



# Bloomfield River State School

## Student Code of Conduct 2023 - 2024

***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*

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## Endorsement

|                      |                   |
|----------------------|-------------------|
| Principal Name:      | Ros Woodard       |
| Principal Signature: | <i>R. Woodard</i> |
| Date:                | 6/2/24            |
| Date:                | Term 1 2024       |

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## Purpose

The Bloomfield River State School Student Code of Conduct describes the responsibilities and processes we use in our school to promote a positive approach to student discipline.

Its purpose is to inform all members of the school community what behaviours are expected of everyone (students, staff, parents and visitors), as well as what the school is actively doing to promote, teach and reinforce these expectations.

## Whole-School Approach to Discipline

Since 2013, Bloomfield River State School has used the Positive Behaviour for Learning (PBL) framework as the guiding framework for managing student behaviour.

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.
- ensure Principal involvement in supporting teachers to use the PBL framework
- defining what positive social behaviours we want to see our students using.
- help students develop a clear understanding of the expectations by taking the time to teach these behaviours, just like any other area of the curriculum
- ensure that students receive praise and recognition when they use positive behaviour
- determine fair and reasonable consequences when students use inappropriate behaviour

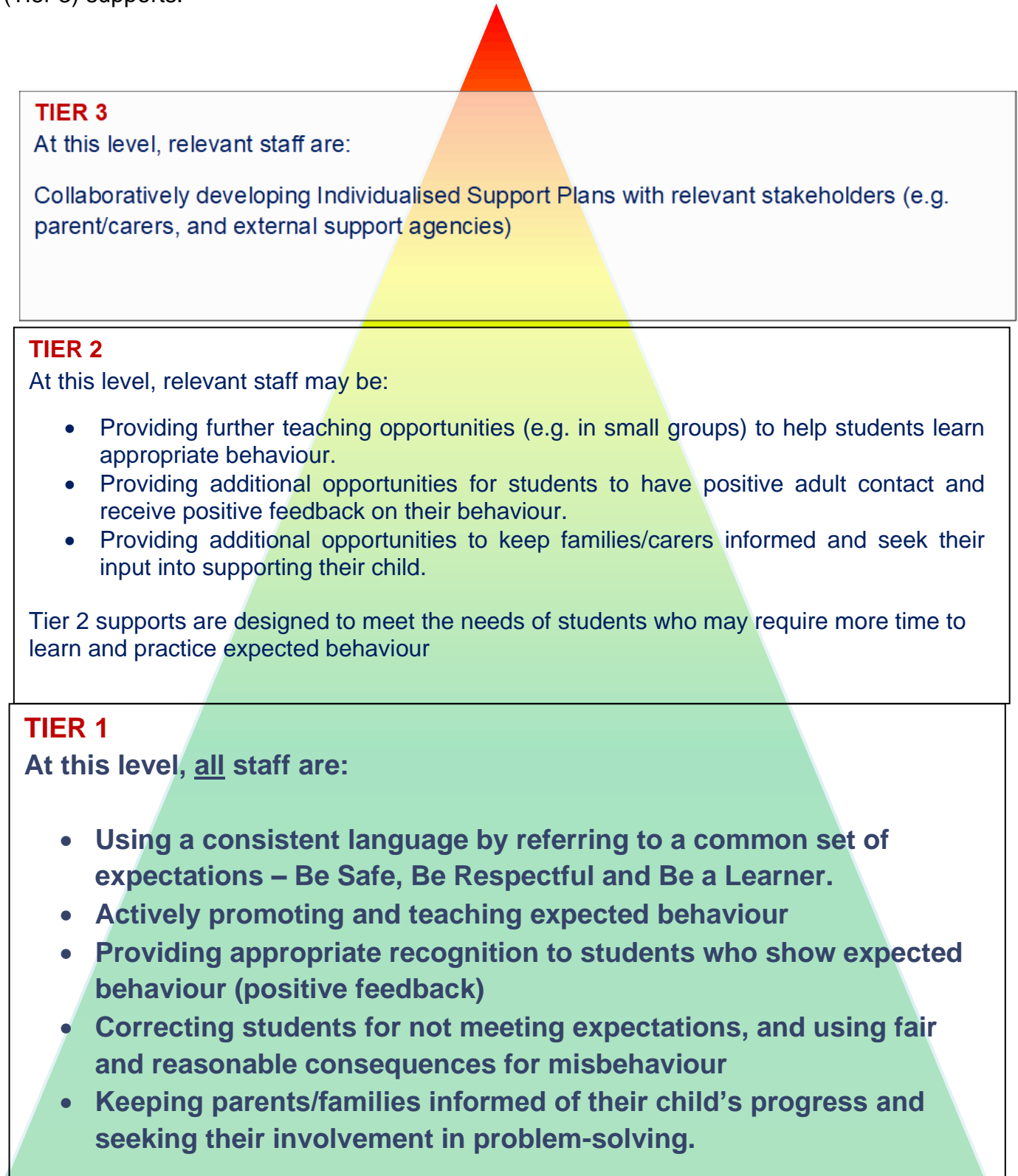
Our Student Code of Conduct is also an opportunity to explain the PBL framework with parents and students, and gain their support in using a consistent approach to teaching behaviour.

