



Builyan State School

Student Code of Conduct 2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

Postal address:	6682 Gladstone-Monto Road, Builyan 4680
Phone:	07 4974 1181
Email:	principal@builyanss.eq.edu.au
School website address:	https://builyanss.eq.edu.au/
Contact Person:	Kaylee Fechner (Principal)

Endorsement

Principal Name: Kaylee Fechner

Principal Signature:

Date:

25/11/20

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

Celina Otto

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

Date:

25/11/20

per *[Signature]* Rebecca Smith

Vice President

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Purpose

Builyan State School is committed to ensuring a respectful learning environment that is safe, positive and supportive for all students.

The Builyan State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

Introduction

At Builyan State School, we pride ourselves on providing high quality individualised education to all students. We believe strong, positive relationships between all members of our school are the foundation to supporting success of all students. Our unique small school setting allows for maximised learning opportunities with minimal disruptions.

Builyan State School has three core rules, which are Be Safe, Be Respectful and Be Responsible.

These rules have been used in the development of the Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our staff believe that communication and positive connections with people are the most valuable skills in our community.

Builyan State School staff take an educative approach to conduct, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on devices and the approach to preventing and addressing incidents of inappropriate behaviour. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents for their work in bringing this Builyan State School Student Code of Conduct together.

Consultation

Builyan State School developed the Student Code of Conduct in collaboration with our school community.

Consultation with our parents through the P&C, staff and students was undertaken through staff meetings and behaviours surveys held during 2020.

Firstly, we identified strengths and successes from our Responsible Behaviour Plan for Students, and areas for further development.

Secondly, we distributed a draft of the Student Code of Conduct to staff for feedback.

Next, we provided the finished version, incorporating suggested changes and feedback, at the P&C Association meeting for endorsement.

The completed version of the Student Code of Conduct is published on the school website and provided to every student and family upon enrolment.

Any families who require assistance to access a copy of the Builyan State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

The Builyan State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

School Opinion Survey

Parent opinion survey

Performance measure			
Percentage of school staff who agree that:	2017	2018	2019
their child likes being at this school.	100.0	DW	100.0
their child feels safe at this school.	100.0	DW	100.0
their child's learning needs are being met at this school.	100.0	DW	100.0
their child is making good progress at this school.	100.0	DW	100.0
teachers at this school expect their child to do his or her best.	100.0	DW	100.0
teachers at this school provide their child with useful feedback about his or her school work.	100.0	DW	100.0
teachers at this school motivate their child to learn.	100.0	DW	100.0
teachers at their school treat students fairly.	100.0	DW	100.0
they can talk to their child's teachers about their concerns.	100.0	DW	100.0
this school works with them to support their child's learning.	100.0	DW	100.0
this school takes parents' opinions seriously.	100.0	DW	100.0
student behaviour is well managed at this school.	100.0	DW	100.0
this school looks for ways to improve.	100.0	DW	100.0
this school is well maintained.	100.0	DW	100.0

Student opinion survey

Performance measures			
Percentage of students who agree [#] that:	2017	2018	2019
They like being at their school	100.0	100.0	100.0
I feel accepted by other students at my school	100.0	100.0	100.0
they feel safe at their school	100.0	100.0	100.0
their teachers motivate them to learn	100.0	100.0	100.0
their teachers expect them to do their best	100.0	100.0	100.0
their teachers provide them with useful feedback about their school work	100.0	100.0	100.0
teachers at their school treat students fairly	100.0	100.0	100.0
they can talk to their teachers about their concerns	100.0	100.0	100.0
their school takes students' opinions seriously	100.0	100.0	100.0
student behaviour is well managed at my school	100.0	100.0	100.0
their school looks for ways to improve	100.0	100.0	100.0
their school is well maintained	100.0	100.0	100.0
their school gives them opportunities to do interesting things	100.0	100.0	100.0
their teachers care about them	100.0	100.0	100.0
this is a good school.	100.0	100.0	100.0

Student opinion survey

Performance measure			
Percentage of school staff who agree# that:	2017	2018	2019
they enjoy working at this school	100.0	100.0	100.0
they feel this school is a safe place in which to work	100.0	100.0	100.0
they receive useful feedback about their work at this school	85.7	100.0	100.0
students are encouraged to do their best at this school	100.0	100.0	100.0
students are treated fairly at this school	100.0	100.0	100.0
student behaviour is well managed at this school	100.0	100.0	100.0
staff are well supported at this school	100.0	100.0	100.0
this school takes staff opinions seriously	100.0	100.0	100.0
this school looks for ways to improve	100.0	100.0	100.0
this school is well maintained	100.0	100.0	100.0
this school gives me opportunities to do interesting things	100.0	100.0	100.0
my school has an inclusive culture where diversity is valued and respected	100.0	100.0	100.0
people are treated fairly and consistently at their school	100.0	100.0	100.0
their school is well managed	100.0	100.0	100.0
they feel that staff morale is positive at their school	100.0	100.0	100.0
staff at their school are interested in their wellbeing	100.0	100.0	100.0

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

EXEMPLAR STATE COLLEGE SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p>All students (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">• teaching behaviours in the setting they will be used• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (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>

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).

