learning environment. We support the 4 respects. Respect for Learning, Respect for Self, Respect for Others, and Respect for Property and Environment. We aim for all students to participate in a productive learning environment so that we all can learn together. It is with your support that we can work collaboratively with school staff to ensure all students are safe and supported to meet their individual social and learning need. It is vital that all students feel secure. When students are secure, they are more likely to be active participants in learning and achieve better physical, emotional, social and educational outcomes.

Any parents who wish to discuss the Bounty Boulevard State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or join the Bounty Boulevard State School P&C Association.

## School Council Statement of Support

Queensland School Councils exist to provide strategic planning, monitoring and advice to the school leadership team for the benefit and betterment of all students and the school community. With this purview in mind the Bounty Boulevards State School (BBSS) Council supports this Student Code of Conduct, which outlines expected behaviours, provides examples of unacceptable behaviours, consequences and rights for students, staff, families and the BBSS community.

For every student to succeed a partnership (team effort) is required between students, their families and our school, by which all parties display appropriate behaviours. Strategically the Student Code of Conduct supports the shared vision for all Queensland state schools, "Every Student Succeeding" by creating inclusive learning environments. Every student is supported to; belong to the school community, engage purposefully in learning and experience academic success.

The Student Code of Conduct supports the schools Positive Behaviour for Learning (PBL) and the Four Respects; *respect for self, respect for others, respect for learning and respect for property & environment*. It provides a framework to enable students to engage in positive behaviours, including both recognition for demonstrating such behaviours and a clear matrix of consequences when not demonstrated.

The School Council looks forward to monitoring the success of the Student Code of Conduct and the positive impacts for our school. It will provide the opportunity for every student to succeed through Learning, Love and Laughter at Bounty Boulevard State School.

## School Captains/Leaders Statement

At Bounty, students enforce the “First Time, Every Time”, the “4 Respects” and the “High 5” to ensure that students have an enjoyable school experience.

If students approach everything with a positive attitude and encourage their peers they have the opportunity to receive an award. If students struggle to follow the expectations, they have helpful staff ready to provide support.

At Bounty, we also have many problem-solving methods, such as the “Stop, Think, Do responsibly”, which results in a fair and inclusive community.

## Data Overview

Throughout the development of this Student Code of Conduct, school staff reviewed relevant school data including School Opinion Surveys, School Disciplinary Absences and behaviour data. Staff undertake ongoing data reviews to reflect on and amend practice.

To view the school's current data sets, please visit our website or view our Annual Report.

## Consultation

Bounty Boulevard State School developed the Student Code of Conduct in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings and a review of school data sets from 2011-2020 also informed the development process.

In 2020, the committee has consulted with teaching staff, teacher aides, school council and the parent community to develop a mutually agreeable plan.

The Student Code of Conduct was endorsed by the Principal, the President of the P & C, the School council; and is reviewed annually.

# Learning and Behaviour Statement

All areas of Bounty Boulevard 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. Our school-wide framework for managing behaviour is Positive Behaviour for Learning.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Bounty Boulevard 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.

Our school community has identified the following school expectations to align with PBL to teach and promote our high standards of responsible behaviour:

- Respect for self
- Respect for others
- Respect for learning
- Respect for property and environment

Our school expectations have been agreed upon and endorsed by all staff, our school P&C and School Council. They are aligned with the values, principles and expected standards outlined in Education Queensland's Student Code of Conduct.

## **Student Wellbeing and Support Network**

Bounty Boulevard 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 inextricably linked – students learn best when their wellbeing is optimised by the development of a strong sense of wellbeing. This is created when they experience success in learning. The students 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 social capabilities (self-awareness, self-managements, social awareness and social management) in the implementation of the P-12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Bounty Boulevard State School, we provide safety messages and social skills programs to all students.

# Whole School Approach to Discipline

## Multi-Tiered Systems of Support

Bounty Boulevard State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to academic learning and behaviour. MTSS is targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions (academic learning and behaviour) to match the identified needs of individual students.

Tier	Prevention Description
1	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> <li>• teaching behaviours in the setting they will be used</li> <li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>• asking students and their families for their perception and input on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li> </ul>
2	<p>Targeted instruction and supports for <b>some students</b> (usually 10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> <li>• there is a clear connection between the skills taught in the interventions and the school-wide expectations.</li> <li>• interventions require little time of classroom teachers and are easy to sustain</li> <li>• variations within each intervention are limited between each application</li> <li>• interventions have a good chance of working (eg. they are 'evidence based' interventions that are matched to the student's need).</li> </ul> <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction. Example of support plans are ERASE plan, Individual Behaviour Student Plan, Personalised Learning Record, Individual and Group intervention programs (Zones of Regulation, Boys Group).</p>