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

## Multi-Tiered Systems of Support

Bloomfield River State School uses a three tiered approach to supporting our students to be safe, and respectful learners. This is represented by the Triangle model below.

The Green 'Tier 1' layer represents the foundational supports we provide to all students. However, we know that some students will require additional (Tier 2) or highly individualised (Tier 3) supports.



## PBL School-wide Expectations

Our core school-wide expectations are **Safety**, **Respect** and **Learning**, which also form the basis of our school Pledge:

*I will be safe, respectful and strong.*

*I will be the best learner I can be*

Below are some examples of the signs around the school that help to teach students what is expected in different settings and at certain times of the school day.

These are universal signs and are displayed in all areas of the school.

| Our EATING TIME rules   | Our PARADE rules  | Our Playground and Oval rules   |
|---|---|---|
| <ul style="list-style-type: none"><li>We sit at the tables when we are eating ✓</li><li>We stay at our tables until we finish ✓</li><li>We eat with our mouths closed ✓</li><li>We put our rubbish in the bin ✓</li></ul> | <ul style="list-style-type: none"><li>We walk quietly to and from Parade ✓</li><li>We sit in our class groups in a straight line ✓</li><li>We use whole-body listening ✓</li><li>We clap to show our appreciation ✓</li></ul> | <ul style="list-style-type: none"><li>We use the playground safely ✓</li><li>We use gentle hands when playing games ✓</li><li>We share the playground and take-turns ✓</li><li>We stop playing when the bell goes ✓</li></ul> |
| ◆ Ngulkurr-Ku Bundy ◆ Kari Kuni ◆ Binal-Maka  | ◆ Ngulkurr-Ku Bundy ◆ Kari Kuni ◆ Binal-Maka  | ◆ Ngulkurr-Ku Bundy ◆ Kari Kuni ◆ Binal-Maka  |

A more detailed **Matrix of Expected Behaviour**, outlining what being safe, being respectful and being learner look-like and sound-like across all school settings can be found on page 10 and 11.

### The school Rules and Kuku Yalanji (local language)

The school rules have been exemplified in local language and local artists created symbols and pictures to act as visual representations of the rules, which translate into stories to exemplify these wanted behaviours for children.

## Parents and visitors

Aligned with our commitment to teaching students how to be **Safe, Respectful Learners**, the table below explains how we apply the same standards as staff and our expectations for parents when visiting our school and talking with their children about school.

|                             | What you can expect from us   | What we expect of you  |
|-----------------------------|---|--|
| <b>Being Safe</b>           | We will create a safe, supportive and inclusive environment for every student.  | You ensure your children attends school every day and notify the school promptly of any absences or changes in contact details.    |
|                             | We will maintain confidentiality about information relating to your child and family.   | You respect the obligation of staff to maintain student and family privacy.  |
|                             | We will act quickly to address social media issues that affect staff, students or families.   | You respect school, student and staff privacy in your online communications.   |
|                             | We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents. | You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent. |
| <b>Ensuring Respect</b>     | We will ensure positive behaviours are role modelled for all students.  | You support your child to meet behavioural expectations at school.   |
|                             | We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.      | You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.              |
| <b>Focusing on Learning</b> | We will share relevant information with you about your child's learning, social and behavioural progress at school.                   | You share relevant information about your child's learning, social and behavioural needs with school staff.                        |

## Differentiated and Explicit Teaching

To ensure all students can understand and learn our expectations for positive behaviour, Bloomfield River State School uses a layered approach which matches the *multi-tiered system of support* illustrated on page 6.

