Student Code of Conduct

2025-2028

Our vision is for equity and excellence in everything we do

Delivering a high equity, high quality early childhood and education system which provides a strong start for all children and supports every student to realise their potential.

Queensland Department of Education
State Schools Strategy 2024-2028

Purpose

Bardon State School is dedicated to fostering a safe, respectful, and responsible environment where all students, staff, parents/carers, and visitors can thrive, ensuring our students are engaged as active learners. The Bardon 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.

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Contact Person:	Jill Rutland (Principal)

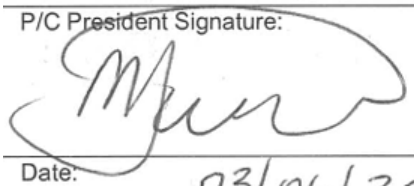
Endorsement

Principal Name:
Jill Rutland

Principal Signature:

P/C President Name: Molly Jared

P/C President Signature:



Date: 03/06/2025.

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Principal's Foreword

Introduction

Bardon State School has a proud history of delivering high-quality education to students in Brisbane's inner northern suburbs. At the heart of our school's success is a commitment to fostering strong, positive relationships among all members of our community. These connections lay the foundation for supporting every student's growth, supporting them as they attain the Learning Assets of being:
Researchers (curious, courageous and resourceful)
Thinkers (open-minded, flexible and persistent)
Collaborators (empathic, compassionate and reliable)
Self-Managers (resilient, responsible and reflective) and
Communicators (confident, responsive and respectful)

Our four School Expectations – for all members of our school community - are:

Be Respectful
Be Responsible
Be Safe
Be an Active Learner

These Learning Assets and Expectations underpin the Student Code of Conduct.

At Bardon State School, we take an educative approach to discipline, understanding that behaviour can be taught and that mistakes provide opportunities for learning. The Student Code of Conduct outlines our proactive strategies for educating and supporting students about expected behaviours. It also includes detailed policies regarding the use of mobile phones and other technologies, the removal of student property, and approaches to preventing and addressing bullying. Additionally, it explains the consequences for breaches of behaviour standards, including the potential use of suspension or exclusion.

Through this framework, we strive to create a safe, respectful, and responsible learning environment where all students can thrive as active learners.

P&C Statement of Support

As president of the Bardon State School P&C Committee, I support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Jill Rutland has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support all students to meet the set expectations.

We encourage all parents to familiarise themselves with the Bardon State School Student Code of Conduct, and to take time to talk with their children about the expectations, discussing any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue that can have particularly devastating impacts on young people. It is important that every parent and child of Bardon State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the information from page 21 provides an excellent starting point to understand how to approach the school about these types of problems. The P&C acknowledges that reducing the incidence of bullying in our community is the responsibility of all.

Any parents who wish to discuss the Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Bardon State School P&C Association. It is with wide community support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

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Consultation

Various consultation processes were used to inform the development of the Bardon State School Student Code of Conduct.

We established a Student Code of Conduct Team (SCOC) to guide the process of engaging all key stakeholders in the school. Throughout Term 4, 2024, the SCOC conducted a series of internal meetings to review and refine our approach. During these meetings, we analysed various data sets and assessed our previous Code of Conduct, updating it to align with our vision for 2028. This process allowed us to identify strengths and successes in our previous school behaviour plan, as well as areas for improvement, informed by our research into a range of programs.

We provided surveys to all students, parents and staff on school culture as part of our School Led Review in 2024. We also took into account feedback provided through our 2024 School Opinion Survey which provided feedback on personal experiences involving student behaviour and management, fairness and clarity of rules, student engagement and school culture and safety.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in March 2025 for endorsement. The P&C Association unanimously endorsed the Bardon State School Student Code of Conduct for implementation in 2025.

Review Statement

The Bardon 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

School Opinion Survey

Below you will find highlights from our 2024 parent and student satisfaction data results from our recent School Opinion Survey. Providing the community with our annual school data provides open and transparent information for all. The 2024 School Opinion Survey highlights Bardon State School's strengths in fostering fairness, community engagement, and safety. By updating the Code of Conduct to reflect these findings, the school can enhance its policies and foster an even more inclusive, supportive, and engaging environment for all stakeholders.

Highlights report for (1041) Bardon State School, 2024

57
Parents and Caregivers
(30.2%) participated.

Most positive items	Agreement
This school has a strong sense of community.	96.4
Staff at this school are approachable.	96.4
Staff at this school are responsive to my enquiries.	96.4

Least positive items	Agreement
This school asks for my input.	85.5
This school works with me to support my child's learning.	89.1
My child is interested in their schoolwork.	90.7

24
Students
(32.0%) participated.

Most positive items	Agreement
I feel safe undertaking online activities using my school's internet.	100.0
I can access computers and other technologies at my school for learning.	100.0
My teachers help me with my schoolwork when I need it.	100.0

Least positive items	Agreement
I am interested in my schoolwork.	69.6
I like being at my school.	73.9
Student behaviour is well managed at my school.	75.0

25
Staff
(56.8%) participated.

Most positive items	Agreement
I use the Australian Curriculum (P-10) and/or Queensland senior syllabuses (11-12) for planning teaching, learning and assessment.	100.0
This school promotes gender equality.	100.0
Students are treated fairly at this school.	100.0

Least positive items	Agreement
This school encourages coaching and mentoring activities.	61.1
I am supported to manage the pressures of my workload.	77.3
This school's culture supports people to achieve a good work-life balance.	81.8

Agreement presents the aggregation of positive responses as a percentage; i.e.: "*Somewhat agree*", "*Agree*", and "*Strongly agree*".
The **most positive items** and **least positive items** are chosen according to strength of agreement. In some circumstances, there may be more survey items of equal agreement to those shown. Please refer to the relevant section of this report for further detail.
The response rate shown is indicative only. It is based on the number of individuals who were invited to participate.