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.

- 3 Individualised services for **few students** (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.

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 a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student’s use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

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 and rigorous problem solving procedures.

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.

Consideration of Individual Circumstances

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

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

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

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Student Wellbeing and Support Network

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing 12 framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P-6 curriculum, assessment and reporting framework.

Policy and expectations

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

Specialised health needs

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

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

Medications

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

For students with a long-term health condition requiring medication, parents need to provide the school with a Request to administer medication at school form signed by the prescribing health practitioner. Builyan State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health

Builyan State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes contact with our Guidance Officer for help with support plans.

Student Support Network

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

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

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

Role	What they do
School Chaplaincy	<ul style="list-style-type: none">• Provides spiritual and emotional support to school communities.• Provides a listening ear and a caring presence for children and young people in crisis, and those who just need a friend.• Provides support for staff and parents in school communities.
Guidance Officer	<ul style="list-style-type: none">• Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting.• Assists students with specific difficulties, acting as a mediator or providing information on other life skills

	<ul style="list-style-type: none"> • Liaises with parents, teachers, external health government agencies, and community groups.
<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Monitors attendance, behaviour and academic data to identify areas of additional need. • Lead role for implementation of Positive Behaviour for Learning • Provides individual and, at times, group support to students to assist their engagement with education. • Liaises with parents, teachers, or other external health providers as needed as part of the counselling process • Builds the capacity of teachers to provide effective and differentiated instruction for all students

It is also important for students and parents to understand there are regional and state wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Principal Advisors PBL, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak the Principal

Whole School Approach to Discipline

Although Builyan State School is not an official Positive Behaviour for Learning (PBL) school, we follow the PBL as the multi-tiered system of support for conduct in the school. This is a whole school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions

PBL is an evidence-based framework used to:

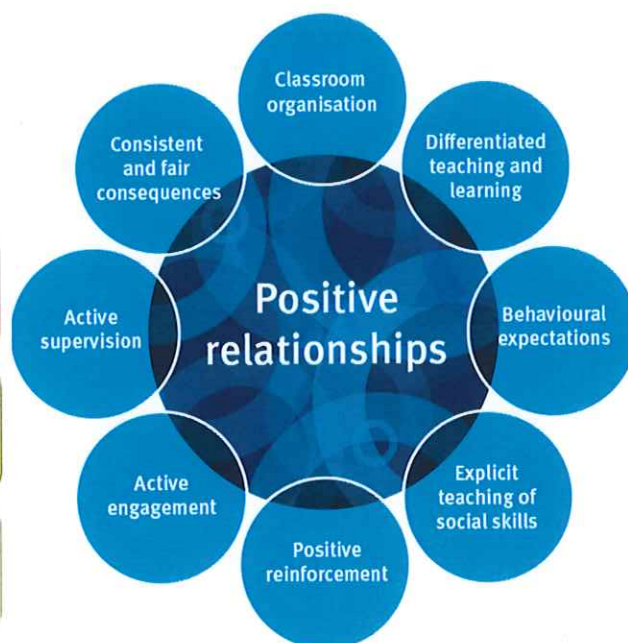
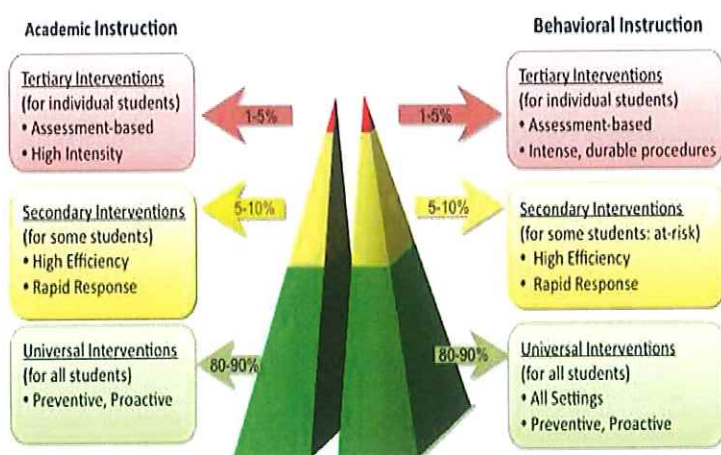
- Analyse and improve student behaviour and learning outcomes
- Ensure that only evidence-based practices are used correctly by teachers to support students
- Continually support staff members to maintain consistent school and classroom improvement practices

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

The development of the Builyan State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

Designing Schoolwide Systems for Student Success



The school-wide Expectations Teaching Matrix below outlines the agreed school rules and specific behavioural expectations in all school settings.