The foundational layer is known as **Differentiated and Explicit Teaching**. This teaching draws on our matrix of expected behaviour (see below). This enables our teachers to identify what skills students require, and how they will help students to demonstrate these skills:

|                      | ALL SETTINGS  | CLASSROOM AREAS   | UNDERCOVER AREA – EATING TIME   | TOILET  | PLAYGROUND & BASKETBALL COURT  | ONLINE ACTIVITIES   | BEFORE AND AFTER SCHOOL – USING THE BUS   | PARADE  |
|----------------------|---|---|---|---|--|---|---|---|
| <b>Be Safe</b>       | <p>I follow staff directions</p> <p>I keep my hands and feet to myself</p> <p>I use the High-5 to deal with problems</p> <p>I report anything that is unsafe to an adult</p> <p>I move safely around the school</p> | <p>I use walking feet inside the classroom</p> <p>I am careful with equipment and furniture</p>   | <p>I go to my eating area when the bell rings</p> <p>I sit when I am eating</p> <p>I stay in the undercover area to eat</p> | <p>I ask the teacher before going to the toilet</p> <p>I wash my hands after using the toilet</p> <p>I only use a toilet cubicle when it is free</p> <p>I turn off the tap when I have finished</p> | <p>I always walk on the concrete</p> <p>I use the playground and sports equipment safely</p> <p>I wear my hat and shoes outside</p> <p>I use gentle hands when playing games</p> | <p>I tell an adult if I see anything upsetting online</p> <p>I only post appropriate information online</p> | <p>I go straight home after leaving school</p> <p>I stay quietly in line when waiting for the bus</p> <p>I put my seat belt on and keep it on</p> | <p>I walk quietly to parade</p> <p>I sit in my class group in a straight line</p> <p>I walk to class quietly when parade has finished</p> |
| <b>Be Respectful</b> | <p>I use kind words when speaking to others</p> <p>I use my words to solve problems</p> <p>I use friendly actions when working or playing with others</p> <p>I use manners words if I ask for something</p>         | <p>I put my hand up to get my teacher's attention</p> <p>I put my hand up to speak</p> <p>I let others learn without distracting them</p> | <p>I eat with my mouth closed</p> <p>I finish my food before I talk</p> <p>I put rubbish in the bin</p>                     | <p>I leave the toilet area tidy for others</p> <p>I let others finish in a toilet cubicle before I use it.</p>  | <p>I play fairly by following the rules of games</p> <p>I keep areas tidy by putting rubbish in the bins</p> <p>I show care for play and sports equipment</p>                    | <p>I use kind language when I'm speaking or writing online</p>  | <p>I use my manners words with the bus driver</p> <p>I use my inside voice on the bus</p>   | <p>I use whole body listening</p> <p>I am a good role model to other students</p>   |
| <b>Be a Learner</b>  | <p>I am on time for class</p> <p>I try my best and attempt my work</p> <p>I hand in any mobile phones, so I can concentrate on learning</p>   | <p>I use whole-body listening</p> <p>I ask for help if I don't know what to do</p>  | <p>I only eat in class during Fruit Break</p>   | <p>I use the toilet quickly and go straight back to class</p>   | <p>I line-up and wait for my teachers</p> <p>I leave the play area when the bell goes to stop play</p>   | <p>I use school computers for their intended purpose</p>  | <p>When I arrive at school, I get ready for learning – I put my bag and lunch away, put on my hat, and order Tuckshop</p>                         | <p>I pay attention to school notices and other important messages</p>   |



## Focused Teaching

We understand that some students will require additional support to meet our behaviour expectations. Focused teaching is the name used to describe an additional level of support, which typically involves providing students with further opportunities to learn practise and behaviour skills, and receive praise and encouragement for showing expected behaviour.

This may be delivered as part of a small group, or in the normal class setting with the involvement of support staff.

Bloomfield River State School has a range of Student Support Network staff in place to help arrange and/or deliver focused teaching to students who need more support to meet expectations. These additional staff are described in more detail on page 12.

## PBL Resources

To explicitly teach the desired behaviours and create a positive culture for learning a suite of resources has been created to allow teachers to explicitly teach and model school behaviour. The aim of explicitly teaching the school expectations allows all students to contribute to a positive classroom environment. Explicitly teaching PBL is a requirement in all classrooms, daily. Teachers follow a prescribed and set program, and adjust and differentiate the core program as needed to engage students. Parents are free to view these resources on request.



## Intensive Teaching

This third layer of intensive support involves individualised teaching, case management and individualised behaviour and/or learning plans. It is often developed when a student's inappropriate behaviour is ongoing despite previous support, or if the student's behaviours are very severe and challenging. Students who have intensive teaching will be referred to the case management team where all relevant parties including parents, carers and educators will agree to a sequence of intensive, but fun and engaging, teaching.