Highlights report for (1041) Bardon State School, 2024 (continued)

	Parent/Caregiver Agreement				Student Agreement				Staff Agreement			
	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year
Common items												
…student behaviour is well managed…	93.0	11.4	12.7	4.5	75.0	12.7	12.0	15.0	83.3	10.5	9.0	-5.1
…students are treated fairly…	94.7	5.9	7.3	1.5	91.7	17.9	18.2	31.7	100.0	11.0	11.5	0.0
…expectations and rules are clear…	93.0	-0.4	0.4	-2.1	95.7	3.8	3.5	-4.3	88.0	1.0	0.2	-0.5
…respectful student relationships fostered…	92.7	3.6	4.4	1.2	91.3	1.8	2.1	-8.7	95.5	3.7	4.2	-4.5
…gender equality at school…	92.6	1.4	2.5	0.0	82.6	10.3	11.1	2.6	100.0	5.0	5.3	4.3
…this is a good school…	94.5	2.5	3.7	4.5	87.0	6.4	7.5	7.0	100.0	8.3	8.8	4.0
…opinions are taken seriously…	92.3	10.6	11.3	10.5	81.8	14.5	13.4	21.8	88.0	11.0	10.5	18.8
…like being at school…	92.7	1.8	3.3	2.7	73.9	-0.6	0.9	13.9	100.0	9.3	9.2	12.0
…feel safe at school…	94.7	5.2	6.3	2.9	83.3	2.0	1.9	-16.7	95.8	8.4	8.2	-4.2
…students are interested in school work…	90.7	4.4	5.0	7.4	69.6	3.3	3.8	19.6	100.0	13.8	16.7	0.0
Concepts												
Fairness / Clarity of rules	93.6	5.6	6.7	1.3	87.3	11.3	11.1	14.0	91.7	7.1	6.7	-2.6
Safety	94.7	4.3	5.1	1.3	91.5	7.0	7.0	-1.8	97.3	7.0	6.8	-2.7
Partnerships	92.1	4.5	4.8	2.6	88.1	8.5	8.3	8.1	93.8	8.7	8.9	9.4
School culture	94.1	3.4	4.2	1.3	88.7	8.3	8.5	4.7	98.5	8.4	8.6	5.3
Teaching and learning	93.2	4.2	4.4	5.2	89.6	4.8	5.1	6.3	95.1	3.2	4.0	-2.3
Staff wellbeing									89.1	14.1	13.2	19.1
Staff development									89.3	6.0	5.7	8.0
Workplace culture*									89.8	10.7	9.5	9.7

Agreement presents the aggregation of positive responses as a percentage; i.e.: "*Somewhat agree*", "*Agree*", and "*Strongly agree*".
Common items are asked in the Parent/Caregiver Survey, the Student Survey and the Staff Survey.
Concepts show the overall result for items that belong to a concept.
A **green reference result** means your school received a result more positive than the reference result, shown as the percentage point difference of **Agreement**.
* The result for '*Workplace culture*' does not include responses in relation to staff interactions in the Staff Survey.

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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.

Below you will find all of our proactive systems of support for our students as well as our approach and processes when behaviour incidents arise.

Support Network and Student Wellbeing

Bardon State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher, make an appointment to meet with the Active Learning Team, Guidance Officer, or leadership team if they would like individual advice about accessing particular services.

Ensuring our students have the foundational skills to be successful is essential in all areas of the children's development. Providing a safe and supportive environment is critical within the school setting. At Bardon State School, we have a wide variety of staff who support our students throughout the year and multiple opportunities for students to engage in proactive programs.

Principal, Active Learning Team teachers, Head of ALT, Head of Curriculum and HOSES	This team provides leadership in promoting an inclusive, positive culture where students feel safe to come to school. They monitor the learning, attendance and behaviour across the school as well as case managing any students or families. They provide academic and social support and create interventions to identified students when required.
Guidance Officer	The Guidance Officer is a member of the school ALT team who engages with parents, school personnel and external support agencies in order to enhance students' learning and wellbeing. Psycho-educational assessment and counselling are key aspects of this role. Guidance Officers also assist schools in the implementation of student protection, gifted and talented education, behaviour support policies and risk management processes that may involve the development of individualised student plans, including Educational Support Plans. Referrals for this service are made through the class teacher to the ALT Team. Occasionally referrals for personal matters are made through the Principal.
Classroom Teachers	Classroom teachers play a vital role in creating a safe, supportive and inclusive environment for all students. They set clear expectations to ensure that students know how to be successful while at school. Teachers help students to problem solve, regulate their emotions, and build capabilities and skills to manage their behaviours in different social situations. Classroom teachers are the primary contact for families and foster open and honest communication between home and school.
Teacher Aides	The role of a teacher aid is supporting Teachers to make adjustments. Teacher Aides support students with learning, behaviour and emotional regulation, delivering differentiated instruction and adjustments. They also facilitate social connections among students. They achieve these by promoting independence through fading of direct support over time. Teacher Aides work closely with teachers and ALT staff to support students, including those with disabilities or English as an Additional language, to provide reasonable adjustments.
Protective Behaviours	Our senior students in Year 5 and Year 6 are offered the opportunity to participate in Protective Behaviour sessions that educate about the topics, Relationships and Reproductive Health. These sessions focus on respectful relationships and sexuality. This approach to education involves respectful facilitation, free of discrimination and mindful of the diversity that exists in different relationships and families. All program content and activities are age appropriate and align with the Australian Curriculum.