3	<p>Individualised services for <b>few students</b> (usually 2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for students to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> <li>• PREVENT problem behaviour</li> <li>• TEACH the student an acceptable replacement behaviour</li> <li>• REINFORCE the student's use of the replacement behaviour</li> <li>• MINIMISE the payoff for problem behaviour.</li> </ul> <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies to enable rigorous problem-solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>
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### Consideration of Individual Circumstances

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

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

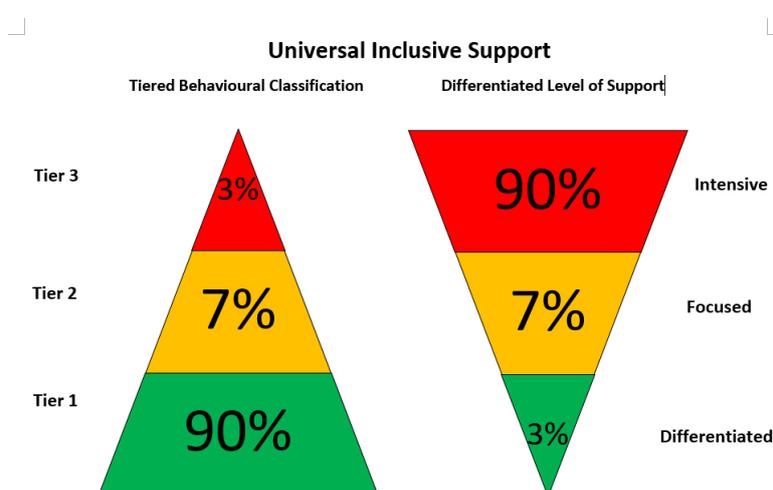
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's 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's behaviour at the school, or the way our staff have responded to their behaviour, please make an appointment with the Deputy Principal to discuss the matter.

## Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

### Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Bounty Boulevard State School we emphasise the importance of directly teaching students the behaviours we expect them to demonstrate at school. The majority of students follow the universal of behaviour these are tier 1 behaviours. A small percentage require tier 2 and 3 supports and will have a support plan. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.



### Structured Responses to Continuum Data

At Bounty we have a Tier 1 and Tier 2 team. The Tier 1 team meets fortnightly to ensure that the universal processes are in place. This team includes; staff members across all year levels, inclusion teachers, administration and a parent representative.

The Tier 2 team (Guidance Officer, Head of Inclusion Services, Deputy Principals) meets regularly to

1. Review behaviour data and policy (eg. Student Code of Conduct) and procedures (ERASE, Individual Behaviour Support Plan, Crisis Plan, Individual Student Support Plan) and to link identified students to appropriate supports

These are categorised under Function of Behaviour.

- Obtain attention->Check in Check out;
- Escape/Avoid attention -> Social Skills groups;
- Avoid activity/tasks -> Academic support

2. Review attendance data and consider possible supports for identified students

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Positive Behaviour Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.



# Positive Behaviour Matrix

	Before & After School Waiting areas, drop off zones, bike racks...	Learning Areas Classroom, PE, Music, LIC....	Non Learning Oval, café, playground...
<b>Respect for Learning</b>	<u>I will...</u> <ul style="list-style-type: none"> <li>complete reading at home</li> <li>change my library books before and after school</li> <li>learn road, bike and scooter safety</li> </ul>	<u>I will...</u> <ul style="list-style-type: none"> <li>follow all instructions promptly in lessons</li> <li>be an engaged learner and work towards my goals</li> <li>put my hand up to speak</li> </ul>	<u>I will...</u> <ul style="list-style-type: none"> <li>be in the right place at the right time</li> <li>go to the toilet before school and during break times</li> <li>play fair and by the rules</li> </ul>
<b>Respect for Self</b>	<u>I will...</u> <ul style="list-style-type: none"> <li>be in the correct waiting area before and after school</li> <li>follow road rules and get to and from school safely</li> <li>come to school in the correct uniform</li> </ul>	<u>I will...</u> <ul style="list-style-type: none"> <li>keep focused and stay on task</li> <li>be organised in the classroom</li> <li>ask for permission to transition within or leave the classroom</li> </ul>	<u>I will...</u> <ul style="list-style-type: none"> <li>use the HIGH 5</li> <li>use the correct pathways to transition safely around the school</li> <li>follow the expectations of the area that I am in</li> </ul>
<b>Respect for Others</b>	<u>I will...</u> <ul style="list-style-type: none"> <li>use pedestrian crossings safely</li> <li>walk my scooter or bike safely through the school grounds</li> <li>encourage my friends to be safe before and after school</li> </ul>	<u>I will...</u> <ul style="list-style-type: none"> <li>think before I speak</li> <li>work cooperatively</li> <li>work at the appropriate noise level set for the task</li> </ul>	<u>I will...</u> <ul style="list-style-type: none"> <li>report any injuries to the teacher on duty promptly</li> <li>listen and respond when someone uses the HIGH 5</li> <li>be mindful of others' personal space</li> </ul>
<b>Respect for Property and Environment</b>	<u>I will...</u> <ul style="list-style-type: none"> <li>keep all my belongings (iPads etc) in my bag</li> <li>check my phone into the LIC before school and collect after school</li> <li>follow the correct pathway to and from school.</li> </ul>	<u>I will...</u> <ul style="list-style-type: none"> <li>ask for permission to borrow property</li> <li>return all borrowed property the way I borrowed it</li> <li>keep learning areas neat and tidy</li> </ul>	<u>I will...</u> <ul style="list-style-type: none"> <li>use equipment, including technology, safely and for its correct purpose</li> <li>treat wildlife kindly</li> <li>place all rubbish in the bin</li> </ul>