For a small number of students who display behaviours that are challenging, a behaviour assessment is often completed to help produce an individual behaviour support plan. This individual plan may involve the input of external support agencies or regional support staff.

This approach tries to address the barriers to school participation faced by some students who may be struggling with complex personal issues, including the experience of trauma.

## Student Wellbeing - Support Network

Bloomfield River State School is proud to have a dedicated Student Support Network to help the social, emotional and physical wellbeing of every student.

Students can approach any trusted school staff member to seek help. If these adults feel further support is needed, they will ensure the student is connected to the appropriate person.

| Role                                 | What they do   |
|--------------------------------------|--|
| <b>School Attendance</b>             | Monitor student's school attendance; liaise with families to support regular attendance and school behaviour for all students  |
| <b>Visiting Guidance Officer</b>     | Conducts relevant assessments and provides advice/guidance to staff on assisting students with specific social-emotional difficulties. Also supports students as required with individual counselling opportunities, or in small groups. |
| <b>Inclusive Practices Teacher</b>   | Supports teachers to make appropriate adjustments for students requiring additional support, and provides coaching/advice for using recommended strategies.  |
| <b>Visiting Cluster HOSES</b>        | Provides advice and recommendations to school-based support staff working with students with additional needs, and collaborates on developing and monitoring individualised supports.  |
| <b>Behaviour/ Engagement Teacher</b> | Supports students who are experiencing difficulties with demonstrating appropriate behaviour, and works alongside class teachers and families to help develop strategies to prevent or minimise the problem behaviour                    |

There are regional Department of Education staff who regularly visit the school, and support can also be sourced from external agencies and local community organisations such as:

|                                      |                               |                                      |                                |
|--------------------------------------|-------------------------------|--------------------------------------|--------------------------------|
| Wujal Wujal Health Clinic            | Wujal Wujal Justice Group     | Cooktown Multi-Purpose Health Centre | QLD Police Service             |
| Cooktown & District Community Centre | Child and Youth Mental Health | Department of Child Safety           | Disability Services Queensland |

## Disciplinary Consequences

The majority of our students will be capable of meeting our Bloomfield SS expectations of being safe, being respectful, and being a learner. However, there will be times when staff will need to correct inappropriate behaviour and apply consequences.

For low-level or minor problem behaviours, strategies such as rule reminders are used by staff to help correct the behaviour and encourage the student to act more appropriately. These strategies are normally sufficient for the majority of students.

However, there may be students who experience difficulty with meeting the school's expectations and continue to display problem behaviour. Some of these behaviours can severely interfere with teaching and learning for the whole class, and a decision may be made by the class teacher to use further consequences.

On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour.

These responses to problem behaviour can be organised into three levels, with increasing intensity of support and use of consequences.

### Differentiated

For low-level behaviours, the class teacher provides appropriate strategies matched to the seriousness of the behaviour. This may include, but is not limited to, the following **strategies**:

- Tactical ignoring of inappropriate behaviour
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders
- Using body-language (proximity)
- Revised seating plan and relocation of student/s
- Redirection – using a low voice and tone for individual instructions
- Giving 'take-up' time for student/s to process redirections
- Private discussion with student about expected behaviour
- Praising other students to 'cue' another student who is off-task
- Questioning to redirect ("What is our rule for...?")
- Warning of in-class consequences (e.g. time-out in classroom)

For ongoing behaviour, correction may also include additional consequences, including;

- Parent/carer contact
- Lunch Time Detention
- Time for making up missed work
- Loss of specific privileges
- Keeping the student back after class to talk with them individually

Staff are encouraged to keep records on ongoing patterns of problem behaviour and record (as required) specific incidents and parent/carer contacts on One School.

## Focussed

At this stage, class teachers are typically supported by student support staff (see page 12 above). This level *may* include one or more of the following actions and consequences:

- Increase in application of *Differentiated* strategies noted above (e.g. increase in parent/carer communication)
- Referral to school-based Behaviour/Engagement Teacher to help problem-solve ongoing behavioural issues
- Losing specific privileges', including participation in extra-curricular events
- Temporary removal of student property
- Supported to make an act of restitution (making an apology, repairing damage) or having a restorative conversation

## Intensive

The Principal works with school-based support staff and (as required) external agencies to address ongoing and/or serious problem behaviour.