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eSafety, Cyberbulling	In conjunction with delivering the Australian Curriculum Technologies subject and safe online behaviour, the school will at times engage an Education Queensland approved external production to deliver an engaging message about cyber safety and cyber bullying.
School Representative Council	This council comprises of an executive team (Y5/6) as well as a representative from each Y1-6 class. Their role is to organise the community fundraising focus each term, assist with a range of events and often assist the school leadership team with key endeavours. Each year, the SRC also fundraisers for a legacy item for the school.
Lunchtime options	To meet the needs of all our students, various teaching staff and teacher aides are scheduled throughout the week to facilitate structured activities, special clubs, and programs during the students' play times. We cater for interests like Lego, Dancing, Drawing, Gardening, Skipping and Robotics, to name a few. Each term we try to offer other substitutes to reflect student interest.

It is important for parents to understand that there are regional and state-wide support services also available to supplement the school network.

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

Bardon 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

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).

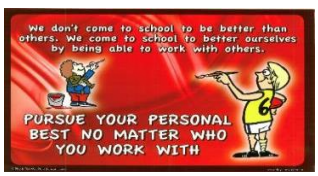
Mental health

Bardon 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 facilitating the development, implementation and periodic review of a Student Plan.

Drug education and intervention

Bardon State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Clear Expectations



Bardon State School incorporates a range of proactive and preventative teaching and learning opportunities for students to understand our clear expectations and strategies for them to independently manage incidents. Our Bardon State School

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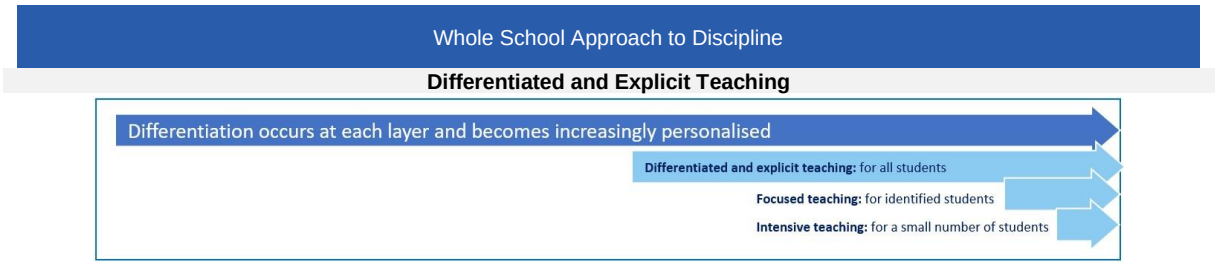
Behaviour Matrix identifies the expected behaviours within the different areas of the school aligned to our behaviour expectations. We also develop personal and social capabilities by utilising Play is the Way as behaviour education which develops their social and emotional development and is designed to be delivered in each year level. Anti-bullying strategies are also taught and visually displayed in all classrooms and play areas to allow for students to develop and refine their strategies to use if being bullied through the use of Do the High 5.

Behaviour Expectations!	Across the whole school	In the classroom	Eating times	Transitions	Play areas	Toilets
Responsible		1. I own and take responsibility for my actions. 2. I attend all school activities and classes on time.	1. I leave my area litter-free. 2. I save some food for second break	1. I move quietly along the pathways between classes.	1. I follow the rules of the games I play 2. I take ownership of my actions in a game or sport	1. I will be waterwise. 2. I will report any leaks, breakages or problems to a teacher. 3. I will unlock the door once I have finished in the cubicle for others to then use
Respectful	1. I will follow instructions from ANY staff members (Teacher aides and cleaners included). 2.	1. I allow others to speak. 2. I ask questions politely 3. If my teacher is busy, I will sit and wait quietly or continue my work.	1. I will pick up all of my rubbish and put my hand up before I leave the space.	2. I will be quiet and try not to disturb other classes when I walk around the school	3. I accept and decline offers to play while respecting others' feelings.	1. I will leave the toilets clean. 2. I will respect others personal space and privacy.
Safe	1. I listen to instructions to keep myself safe. 2. I will tell my teacher if I need to leave the room so they know where I am 3. I keep my hands and feet to myself.	1. I ask permission to leave the classroom. 2. I will walk in the classroom 3. I will keep my hands and feet to myself	1. I will sit and eat my food. 2. I will only eat the food in MY lunch box.	1. My class will walk in lines when walking between classes.	1. I will play safely in every area. 2. I use the play equipment safely. 3. I play with rocks and sticks safely	1. I will wash my hands once finished. 2. I will clean any water I spill or paper towel I drop. 3. I will only use the toilets for its purposes and no other playtime games will be played
Active Learner	1. I will be a respectful and whole-body listener. 2. I will support my friends 3. I will complete tasks putting in my best effort	1. I will listen to the teachers (including aides) for instruction on lesson or activity.	I listen to the green team when sorting my rubbish and recycling	I am mindful of the learning that is happening in the classrooms I walk past.	1. I listen when my friends are explaining the rules of a new game	



Bardon 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 Bardon 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.