	ALL AREAS	CLASSROOM	PLAYGROUND	PATHWAYS	TOILETS
BE SAFE	<p>I use equipment appropriately</p> <p>I keep my hands, feet and objects to myself</p> <p>I follow the School's Dress Code</p> <p>I keep my bags on the racks</p>	<p>I ask for permission to leave my seat</p> <p>I walk in a safe and orderly manner</p> <p>I enter and exit the room with permission</p> <p>I follow the teacher's instructions without delay</p>	<p>I only participate in school approved games</p> <p>I wear shoes and socks at all times</p> <p>I am sun safe and wear a hat outside</p> <p>I honour and play by the school wide rules</p>	<p>I hold onto railings and walk down stairs safely</p> <p>I walk one step at a time</p>	<p>I wash my hands</p> <p>I flush the toilet</p> <p>I only go to the toilet with permission</p> <p>I make sure the area is safe</p> <p>I turn off taps</p>
BE RESPONSIBLE	<p>I ask permission to leave the classroom</p> <p>I am on time</p> <p>I am in the right place at the right time</p> <p>I follow instructions straight away</p> <p>I am honest</p> <p>I am sensitive to other people's feelings</p>	<p>I am always ready to learn</p> <p>I watch, listen and learn when the teacher is modelling a new skill</p> <p>I participate in shared and guided lessons</p> <p>I complete my independent work diligently and to the best of my ability</p> <p>I take care of school property</p>	<p>I am a problem solver</p> <p>I return equipment to the appropriate place</p> <p>I stop playing as soon as I hear the bell and assemble in the undercover area</p> <p>I care for the environment</p>	<p>I keep passage ways clear at all times</p> <p>I carry items carefully</p> <p>I report hazards to teachers</p>	<p>I use toilets during breaks</p> <p>I make up learning time wasted in the toilets during the breaks</p> <p>I use a sensible amount of toilet paper</p> <p>I report disorderly conduct</p>
BE RESPECTFUL	<p>Respect others' personal space and property</p> <p>I care for my own and others' property</p> <p>I clean up after myself</p> <p>I am courteous</p> <p>I use formal register</p> <p>I wait my turn</p> <p>I wear my school uniform</p>	<p>I raise my hand to speak</p> <p>I respect others' right to learn</p> <p>I take turns to talk</p> <p>I am a good listener</p> <p>I enter rooms with permission</p> <p>I do not leave until the teacher has given me permission</p>	<p>I play fairly</p> <p>I take turns,</p> <p>I invite others to join in and follow rules</p> <p>I take an active interest in helping children from younger grade levels</p>	<p>I respect other people's learning by walking quietly</p>	<p>I respect the privacy of others</p> <p>I use the bins provided</p> <p>I clean up after myself</p> <p>I only use the toilets that are designated for my use</p>

Differentiated and Explicit Teaching

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

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



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

Our school uses the PBL Expectations 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.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including the Guidance Officer, work collaboratively with class teachers at Builyan State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Builyan State School has access to Student Support Network staff to help arrange and deliver focused teaching to students who need more support to meet expectations.

Essential Skills for Classroom Management

By using the Essential Skills for Classroom Management (ESCMs), teachers at Builyan reduce time spent on managing conversations and increase the time spent on learning conversations.

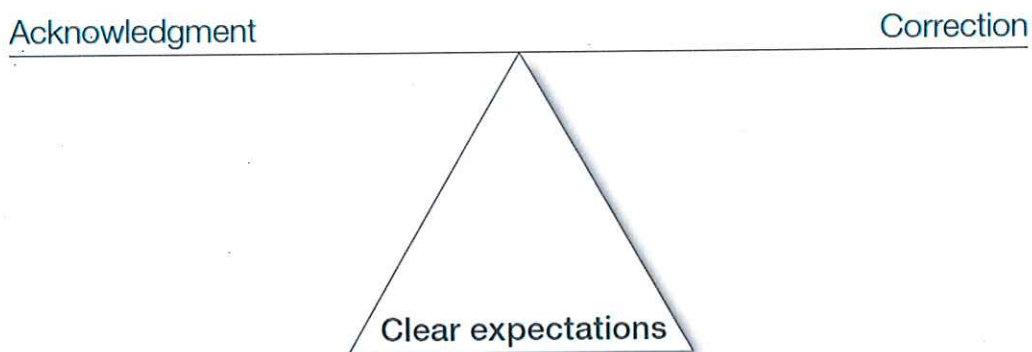


Figure 1: The Balance Model of Behaviour Management

The Essential Skills are hierarchical from Least Intrusive to Most Intrusive and are expected practice in all Builyan State School classes. Profiling, coaching and feedback is available to all staff around Essential Skills.