Alongside the strategies noted in the *Differentiated* and *Focused* levels, this may also include one or more of the following additional actions and consequences:

- Case management meeting with parents, relevant staff and external agencies
- Behaviour assessments and development of individual support plans
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

Details of School Disciplinary Absences are outlined on the following page.

## 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 Bloomfield River State School, the use of any School Disciplinary Absence is only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that their attendance at the school is considered a risk to the safety or wellbeing of others.

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

The appeal process provides an opportunity for both the school and the family to present their case in the matter. 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.

Students who are suspended from Bloomfield River State School will be invited to attend a **re-entry meeting** before their return to school. The purpose of this meeting is to support the student to successfully return to school.

## Consideration of Individual Circumstances

Staff at Bloomfield River 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.

We recognise that the way we teach, the support we provide and the way we respond to students will differ. For example, some students need additional support to interpret or understand an expectation. 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 staff will take into consideration when responding to problem behaviour or implementing consequences.

Our staff are also obliged by law to respect and protect the privacy of individual students. This means that we are not able to discuss information about the consequences a student has received with anyone but the student's family.

We expect that parents and students will also respect the privacy of other students and families.

## School Policies

Bloomfield River State School has developed school policies to communicate their approach to the following

- The temporary removal of student property
- The use of mobile phones and other devices by students
- The prevention of bullying behaviours and responding to incidents
- The appropriate use of social media

### Temporary removal of student property

At times staff may need to remove student property if they feel dangerous or offensive items have been brought to school. These items include:

- illegal items such as weapons (e.g. knives)
- imitation weapons
- potentially dangerous items (e.g. flammable material such as lighters)
- drugs (including tobacco) and alcohol
- offensive material (e.g. racist literature or pornography).

The Principal or school staff will determine when the removed student property can be returned, if at all, unless the property has been handed to the Queensland Police Service. A key factor will be ensuring the safety of the student from whom the property was removed, other students or staff members.

\* No knives of any type are allowed at school, 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.

### Responsibilities

#### School staff responsibilities

- Staff may remove a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, before seeking consent to search the bag from a parent or calling the police.
- Staff do not require the student's consent to search school property such as desks.

#### Issues relating to consent

Consent from the student or parent is required to examine or otherwise deal with the student property that has been removed. 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.

However, there may, be emergency circumstances where it is necessary to search a student's property without consent (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 can be called to help make a decision.

### **Parents and carer responsibilities**

- Parents/carers are to ensure their children do not bring any items into school or camps/excursions that puts the safety of others at risk, or is illegal (see the list of prohibited items on page 18 above).
- Parents/carers are to collect temporarily removed student property as soon as possible after they have been notified (by the Principal or school staff) that the property is available for collection.

### **Student responsibilities**

- Students are not bring items onto school grounds or camps/excursions that puts the safety of others at risk, or is illegal (see the list of prohibited items on page 16 above)
- If the property is able to be returned, students are to collect their property as soon as possible when advised by the Principal or school staff.

## Use of mobile phones and other devices by students (Mandated)

Bloomfield River State School has determined that mobile phones are not to be used by students during school hours.

### Responsibilities

- It is the requirement for all students (except for those with recorded exemptions) to keep their mobile phones switched off and 'away for the day' and/or disable notifications on wearable devices during school hours; from the time students arrive at school, until the conclusion of the school day'.
  - In special circumstances, with principal approval, there may be a limited time (e.g. 2 days) a student may access to their mobile phone or wearable device during school hours (e.g. – a family emergency where family are sick/away/travelling and a phone is needed for direct communication)
  - If permission is granted by a staff member to use a mobile device or phone in these special circumstances, the following actions are unacceptable:
    - publishing offensive messages or pictures
    - using obscene, inflammatory, racist, discriminatory or derogatory language
    - insulting, harassing or attacking others
    - ignoring teacher directions for the use of social media, online email and internet chat
    - using in-phone cameras anywhere a normal camera would be considered inappropriate, such as toilets
    - invading someone's privacy by recording personal conversations and forwarding or uploading this material
  - Storage of student devices: mobile phones are to be stored during school hours. Examples of school approaches to mobile phone storage management include, but are not limited to:
    - on their person (e.g. in student's pocket or pencil case);
    - in the student's school bag;
    - in a lockable pouch; and
    - in a secure location, such as a locked cupboard in the school office.
- other school-specific exemptions, such as:
- use of mobile phones and wearable devices for school payments (e.g. tuckshop, uniform shop and office);
  - teacher discretion to permit use for specific and agreed educational purposes; and
  - use during representative school sports, camps and excursions at specified and supervised times (in accordance with the School excursions procedure).