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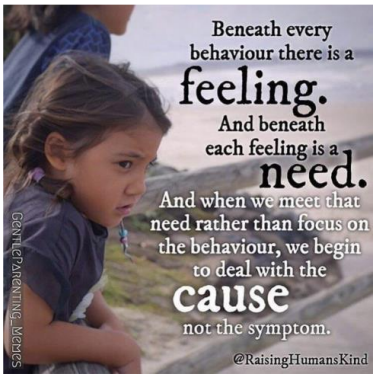
Focused Teaching

Sometimes students need more time and attention - more explicit teaching, more opportunities to practise skills and more regular feedback on progress and to learn new or replacement behaviours.

People all attempt to meet their needs the best way they know how.

This might be effective and responsible or irresponsible/unhelpful (even though the chosen behaviours might be effective for them in the short term).

Below explains what this ***might*** look for a child, noting that we all meet our different needs in different ways.



EFFECTIVE AND RESPONSIBLY		UNHELPFUL OR IRRESPONSIBLE
By choosing to:	BASIC NEEDS	*By choosing to:*
▪ Work hard ▪ Co-operate ▪ Collaborate ▪ Achieve ▪ Listen ▪ Feel successful ▪ Feel important	Empowerment	• Disrupt • Seek attention • Tease others • Anger • Cry • Tantrum • Not to comply
▪ Work collaboratively ▪ Make and maintain friendships ▪ Wear uniform or similar clothes	Connectedness	• Belong to 'gangs' • Buy friends • 'Bullying' behaviours • Follow peers even though it goes against their own value system
▪ Make responsible decisions ▪ Behave responsibly ▪ Be creative	Freedom to and Freedom From	• Opt out of activities • Take absences from school • Daydream
▪ Laugh with others rather than at them. ▪ Enjoy success and respect ▪ Relax ▪ Be engaged in learning.	Enjoyment and Learning	• Play hurtful and practical jokes • Tell jokes at the expense of others • Make fun of people • Be disengaged from learning
▪ Risk-take in new learning ▪ Follow routines ▪ Get adequate sleep and eat well ▪ Behave safely	Safety & Security	• Avoid taking risks- new learnings and situations • Be rigid in thinking and routines • Engage in unsafe behaviours • Withdraw/shut down • Run away

Our role is to give students a wider range of more effective ways to meet their needs, and to build these into their patterns of behaviour.

Within the classroom or during play times, this might look like:

- individual visual with prompts to demonstrate the expected behaviour, supported and reinforced with positive recognition by the teacher
- individual or small group lunchtime support timetable with structured areas and activities to support their positive interactions with students and teachers
- posted signs and displays around the school that remind students of the school values or rules of conduct for play.
- learning passport to be signed by the teacher on duty for play and eating breaks or the classroom teacher that reports student behaviour for each session.
- a Reflection page the reflects school values with consistent language used in the classrooms and with school admin to reinforce behaviours with students.

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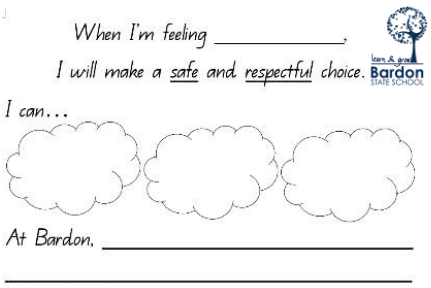
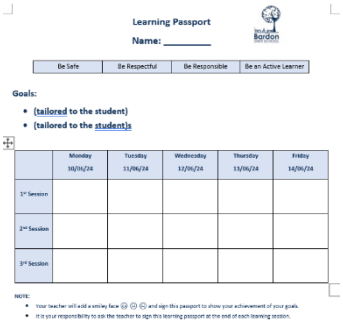
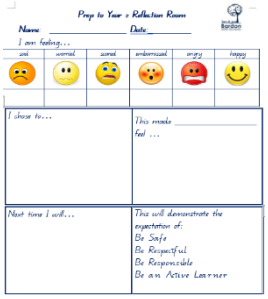
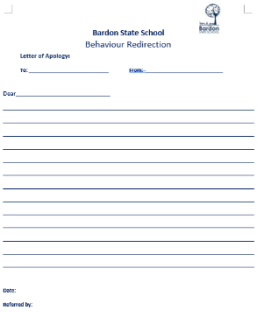








Intensive Teaching

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.