The 10 Essential Skills for Classroom Management are:

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

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.

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

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

Teaching staff provide in-classroom or in-school disciplinary responses to low-level or minor problem behaviour. This may include:



CONSEQUENCES

Least intrusive to Most intrusive

Tactical Ignoring
Non-verbal cue use
Non-verbal redirection
Positive reinforcement of others
Rule reminder/Questioning to redirect
Discussion about effects
Verbal direction
Give a choice
Move student in the room
Time Out
Loss of privilege – eg playtime
Monitor sheet
Contact Parents
Detention – lunchtime
Restorative conversations

Focused

Teachers are supported by other school-based staff to address in-class problem behaviour. This may include:

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

Intensive

The school principal will work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Builyan State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued

attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

- Walk with student to classroom

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors. The **Temporary removal of student property by school staff procedure** outlines the process, 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 Builyan 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)**.

Please see Temporary removal of student property by school staff procedure for more information.

Responsibilities

State school staff at Builyan State School:

- do not require the student's consent to search school property such as 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 Builyan 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 Builyan 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 Builyan 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 Builyan 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 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 (Mandated)

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, laptop computers, tablets/ipads, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone), mobile telephones, iPods® and devices of a similar nature.

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 Builyan State School to:

- leave mobile phones or other devices at the school office for the duration of the day

It is **unacceptable** for students at Builyan State School to:

- use a mobile phone or other devices during school hours
- use a mobile phone or other devices in an unlawful manner
- 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
- ignore teacher directions for the use of social media, online email and internet chat
- 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.
- 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.

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 Builyan 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.

For more information please see [Advice for state schools on acceptable use of ICT facilities and devices](#).

Preventing and responding to bullying

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments.

School Community Beliefs about Bullying

"Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or groups of persons"

Bullying is an imbalance of power between individuals or groups against weaker, (physically or emotionally) individuals or groups.

Each instance of behaviour, including bullying and harassment, in this school should be dealt with on an individual basis, dependent on the situation, the persons involved, the needs of the person experiencing the behaviour and the seriousness of the incident, conducive to a supportive and safe school environment.

Children need to learn to distinguish appropriate and inappropriate behaviours as a part of their development at school, at home and within the community. There is a responsibility of schools and families to support students in developing conflict resolution skills, and sustain their resilience during a variety of social interactions at home, in the community and at school.

Bullying behaviours might include ...

1. Direct physical threats or assaults
2. Social exclusion of one by another or a group
3. Verbal insults or spreading rumours
4. Sending of threatening or demeaning messages by SMS, Email, Internet
5. Non verbal signals "

	<i>Direct</i>	<i>Indirect</i>
<i>Verbal Abuse</i>	Verbal insults Unfair criticism Name calling	Persuading another person to criticise or insult someone Spreading malicious rumours Anonymous phone calls and emails
<i>Gestural Abuse</i>	Threatening or obscene gestures Menacing stares	Deliberately turning away or averting one's gaze to ignore someone
<i>Physical Means</i>	Striking	Getting another person to

	Throwing things Using weapons	assault someone Removing and hiding belongings
<i>Relational Bullying</i>	Forming coalitions against someone	Persuading people to exclude someone

At Builyan State School, bullying in all its forms is not accepted and all members of Builyan State School accept their responsibility to promote positive relationships and to prevent bullying.

Educational Programs

It is important that students staff and parents understand what bullying is, how it impacts on people and how bullying is responded to at Builyan State School. At Builyan State School, we use the following educational strategies.

- Class meetings
- Parent awareness raising through brochures, Newsletter articles and website links
- Bullying – NO WAY! Resources

Prevention Programs

Effective social skill and positive relationships act to prevent bullying. At Builyan State School we promote effective social skills and positive relationships by facilitating a range of programs including ...

- Ongoing recognition of positive behaviours through weekly awards
- Annual orientation to school's Responsible Behaviour Plan, outlining schoolwide expectations
- Development of classroom specific behavioural expectations aligned to school's Responsible Behaviour Plan
- Talk, Walk and Report strategy

Responses to Bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students.

Our school does not accept, condone nor tolerate bullying, harassment, teasing in any form. Our **Responsible Behaviour Plan** reflects the strategies and consequences in place for dealing with bullying.

The Builyan State School community should be informed of the school's strategies and programs applied in dealing with bullying of all forms through newsletters and at appropriate times.

If bullying is reported or suspected, it needs to be addressed immediately. The member of staff who has witnessed the incident or has been approached about an incident should ensure the safety of the victim and deal with the issue immediately and appropriately. A clear account of the incident should be recorded and given to the principal or delegate.

The principal or delegate will investigate the issue by ...