**Bounty Boulevard State School**  
is a  
**Safe and Friendly School**

**High Five**

**Talk Firmly**

- Use a firm 'speaking' voice
- Maintain eye contact
- Be serious
- Tell them, "Stop, or I will..."
- Don't use put-downs

**Ignore**

- Be calm and confident
- Look away
- Be serious
- Use positive self-talk

**Talk Friendly**

- Use a calm voice
- Maintain eye contact
- Act respectfully
- Take turns to speak
- Use friendly language to talk about the problem
- Use "I" statements – "I feel ... when you ... because ..."

**Walk away**

- Move away
- Walk away confidently
- Find a friend
- Go to a safe place

**Report**

- Report immediately (if it happens in the playground don't wait until you get back to class)
- Detail the incident to a staff member/parent
- Discuss possible solutions
- Follow the teacher/parent's directions
- Consider continued support from the guidance officer, chaplain, defence force teacher aide

These expectations are communicated to students via a number of strategies, including:

- Positive Behaviour lessons conducted by classroom teachers;
- Formal Social Skill lessons conducted by Prep classroom teachers;
- Reinforcement of learning from positive behaviour lessons at school assemblies and during active supervision by staff during classroom and non-classroom activities.

Bounty Boulevard State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Bounty Boulevard State School Student Code of Conduct for Students delivered to all staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Circle time
- Classroom profiling
- Personal health and wellbeing - Rock & Water program
- Zones of Regulation

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School
- Procedures for Preventing and Responding to Incidents of Bullying
- Appropriate Use of Social Media

### **Reinforcing expected school behaviour**

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

#### Bounty Boulevard State School Bounty Gold tickets

Staff members hand out positive Bounty Gold tickets each day to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'catch' a student following the rules they can choose to give them a Bounty Gold ticket. When students are given a Bounty Gold ticket they drop the ticket in one of the designated collection points.

Each week on assembly, the Deputy Principal draws three students from each year level from the submitted tickets. The students receive a cafe voucher. Bounty Gold tickets are never taken off students as a consequence for problem behaviour. Recognition of the number of Bounty Golds is celebrated in different ways: 20 BG = sticker; 50 BG (Bronze) = Postcard; 80 BG (Silver) = mini certificate; 100 BG (Gold) = DP phone call & PBL wristband; 120 BG (Platinum) = certificate on assembly and eat lunch with teacher.

On assembly the Deputy Principal presents certificates for one student from each class who have been identified as demonstrating Respect for Learning by their teacher. It is the expectation that teachers will notify parents prior to the assembly so that they may attend if they wish.

## **Responding to unacceptable behaviour**

### Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of the expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might show behaviour that is; respectful to others, respectful to learning, respectful to themselves and respectful to property and the environment. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

### Managing behaviour in the classroom

Teachers receive professional development on evidence-based effective classroom practices. The use of Essential Skills in Classroom Management (ESCMs) is a positive approach to classroom management and is reflected and reinforced in our use of Classroom Profiling.

When a student exhibits low-level behaviour staff members will remind students of the expected school behaviour. If a student continues to display inappropriate behaviour the teacher will remind the student of the school expectations and give them a choice of complying with teacher directions or taking time out to reflect on their behaviour. If a student continues to make inappropriate choices after a time of reflection they may be sent to the Exit Class and complete a reflection on their behaviour. They will remain in Exit Class for approximately 10 minutes, and discuss their behaviour choices with their teacher once they return to class. The behaviour which resulted in the student exiting the class is recorded on OneSchool. If a student is to be exited on a second occasion in one day, the cohort Sector Leader will be notified.

### Tier 2 supports

Students who require ongoing behaviour assistance are supported with an ERASE behaviour plan. The ERASE plan is written by the classroom teacher with the support of the HoIS, DP or GO and reviewed after two weeks. It may then be extended, no longer required or elevated to an Individual Behaviour Support Plan (IBSP).