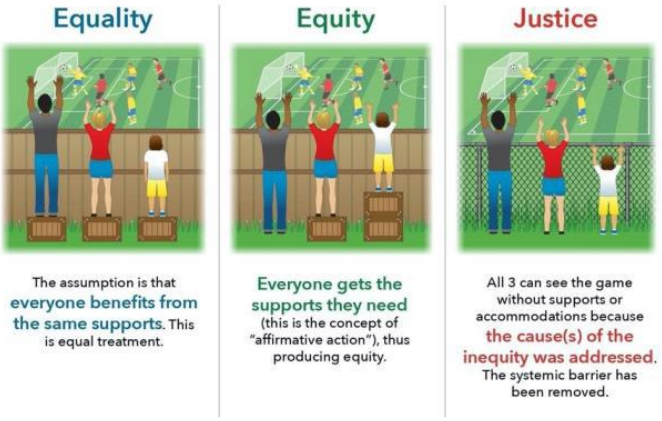
Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with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

Consideration of Individual Circumstances

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support, they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair and does not meet the needs of all students. 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.



To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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Bardon State School considers the individual circumstances of students when applying support and consequences by:

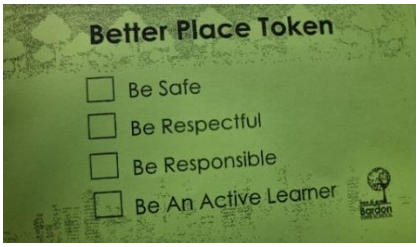
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socioeconomic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

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.

Acknowledgement of Positive Behaviours

At our weekly assembly, a student from each class is also awarded with a Certificate of Recognition which is aligned to recognition of their academic, social, emotional or behaviour success. A weekly draw is also conducted with the Better Place Tokens that recognises the achievements of two students. Each will receive a prize from the principal's 'Prize Box'. At the end of each term a major draw will be conducted with all of the Better Place Tokens recognising one student that will receive a special prize.



Legislative Delegations

Legislation

In this section of the Bardon 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

Other important links

Bardon State School staff access the following links when applicable

- True - Sexual behaviours in children & young people (Traffic Light System)
- Bullying. No Way!
- Play is the Way

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Disciplinary Consequences

Every day we make lots of choices. Every choice has consequences.

We understand that as a natural part of learning, all children will make "mis-takes". This includes learning about the consequences for our choices. Here we explain our approach to this.

Punishments *– are imposed after the fact, are often excessive, usually unrelated to the offence, imposed by adult/teacher and result in resentment, resistance and rebellion - the best we can hope for with coercion is compliance, and we want so much more than this for students.*

Rather, we speak of and teach about consequences for our choices.

There are several different types of Consequences:

a) **Natural Consequences:** for example, when I do A … B happens (without intervention).
This is best when related to the problem-ineffective "behaviours" and are designed to repair damaged property or damaged relationships

b) **Imposed Consequences:** these are fair, relate to the "offence", and most importantly, developed with students. They have no emotion attached to them, they simply happen in a matter-of-fact way because they are known and understood. *These generate conformity to rule/expectation and enable a focus on being effective and responsible for all.*

c) **Elicited Consequences**: "elicit" means "to draw out", so elicited consequences are "drawn out" FROM the student. This is most effective when they clearly understand that the behaviour is not effective or acceptable. In the situation, where the adult feels that a consequence is necessary, the adult will be most effective by **eliciting** a consequence FROM the person, rather than **imposing** a consequence ON the person. With children this is best done by a "guiding" process because children may need some guidance in finding a suitable consequence for their behaviour choices- i.e. "*Guided Choices*" (as children are often very hard on themselves). *To be most effective an elicited consequence should be agreeable to the adult and should also fulfill the following three requirements for the child:*

1. The consequence should be related to the incident/ineffective behaviour.
2. The consequence should be reasonable.
3. The consequence should be related to growth for the child, ideally providing the capacity to reflect, plan and
4. implement a new or 'replacement' behaviour.

The disciplinary consequences model used at Bardon State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Behaviours that require immediate intervention from administration staff are considered to be major behaviours. All other behaviours, when not consistently recurring, are considered to be minor behaviours.

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

The following table outlines examples of minor and major behaviour incidents*

**Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.*

	Aspect	Minor	Major
Be Safe	Movement around school	• Running on concrete or around buildings • Running in stairwells • Riding (not walking) bike in school grounds	
	Play	• Incorrect use of equipment • Not playing school approved games • Playing in toilets	• Throwing objects • Possession of weapons
	Physical contact	• Minor physical contact (e.g.: pushing,shoving and rough play)	• Serious physical aggression • Fighting • Sexualised behaviours towards others
	Correct Attire	• Not wearing a uniform hat in playground	•
	Class tasks	• Not completing set tasks that are at an appropriate level • Refusing to work	• Non-completion of major assessment items

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Be Responsible Be an Active Learner	Punctuality and attendance		• Persistent lateness or non-attendance
	Preparation	• Persistently without books or equipment required	
	Being in the right place	• Not being punctual (eg: lateness after breaks) • Not in the right place at the right time.	• Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	• Low intensity failure to respond to adult request • Unco-operative behaviour	• Non-compliance
	Accept outcomes for behaviour	• Minor dishonesty (context and intent specific)	• Major dishonesty (context and intent specific, getting others to lie)
	Use of ICT	• Using devices for unintended purposes	• Inappropriate searches and uses of devices
	Rubbish	• Littering	
Be Respectful	Language	• Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	• Petty theft (impulsive) • Lack of care for the environment • Property damage (eg. carving into desks)	• Stealing / major theft (planned) • Wilful property damage & vandalism
	Of Others	• Not playing fairly (not including others) • Minor disruption to class • Minor defiance • Minor bullying / harassment • Sexualised Behaviours (Green and Yellow)	• Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance • Sexualised Behaviours (Red)
	Of the school	• Not wearing the uniform correctly, or destruction of uniform	