- Interviewing all concerned
- Recording the incident and findings on OneSchool
- Notifying parents/caregivers that an incident is being investigated, including consideration of how the parties wish the incident to be resolved,
- Advising all of their rights and responsibilities,
- Attempting to find a resolution through strategies such as:
 - o Conflict resolution
 - o Implementing consequences (time out, suspension, etc.)
 - o Counselling through referral to Guidance Officer or Child Psychologist for both the bully as well as the victim
 - o Keeping teachers, parents / carers informed.

The school supports students who claim to be bullied/harassed by ...

- Encouraging students to discuss issues with a trusted staff member, the principal at any time they have need to do so
- Reassuring these students that incidents will be investigated and dealt with
- Offering continuous support for them as and when it is needed
- Encouraging students to form friendships with other students
- Offering Counselling support if needed and if issues are not resolved
- Actioning clear consequences for bullies that do not cease their bullying behaviours

The school needs to support students who have bullied/harassed by;

- Discussing the issues
- Discovering why they engage in bullying behaviour
- Identifying the bullying behaviours and discussing alternative ways of behaving or strategies to change that behaviour
- Enlisting the support of parents/caregivers where appropriate and possible
- Enlisting the support of Guidance Officers/Child Psychologists for counselling purposes
- Giving clear consequences for ongoing inappropriate behaviours

The school and individual classes facilitate programs such as ...

- 'Whole of school' and 'whole class' strategies and/or programs to deal with bullying issues. Teachers should implement class programs relating to bullying when instances of bullying or harassment occur. References to online programs such as the '**Bullying No Way**' website should be accessed by teachers and students for strategies and resources to implement.

Actions

- Official warnings that specify the bullying is to cease, verbal and written
- Withdrawal from class or class activities at that time including excursions/camps
- Internal detentions at lunch time for 20 minutes or after school hours for up to 30 minutes with parent/carer support
- Exclusion from certain areas of the school, particularly where bullying issues might arise
- Minor Suspension up to 5 days;
- Major Suspension 6 to 21 days
- Behaviour Improvement Condition optionally applied at the discretion of the Principal if exclusion is to occur
- Recommendation for exclusion to the Executive Director of Schools if highly serious and further continuation of bullying issues

Continual communications with parents/caregivers, class teachers, playground supervisors and specialist teachers needs to occur at all stages in dealing with bullying issues.

Bullying/harassment/teasing comes in many forms that staff and parents need to be aware of including;

- Physical Assault including bumping, pushing, shoving, hitting, punching, hands on activities, (eg; knocking hats off heads)
- Altering personal belongings of others, handling/shifting hats, bags, books, pencils etc with the intention to annoy, tease or harass
- Verbal assault, abusive and/or inappropriate language
- Inappropriate 'joking' about issues sensitive to others
- Inappropriate body language, gestures such as pointing at, looks and insinuating or suggestive actions
- 'Put-downs', name calling, continuous teasing of any form
- Excluding from a group or situation
- Note writing about other people
- Emails, social media, chat-lines on the internet
- Inappropriate mobile/telephone contact including text and video messaging

Other forms of behaviour distinguished from bullying that need to be dealt with as unacceptable behaviours are ...

- Rough Play
- Name calling (two way)
- Fighting

Bullying may occur by individuals or groups (ganging) against individuals or groups (victims).

Workable solutions and responses to Bullying at Builyan State School

Action		Strategies	Students
Short Term	Responsive Practically dealing with the immediate and specific incidents of bullying.	<ul style="list-style-type: none"> – Speak to all students involved, actively listen to their issues – Investigate, interview, record on Behaviour Card/OneSchool – Follow the procedures as outlined in the Responsible Behaviour Plan – Involve appropriate people, eg;. Principal, parent/s, Guidance Officer 	<ul style="list-style-type: none"> – Report bullying incidents they witness – Speak out against bullying (SAFE). – Are offered an opportunity to discuss the experience with a member of staff of their choice.
Medium Term	Problem Solving Targeting support and skills development for individuals and groups.	<ul style="list-style-type: none"> – Work with Guidance Officer, Behaviour Management and/or other support personnel – Provide opportunities for role playing and problem solving scenarios – Teach students assertive strategies to deal/resolve conflict – Provide structured programs that teach alternatives to aggressive behaviour – Reinforce rules through anti bullying procedure – Work with parents, students, teachers to monitor behaviour and adapt the program as needed – Reintegration and restoration of relationships for the young people involved – Actively involve themselves in their student's lives at school and out of school. – Be expected to actively engage in professional development as provided by the school community. 	<ul style="list-style-type: none"> – Collaboratively establishing responsibilities and rules. – Role modelling of desired behaviours by students. – Participate in relevant curriculum, eg;. Human Relationships Education programs – Be encouraged to use the appropriate anti-bullying strategies to resolve conflict in the first instance. – Encouragement to participate in extracurricular programs to develop self-esteem and interpersonal relationships. – Encouraged to determine issues underlying incidents.