The Tier 2 PBL team review the minor/major behaviour data every five weeks and consider/adjust the supports that have been put in place for students who have recorded 6 major incidents in a period of 5 weeks.

### Tier 3 supports

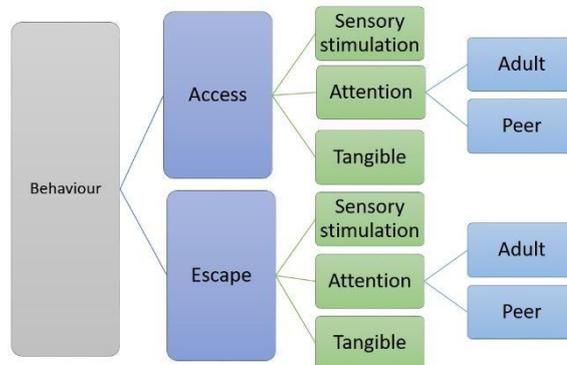
Bounty Boulevard State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Students accessing Tier 3 supports will have a Tier 3 Plan (Crisis Support Plan).

The Tier 2/3 team, HoDLs, GO and DPs will meet to:

- develop 'best fit' intervention strategies using a functional approach (functional behaviour assessment) to understand the function of the student's behaviours and the need it is serving, and utilize this information to assist in support planning;
- monitor the impact of support for individual students through ongoing data collection;
- make adjustments as required for the student; and
- work with the Senior Leadership Team to achieve continuity and consistency.

At Bounty Boulevard State School we understand that Behaviour is a form of communication. It is an effective means of conveying needs to others. We understand that students engage in challenging behaviour because it works for them. Students use challenging behaviours because these are very efficient and effective ways to get their needs met.

Human Behaviour is Functional



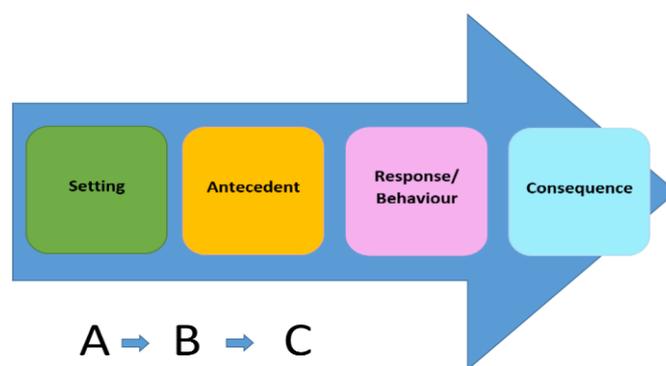
As a staff we can't 'make' students behave – however – we can create environments to increase the likelihood that students will behave. When Undesirable Behaviour Patterns continue we use Functional Behaviour Assessment. Behaviour Principals:

- Functional – Meets a specific need using the most effective skill base held
- Predictable – Identifiable contexts and triggers
- Changeable – If there is motivation via encouragers/discouragers

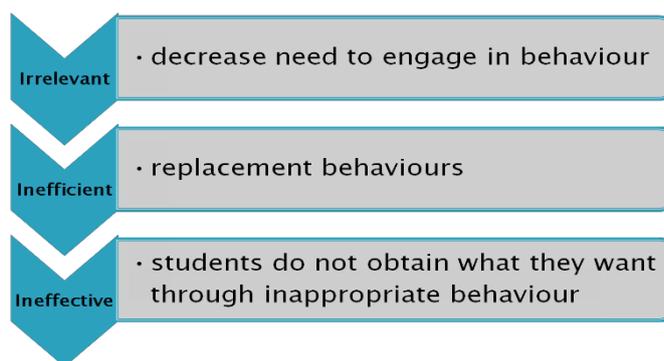
Understanding the Purpose of Behaviour - The A-B-Cs of behaviour refers to:

- Antecedents,
- Behaviours, and
- Consequences

\*All of these are observable and measurable. Think of this as timeline of behaviour:



Human Behaviour is Changeable. Teachers can make challenging behaviour:

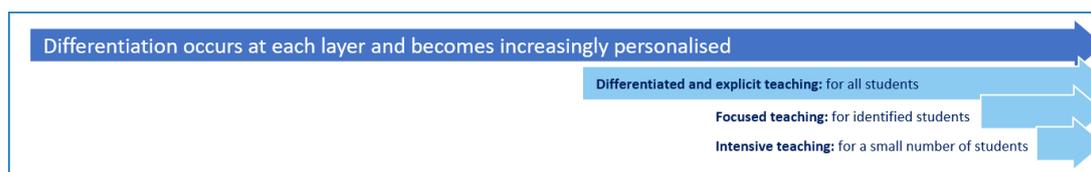


### **Differentiated and Explicit Teaching**

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.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, 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.