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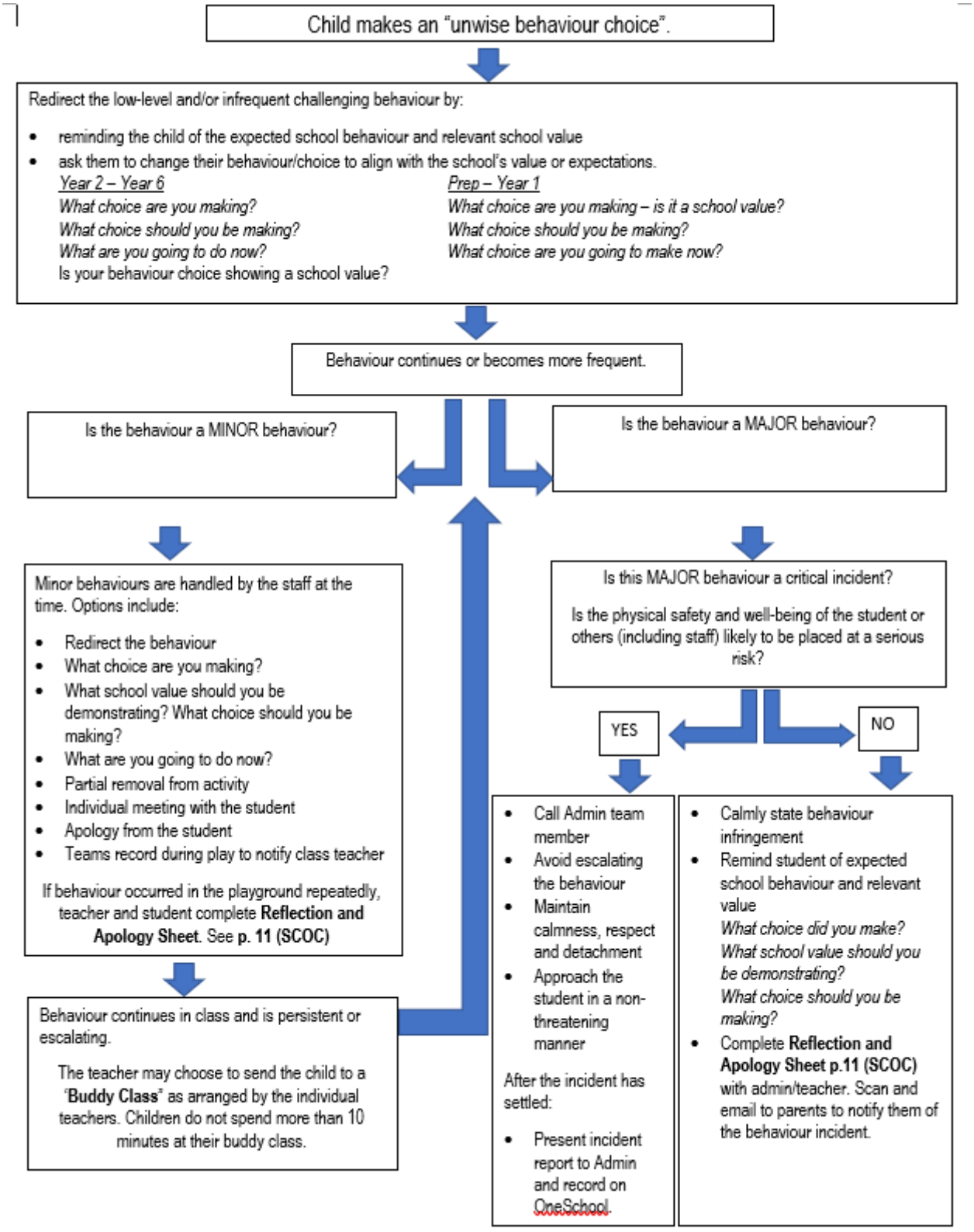
Our classroom management flowchart provides an example of the steps and strategies teachers can use to respond to and support student behaviour. While this serves as a helpful guide, we maintain a consistent approach to behaviour management across the school.



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Differentiated

- Class teacher provides in-class or in-school responses to low-level or minor problem behaviour. This may include:
- Pre-correction (e.g., “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g., posters, hand gestures)
- Whole class practising of routines • Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g., “Hand up when you want to ask a question”)
- Rule reminders (e.g., “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g., “Pick up your pencil”) 11
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g., “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g., “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g., corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g., removal from classroom)

Focused

Class teacher is 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
- Reflection time in class/during break times
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan – Learning Passport
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies

Supported Attendance at Camps, Excursions and Sports:

From time-to-time students are identified as needing additional support if to be included in school activities. This may be due to issues of previous behaviour or the potential for behaviour that would severely disrupt an activity or endanger the student or others. At Bardon we strive to include all students and in doing so will negotiate the following:

- Risk Assessment undertaken and Management Plans signed off by parents for various events – these management plans list behaviours and logical consequences that will be implemented as a result of unacceptable behaviours e.g. Collection of students by parents.
- Parent or outside agency support before, during and after the event.
- Parent support for portions of the event.
- Partial inclusion of the event by the student.