Long Term	<p>Preventative</p> <p>Providing a warm, positive environment for students by giving consistent messages through ongoing strategies designed to foster the active involvement of all students</p>	<ul style="list-style-type: none"> - Participation in the 'You Can Do It' Program - Establish a school culture that actively promotes non violence - Create a classroom climate that accepts and values diversity - Ensure students' voices are heard and they actively participate in meaningful decision making - Encourage collaborative decision making on important school issues involving all members of the school community - Monitoring and reinforcing appropriate behaviours - Providing long-term support by key personnel - Focus on socialisation (eg; role models, leadership programs, group dynamics and cooperative learning) - Provide opportunities for students to critically examine social constructions which shape bullying and harassment, eg; race, gender and class. - Periodically instigate appropriate surveys to determine school safety - Monitor, document and give the community feedback about program effectiveness (based on sound data) - Celebrate and publish successes - Revise effective anti bullying strategies with links to the Supportive School Environment.
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At Builyan State School, we support victims and perpetrators by ...

- Providing counselling support
- Conducting bully interviews (eg; method of shared concern)
- Increased supervision of at risk areas
- Social skills programs targeting victims and perpetrators

At Builyan State School the consequences for bullying might include ...

- Bully interviews
- Detention
- Family meetings
- Suspension and recommendation for exclusion where bullying is so severe no other form of consequence would be deemed adequate

Reporting and Monitoring Bullying

At Builyan State School reports of bullying are taken seriously. Students, Parents and Carers might report bullying in the following ways ...

- Initially, report suspected bullying to a member of staff,
- Regularly communicate with the teacher managing the case.

Reports of bullying will be collated and monitored to inform the school community about the extent of bullying and to identify particular areas of concern for future action.

Staff are encouraged to document all reports of bullying as they arise to capture data to better inform the school's Responsible Behaviour Plan. This may take the form of ...

- Playground and Classroom Incident Registers
- Anecdotal Records
- OneSchool Incident Application as part of the Behaviour Module

What can Parents and Carers do to Help with Bullying and Harassment ?

Parents can assist in making major difference to the mindset of children vulnerable to bullying. Some suggestions include ...

- **Closely monitor** your child/ren's **feelings** about school and other children. Look beyond the superficial responses (eg; "How was school today?" "Good.") and check for signs of real contentment
- When bullying is detected, it is important to **listen carefully** and find out exactly what is happening. Don't get angry and ring the school immediately. Find out who said what, and why. Remain calm but supportive, confident and protective.
- **Take measured action.** For example, telephone and make an appointment with the appropriate person at the school (Teacher, Deputy/Principal or other adult). You may ask the child who would be best to talk to. Discuss what has been happening, and why. Work out a joint strategy with the school, for example, what you'll do and what the school will do.
- **Keep records.** Every bullying incident must be recorded, so that the school has clear evidence of what is going on. (It's not enough to say, 'Sally has been bullying my daughter.' A school needs dates, words said, actions, if it is to respond effectively.)
- **Initiate actions designed to build up your child's confidence and self esteem,** such as ...
 - Spending more time with him/her in favoured activities (eg; sport, hobbies, outings, etc)
 - Praising him/her for achievements and for being 'such a great kid'
 - Avoiding negatives, including things you normally nag about. Now is not the time for criticism !
 - If something goes wrong (eg; a bad mark, some crisis or other), reminding him/her that he/she is a wonderful person, and that whatever went wrong is trivial (as appropriate).
- **Foster friendships** and a positive peer group. Encourage your child to invite friends home, or offer to take them out for a special treat, thereby strengthening the network and intimate relationships. Whatever you do, don't treat the peer group as the enemy. This will isolate your son/daughter and make him/her even more unhappy and vulnerable.
- Teach your child how to be confident. This is largely common sense, but here are reminders
 - 'Walk tall'; don't hunch or 'crumple'
 - Look people in the eye; don't stare at the floor
 - Speak clearly and distinctly, not in a whisper
 - Breathe calmly and keep the pace normal, don't fidget and twitch
 - You may like to **demonstrate** these things, and explain that sometimes other people take advantage of you if they think you're scared
- If specific hurtful words were used, it can be helpful to **'desensitise'** your child to such words
 - Laugh about them. Talk about how silly words are
 - Offer appropriate advice about ways to 'deflect' the bullying, such as non-committal replies. Whatever you do, don't advise a violent response. This will only make the situation worse, and could put your child in the wrong.

- Constantly check for progress, and keep the school informed of how things are going. As a parent, you are well placed to know what's happening.

Remember, our doors are always open!

Builyan State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Builyan State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Builyan State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Builyan State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Builyan State School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Builyan State School implements teaching and learning programs to proactively prevent instances of bullying behaviours. These are flexible and responsive to the needs of the students.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Builyan State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Builyan State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Cyberbullying

Cyberbullying is treated at Builyan 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 their class teacher. The Principal can also 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 Builyan State School may face in-school disciplinary action, such as restricted play 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.