At Bounty Boulevard State School, we emphasise the importance of directly teaching students positive behaviour expectations. Every classroom in our school uses the Positive Behaviour Matrix, illustrated below, 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 the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

To help our students achieve success, behaviourally and academically, we utilise the Essential Skills for Classroom Management (ESCMs), Australian Curriculum, research based effective pedagogies, explicit teaching of the School Respects of Respect for Learning, Respect for Self, Respect for Others and Respect for Property and Environment.

The values and expectations are communicated to students via a number of strategies including:

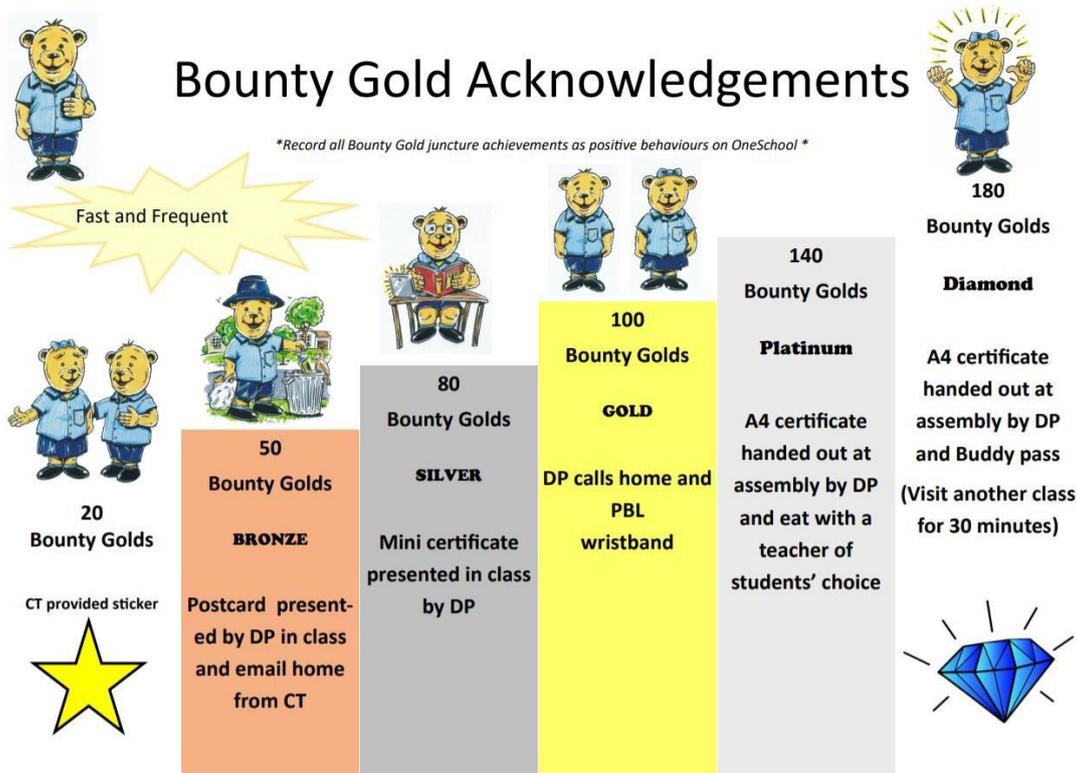
- The displaying of, and explicit referencing to, the Expectations Teaching Matrix, School Respects and Behaviour Processes
- Explicit behaviour expectation lessons for primary students conducted by classroom teachers in line with the weekly focus
- Reinforcement of learning from behaviour lessons at School Assemblies and through active supervision by staff during classroom and non-classroom activities
- Constant reviewing of respects and expectations during lessons and within the playground.

The School implements the following proactive and preventative processes and strategies to support student behaviour:

- Positive affectivity with a ratio of 4 positives to 1 negative
- Bounty Boulevard State School positive recognition strategies
- The use of Essential Skills to Classroom Management during all lessons
- School High 5 hand displayed and explicitly referenced in Prep – Year 6
- Consistency of practice from staff through appropriate training and professional development
- Classroom Profiling to promote reflection of and improve behaviour support practices
- Implementation of a range of safety and wellbeing specific policies such as those related to dress code, attendance and assessment.

At Bounty Boulevard State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in appropriate behaviour.

A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement of positive behaviour through this recognition system.



### **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.

Students identified as requiring targeted behaviour support are managed by a relevant Case Manager. Students attend their normal scheduled classes and activities with appropriate adjustments if required, and have increased daily opportunities to receive positive contact with adults, additional support through regular meetings with Case Managers and increased opportunities to receive positive reinforcement.