Intensive

School leadership team 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
- Temporary removal of student property (e.g. mobile phone)

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- 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 Bardon State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension

Students who are suspended from Bardon 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.

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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 or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Bardon 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. Parents should familiarise themselves with the responsibilities for students, staff and visitors outlined in the following policies:

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

Temporary removal of student property

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

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

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

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

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda). * No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives

or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

School staff at Bardon State School:

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

Parents of students at Bardon 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 Bardon 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 Bardon 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 Bardon State School Code of Conduct ○ is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment ○ does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Bardon State School has an expectation that:

Mobile Phones and Smart Watches

All mobile phones are to be clearly labelled and given to front office staff at the beginning of the day and collected at 3:00. All care but no responsibility will be taken for equipment.

Students who require their device for diabetic management or other health related uses needs Principal approval, however this is usually authorised during the Student Health Management meetings in consultation with the families.

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

- Use a mobile phone or other devices in an unlawful manner.
- Use a smart watch/device to communicate inside school hours.
- Create, download, distribute or publish offensive messages or pictures.

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- Use obscene, inflammatory, abusive, 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.
- Deliberately waste printing and internet resources.
- Damage computers, printers or network equipment.
- Commit plagiarism or violate copyright laws.
- Ignore teacher directions for the use of social media, online email and internet chat.
- Send chain letters or spam email (junk mail).
- Knowingly download viruses or any other programs capable of breaching the department's network security.
- Use device cameras without express permission of the people involved and the supervising teacher.
- Invade someone's privacy by recording personal conversations or daily activities and/or the further
- distribution (e.g., forwarding, texting, uploading, Bluetooth use etc.) of such material.
- Use a mobile phone or device (including those with Bluetooth functionality) to cheat during exams or
- assessments.
- Take into or use mobile devices at exams or during class assessment unless expressly permitted by school
- staff.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

School ICT devices

While using ICT facilities and devices supplied by the school, all students will be required to act in line with the requirements of the Bardon State School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that: ○ access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
    - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
    - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
    - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
    - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
    - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Education Queensland – National Definition

Bullying is the ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone

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- a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these social problems are still considered serious and need
to be addressed and resolved. At Bardon State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Our mindset, values, beliefs and the capabilities we develop in students, are designed to minimise bullying behaviours.

Our staff know student learning is optimised when they feel connected
to others and experience safe and trusting relationships. Students who
feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to
engage positively with students and build stronger connections within
the school community. Parents who are positively engaged with their
child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators deliver overall long-term social, health and economic benefits to the Australian community.

Responding to Bullying at Bardon State School

There is no place for bullying at Bardon State School. Research indicates that both those being 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 Bardon 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
- young carers or children in care.

Research also indicates that many problem behaviours are peer-maintained. 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 response 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 Bardon State School are an addition to our already research-validated school wide 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.

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 school wide whole school behaviour support practices will be maintained at all times.

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This will ensure that:

- Our whole school behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the School Expectations in all areas of the school
- All students have been or are being taught the specific routines in both classroom and 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.

Reporting Bullying

Parents can report bullying by contacting their classroom teacher in the first instance. All reports of bullying must include:

- When the bullying is taking place?
- Where the bullying is taking place?
- Who is involved?
- What are the behaviours of concern?
- How long has the bullying been occurring?

What your child can do if he/she is being bullied:

- Tell the person to stop.
- Use neutral language to respond to the bullying, like 'maybe' or 'that's what you think'.
- Walk away.
- Try to act unimpressed.

But if it's been going on for a while and these don't work:

- Talk to your friends for support.
- Talk to your parents.
- Talk to a teacher.

If you see someone else being bullied

- Tell the person acting like a bully to stop.
- Talk to a teacher.
- Don't watch or join in.
- Try to change the subject.
- Try to comfort and/or include the person who's being targeted.
- Explain that it's nothing to do with them – it's about the other person's behaviour.

If you're being cyberbullied…

- Don't respond to the message or image.
- Save the evidence.
- Block and delete the sender.
- Report the situation to the website or Internet Service Provider.
- Tell trusted people – friends, adults, teachers, parents and police if necessary.
- Report it. Report it. Report it.

What can parents do if their child is being bullied?

1. **Talk:** Start a conversation about being bullied. Don't make it intense or you might deter them fromtalking to you.
2. **Listen:** Hear the whole story without interrupting. Ask what they want to happen **before** you make any suggestions.
3. **Explain:** It's normal to feel hurt. It's **never** ok to be bullied, and it's **NOT** their fault.
4. **Find out what is happening:** As what, when and where the behaviours occurred, who was involved, how often and if anybody else saw. Find out if any teachers know and if the school's done something to address the situation.
5. **Contact the school:** Check the school's bullying policy. Make an appointment to speak to your child's teacher or coordinator. Be calm! Make a follow-up appointment in a week or two to make sure the situation is being addressed. Take your child.
6. **Give sensible advice: Don't** advise your child to fight back. **Don't** explain that the child doing the bullying did not mean it – they did. **Don't** tell them it will go away – it probably won't. **Don't** let your child stay away from school – it won't solve the problem.
7. Help your child work out some things to do.