## **Information relating to the use of school-based computers**

- The school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- 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**

Bloomfield River State School uses the PBL framework to help promote positive relationships and support the wellbeing of all students.

Our staff understand that students who feel physically and emotionally secure are more likely to be successful in their learning.

Therefore, bullying behaviour is not tolerated at Bloomfield River State School.

## **Definition of 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.

### **Bullying response flowchart for teachers**

- Allow students to share their feelings without interruption
  - Check with the student to ensure you have the facts correct
  - From what the student has said, determine if bullying has occurred or if another disciplinary matter is at issue
  - If you hold immediate concerns for the student's safety, let the student know how you will address these.
- 
- Develop a plan with the student – outlining next steps (ask the student what they think may help)
  - Refer to relevant support staff and/or Principal and seek additional advice as required
  - As applicable, notify parent/s that the issue of concern is being investigated
- 
- Complete all actions agreed with student (and if applicable parent/carers) within agreed timeframes
  - Document relevant actions in OneSchool
  - Monitor student and check in regularly on their wellbeing
  - As required, seek assistance from relevant support staff and/or Principal

### **Cyber-Bullying**

Cyberbullying is treated at Bloomfield River State School with the same level of seriousness as face-to-face bullying

In the first instance, students or parents who wish to make a report about cyberbullying are encouraged to approach staff at the school (including the Principal).

Principals also have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying which can also occur on the weekend or during school holidays. It also applies to inappropriate online behaviour of students that is directed towards other community members.

Parents and students who have concerns about cyberbullying incidents occurring during school holidays can seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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.

The Department of Education provides a [guide for parents](#) with important information about cybersafe and cyberbullying, and suggestions about what parents can do if their child is a target or responsible for inappropriate online behaviour.

Students who have been subject or witness to bullying are also encouraged to approach any staff member with whom they feel comfortable sharing their concerns. Depending on the

nature of the reported bullying incident, a formal plan of action may be developed to support the student.

Students who use bullying behaviours towards others will also be provided with support to help them use more socially acceptable behaviours. Consequences may also be used to reinforce the seriousness of the incident. These measures may include internal school withdrawal, withdrawal from social events or celebrations, or more severe consequences such as suspension or exclusion from school.

## **Appropriate use of Social Media**

Parent and community feedback is important for the school. If parents have a complaint or enquiry about an issue at school, they are encouraged to speak directly to the school about the matter. Parents are advised to avoid discussing details of school issues on social media, particularly the names of anyone involved.

Additionally, if parents encounter negative or derogatory content online which involves the school, they are advised to contact the Principal.

The following is a guide which offers some strategies about how to use social media in relation to posts about the school community.

- Before you post something online, ask yourself if the community or individual really needs to know. Is it relevant, positive and helpful? 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.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- 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?**

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, the posting of online content that infringes the Criminal Code Act 1995 and the Defamation Act 2005.

### **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 Bloomfield River 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

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 escalated behaviour of the student under rapid and safe control. It is not a time to attempt to discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, For unexpected critical incidents, basic defusing techniques include the following:

| <b>Actions to <u>avoid</u></b>  | <b>Actions likely to de-escalate problem behaviour</b>  |
|---|---|
| Shouting  | Model the behaviour you want students to adopt – use a calm, measured tone<br>Speak privately to the student/s where possible, speak calmly and respectfully, |
| Sudden movements  | Approach the student in a non-threatening manner - move slowly and deliberately toward the problem situation.   |
| Cornering the student   | Keep a reasonable distance  |
| Moving into the student's space   | Establish eye level position  |
| Touching or grabbing the student  | Minimise body language,<br>Withdraw if the situation escalates  |
| Becoming defensive, communicating anger and frustration   | Use a serious measured tone - choose your language carefully<br>Stay calm and controlled, avoid responding emotionally.                                       |
| Sarcasm   | Be matter of fact & avoid humiliating the student<br><br>Be brief, stay with the agenda, acknowledge cooperation  |
| If the student starts displaying the appropriate behaviour, acknowledge their positive choice . |   |

Debrief: At an appropriate time (i.e. when the student is calm and receptive to discussion) help the student to identify the sequence of events that led to the unacceptable behaviour.

discuss the choices (positive as well as negative) that the student made in this situation, and identify more positive options if similar situations occur in the future.

## Related Procedures and Guidelines

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

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

## Further Resources

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