Where required, adjustments are made to the individual's program through academic support, adult mentoring or intensive social skills training. Coordinating programs and referrals are made, as required, with Head of Inclusive Services, Guidance Officer, Chaplain, Deputy Principal, identified Administration and external agencies.

### **Intensive Teaching**

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

Bounty Boulevard State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Support staff involved in working with students requiring intensive behaviour support:

- Work with other staff members to develop appropriate behaviour support strategies
- Monitor the impact of support for individual students through continuous data collection
- Make adjustments as required for the student
- Work with all stakeholders to achieve continuity and consistency.

Students requiring intensive behaviour support are assigned a Case Manager who contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and the family, a representative from the school's administration and regional-based behavioural support staff.

# Legislative Delegations

## Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

- [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

## Consequences for unacceptable behaviour

Bounty Boulevard State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Our school seeks to ensure that responses to inappropriate behaviour are consistent and proportionate to the nature of the behaviour. Office referral forms are used to record all minor and major behaviour incidents.

### Problem behaviours

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

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

#### **Minor behaviours are those that:**

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

#### **Major behaviours are those that:**

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

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- Time in office, reflection, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
- Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines **examples** of minor and major problem behaviours - discretion applies to allow for individual cases including repeated behaviours and context.

## **Bounty Boulevard State School – Minor and Major Overview**

<b>Category</b>	<b>Minor</b>	<b>Major</b>
<b>Bullying/harassment</b>	<ul style="list-style-type: none"> <li>Teasing</li> </ul>	<ul style="list-style-type: none"> <li>Continuous ongoing harassment – verbal, physical, sexual, social exclusion, cyber bullying</li> <li>Continuous teasing</li> </ul>
<b>Defiant/Threat/s to adults</b>	<ul style="list-style-type: none"> <li>Poor attitude – disrespectful tone and refusal to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Verbal or physical threat, intimidating demeanour, standing over students and staff, in your face</li> <li>Continued refusal to follow directions – answering back and socially unacceptable interactions</li> <li>Blatant disrespect</li> </ul>
<b>Disruptive</b>	<ul style="list-style-type: none"> <li>Consistent talking, singing, noises, anything that effects the learning of others, unnecessary movement, throwing paper</li> </ul>	<ul style="list-style-type: none"> <li>Continuous disruption to the learning of others. Use of ESCM's have not corrected the behaviour and have followed classroom process to exit class/admin</li> <li>Major disruptions to class – learning has halted due to student behaviour</li> </ul>
<b>Dress code</b>	<ul style="list-style-type: none"> <li>Inappropriate way the school uniform is worn, out of uniform without a note, wrong shoes, socks, jumper, hair scrunchies/bows, wristbands etc</li> <li>Not wearing shoes inside and outside the classroom</li> <li>Consistently not wearing hat in the sun</li> </ul>	<ul style="list-style-type: none"> <li>Defacing uniform eg drawing on uniform, cutting uniform with scissors</li> </ul>
<b>IT misconduct</b>	<ul style="list-style-type: none"> <li>Inappropriate use of personal technology eg. Non task related activities, not following iPad agreement</li> </ul>	<ul style="list-style-type: none"> <li>Relating to misconduct with software, web access, the use of computers eg playing games, downloading without permission, hacking system, inappropriate use (email, etc)</li> <li>Using mobile phone at school – (Should have been checked in at library)</li> <li>Inappropriate use of social networking sites which negatively impacts the good order and management of the school</li> </ul>