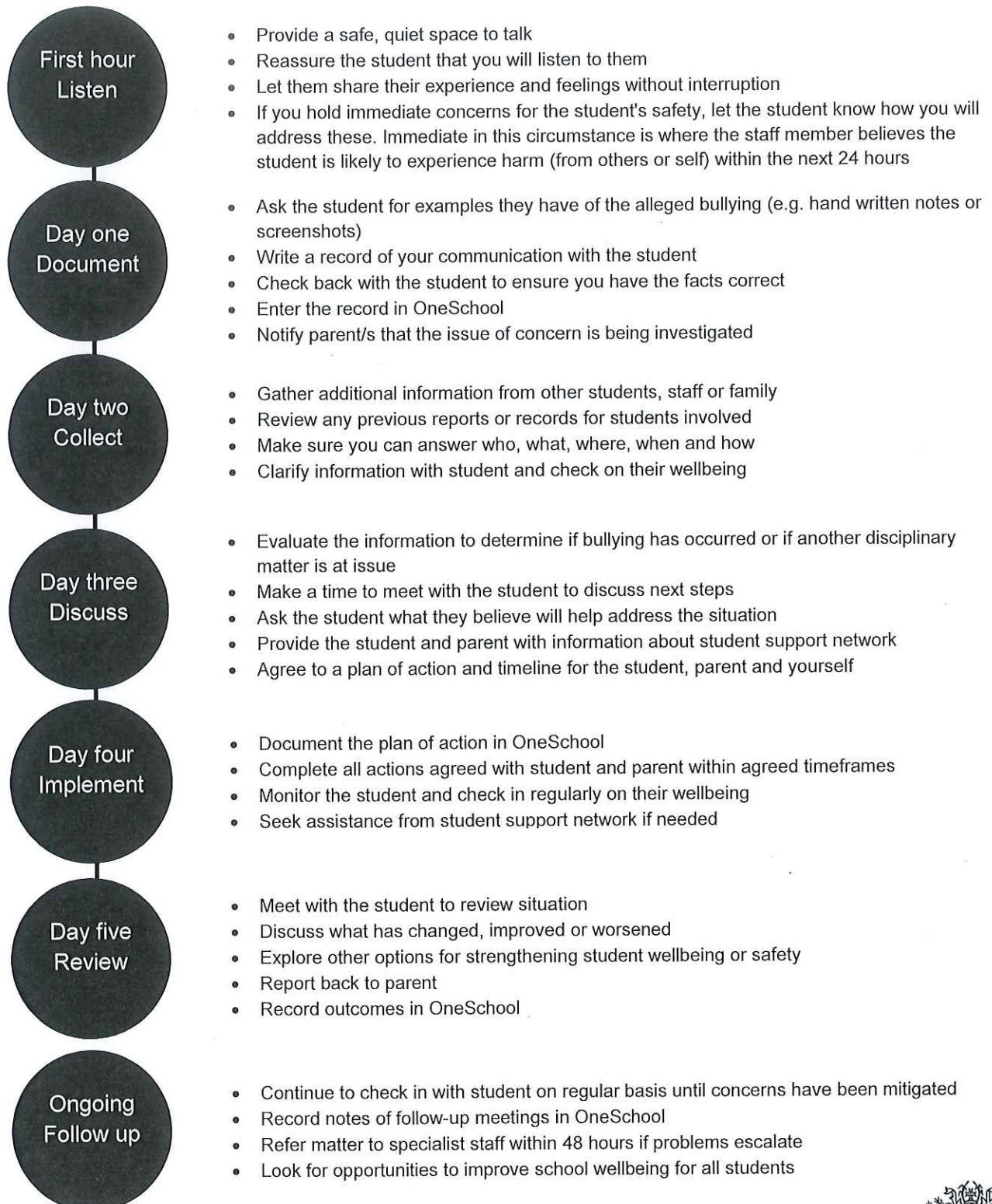
Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations 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.

Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

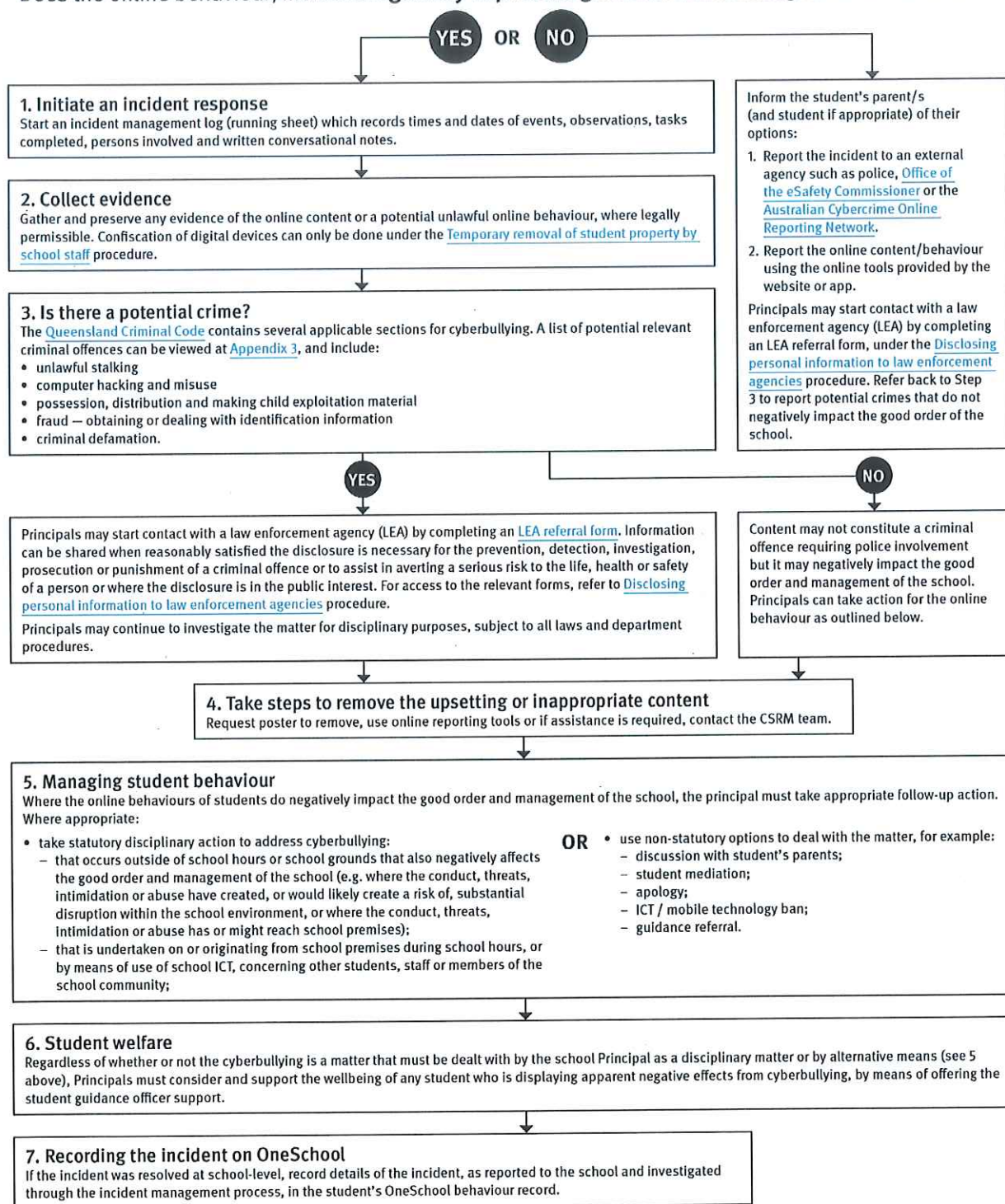
Explicit images

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

Help

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

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



Appropriate use of social media

Builyan State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Builyan State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Builyan State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying), it is unacceptable for students to bully, harass or victimise another person whether within Builyan State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Builyan State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Builyan State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Builyan State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Builyan State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Builyan State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Builyan State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Builyan State School expects its students to engage in positive online behaviours.

Restrictive Practices

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of reescalation, 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.

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [Kids Helpline](#)
- [Queensland Department of Education School Discipline](#)
- [Student Wellbeing Hub](#)
- [Parentline](#)
- [eheadspace](#)

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. Early resolution: discuss your complaint with the school

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

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

2. Internal review: contact the local Regional Office

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

3. External review: contact a review authority

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

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

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



Feeling Unsafe or Unhappy about a Situation?

Use these 3 steps to make it clear and seek help if needed:

1. STOP



Tell the person to stop and make this clear by raising your hand to them.

2. WALK AWAY



If they continue, walk away without comment.

3. REPORT



Tell an adult or someone you trust straight away.

Working together we can ensure everyone is safe, comfortable and happy at our school.

Appendix 2

Behaviour Reflection Form

Student: _____ Date: _____

1. What I did (against our School Rules):

2. What I should have been doing:

3. Circle the rule that has been broken:

Be Safe

Be Responsible

Be Respectful

4. How have I stopped myself and others from feeling safe/being responsible/being respected/learning?

5. Actions that I can take to stop this happening again (make a list)

How will I know if my behaviour choices have been successful?

Student:

Date:

Teacher Comments (if necessary)

-----Please sign & date, tear off and return tomorrow-----

Detention – Reflection on Behaviour

I have read and discussed this form with my child,

Parent/Guardian Name:

Signature: _____ Date: _____