<b>Lying/Cheating</b>	<ul style="list-style-type: none"> <li>Including plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>Major dishonesty that has a negative impact on others</li> </ul>
<b>Misconduct involving object</b>	<ul style="list-style-type: none"> <li>Misuse of an object – computer (removal of cables, keys, etc), equipment, tools, sporting equipment, mobile phones,</li> <li>Throwing objects around without intent to harm</li> </ul>	<ul style="list-style-type: none"> <li>Throwing objects at others or things with intent to harm or damage eg. Scissors, chairs, furniture, rocks, sticks, etc</li> </ul>
<b>Non-compliant with routine</b>	<ul style="list-style-type: none"> <li>Ill prepared for lesson, disorganised and out of line when lining up, failing to follow instruction re classroom procedures. (General instructions not curriculum or academic work)</li> <li>Jumping up and hitting signs, not walking in lines when transitioning and lying down at assembly, running on concrete, on stairs and around buildings</li> <li>Playing in toilets and out of bounds areas</li> <li>Riding scooters and bikes on school grounds</li> <li>Playing school approved games: handstands, cartwheels, tackle football, etc</li> </ul>	<ul style="list-style-type: none"> <li>Continued refusal to follow directions and may be accompanied with answering back and socially inappropriate interaction</li> </ul>
<b>Physical misconduct</b>	<ul style="list-style-type: none"> <li>Pushing, shoving without intent to harm</li> <li>Playing rough</li> </ul>	<ul style="list-style-type: none"> <li>Serious physical aggression - Punch, throwing object/chair, inflicting pain/injury</li> <li>Spitting at others with intent</li> <li>Biting, scratching and pushing with intent to harm</li> <li>Fighting with intent to harm</li> </ul>
<b>Prohibited items</b>	<ul style="list-style-type: none"> <li>Banned items eg laser light, lighters, etc</li> </ul>	<ul style="list-style-type: none"> <li>Weapons – knives, and any other items considered to be a weapon (a weapon is a thing designed or used for inflicting bodily harm or physical damage)</li> </ul>
<b>Property misconduct</b>	<ul style="list-style-type: none"> <li>Borrowing something without permission and forgetting to return</li> <li>Littering and lack of care for property and environment</li> </ul>	<ul style="list-style-type: none"> <li>Graffiti, defacing buildings, toilets, breaking (damaging) school equipment, stealing/taking things without permission</li> <li>Stealing/major theft with intent to keep – personal items, food, café items, money, items of high value</li> </ul>
<b>Refusal to participate in program of instruction</b>	<ul style="list-style-type: none"> <li>Failure to follow instructions to do work or failure to do work (academic or curriculum based)</li> </ul>	<ul style="list-style-type: none"> <li>Continued failure to follow instructions to do work and is affecting the learning of others</li> </ul>
<b>Substance misconduct involving illicit substance</b>		<ul style="list-style-type: none"> <li>Illegal drugs – eg marijuana</li> </ul>
<b>Substance misconduct involving tobacco and other legal substances</b>		<ul style="list-style-type: none"> <li>Alcohol, over the counter drugs such as pain killers, headache tabs, cigarettes</li> </ul>
<b>Threat/s to others</b>		<ul style="list-style-type: none"> <li>Others + students. Verbal or physical threat to harm, intimidation, student feeling threatened, using size to intimidate, invading personal space</li> </ul>
<b>Third minor behaviour</b>		<ul style="list-style-type: none"> <li>Third minor behaviour (same behaviour) within a 2 week period</li> </ul>
<b>Truant/Skip class</b>	<ul style="list-style-type: none"> <li>Having permission to go to toilet/drink – not going and being returned to class by another teacher</li> </ul>	<ul style="list-style-type: none"> <li>Wagging, walking out of class and out of site, leaving early without permission, wandering around the school to avoid learning</li> <li>Leaves the classroom without permission to escape sensory/task to wander the school but does return to class for an extended period of time</li> </ul>
<b>Verbal Misconduct</b>	<ul style="list-style-type: none"> <li>Back chatting, raising voice, tone of voice and way something is said</li> <li>Inappropriate use of language not directed at another person (written or verbal) eg. Low level swearing, name calling</li> </ul>	<ul style="list-style-type: none"> <li>Swearing, inappropriate language, aggressive</li> <li>Offensive language – inappropriate topics (sex, drugs, telling others to kill themselves, etc)</li> </ul>

### **Relate problem behaviours to expected school behaviours**

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

### **Ensuring consistent responses to problem behaviour**

At Bounty Boulevard State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

## **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.

### **Re-entry following suspension**

Students who are suspended from Bounty Boulevard State School are encouraged to attend a re-entry meeting with their parent/s on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. It is offered as a support for the student to assist in their successful re-engagement in school following suspension.

## School Policies

In this section, provide copies of any specific school discipline policies designed to ensure all staff work consistently to create and maintain a supportive and safe learning environment.

- Temporary removal of student property
- Use of mobile phones and other devices by student
- 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 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. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

## **Responsibilities**

### State school staff at Bounty Boulevard 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 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 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 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.

### **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 mobile phones 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 mobile 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 mobile device under special circumstances.

It is **unacceptable** for students at Bounty Boulevard State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone 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 devices
  - 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 **well-being and EAL/d committee**, 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 committees is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at 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 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 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 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



## **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.

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.

### **Cybersafety and Reputation Management (CRM)**

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

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

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

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

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

### **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 (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, 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 SS may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It

also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

## Cyberbullying response flowchart for school staff

### How to manage online incidents that impact your school

#### Student protection

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

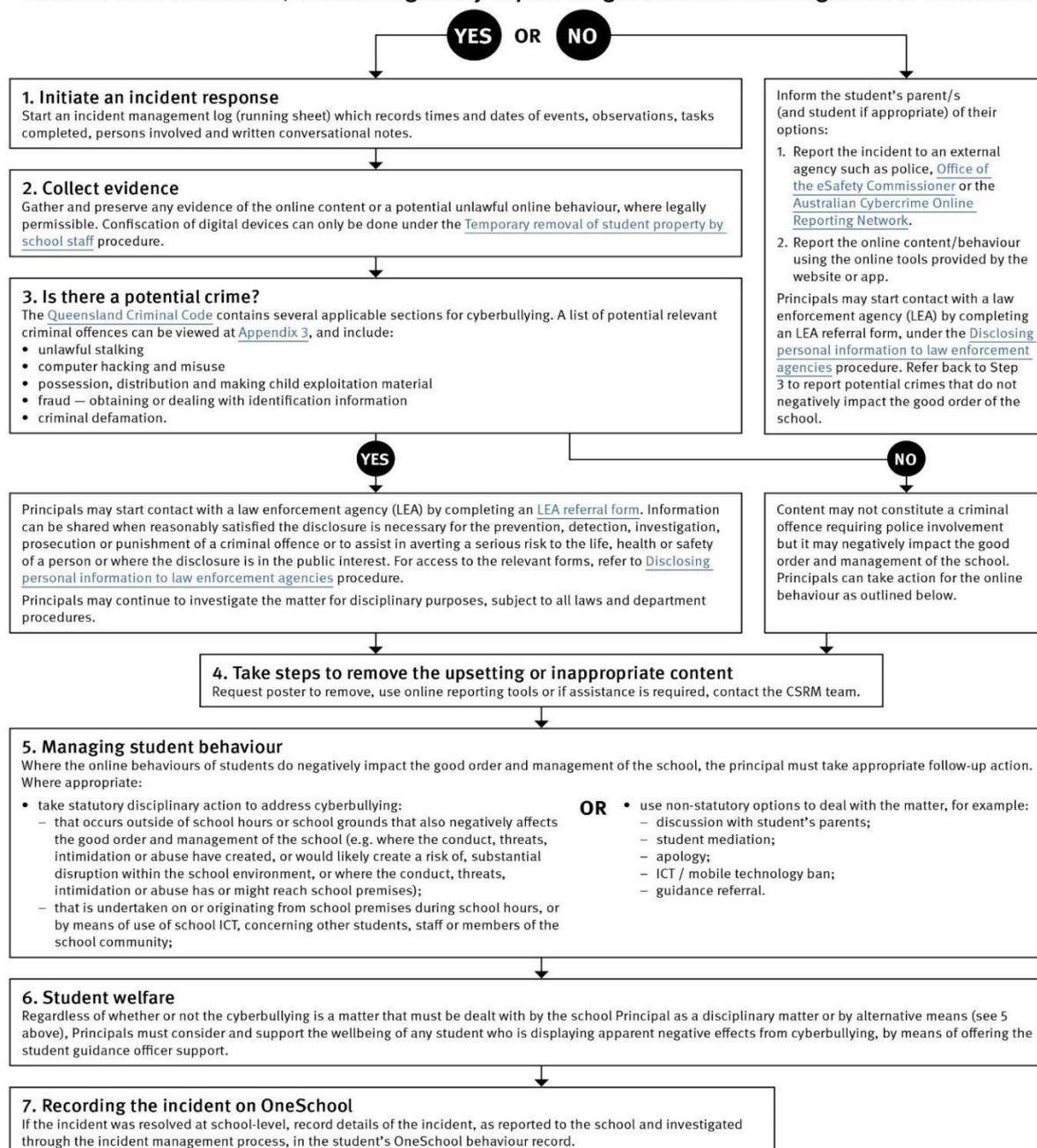
#### Explicit images

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

#### Help

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

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



## 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.

Physical restraint can involve:

- Using manual guidance to prevent a student running onto a busy road
- Holding a student to prevent them from physically attacking someone, or
- Holding a student's hand to prevent repetitive, serious self-injurious behaviour

School staff must not use seclusion or physical restraint as a behaviour management technique, for convenience, as retaliation, or to discipline or punish a student. For example, seclusion and physical restraint should not be used to respond to:

- Refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person
- Leaving a classroom or the school without permission, unless student safety is clearly threatened
- Verbal threats, except where there is a reasonable belief that the threat will be carried out immediately
- Property destruction, unless the property destruction is placing any person at a risk of harm

Any use of seclusion or physical restraint must be:

- Proportionate to the risk of harm
- Discontinues once the risk of harm has dissipated, and
- Respectful of the student's dignity

### **Individual Student Safety Plan**

If Bounty Boulevard State School proposes the use of planned physical restraint in respect of a particular student, the school must develop an Individual Student Safety Plan. An Individual Student Safety Plan must be read in conjunction with any behaviour support strategies included in a student's Individual Behaviour Support Plan.

The existence of the planned measures does not prevent school staff from considering the specific facts of each case to ensure that their use of restrictive practices is proportionate and appropriate.

### **Reporting and Review**

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 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 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.