Parents can also head to Bullying. NO WAY website and can find more information here about supporting their children if they are involved in bullying incidents.

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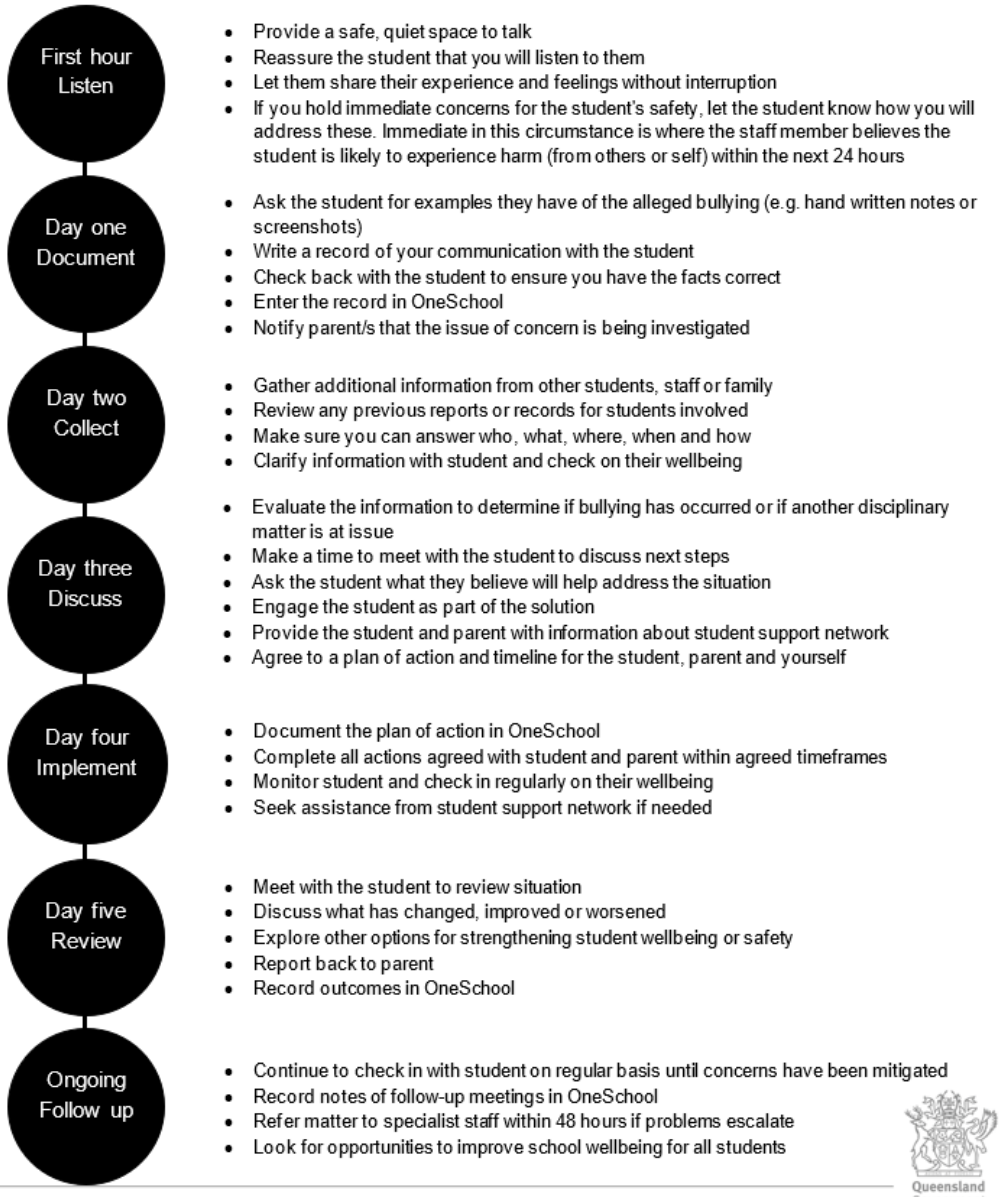
Bullying response flowchart for staff

The following flowchart explains the actions Bardon staff will take when they receive a report about student bullying behaviours, including those which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s. Timeframes should be clearly discussed and agreed with students and family.

In all we do at Bardon State School, the underlying motive is to promote positive relationships and the wellbeing of all students, staff and visitors at the school.



Cyberbullying

Cyberbullying behaviours are treated at Bardon State School with a great deal of seriousness. Unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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 who engage in bullying behaviours towards others may face in-school disciplinary action or more serious consequences such as suspension or exclusion from school to reinforce the seriousness of bullying. This 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.

Student Intervention and Support

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

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Bardon State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. As noted above, school disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying.

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Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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Appropriate use of social media

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

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

It is also important to note that most social media sites have a minimum age of 13 and are therefore not permitted to be used by most primary school aged students. It is fraudulent to create a social media account by lying about the user's name/age. Parents should not encourage students to create these accounts.

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

It is important that all of our school staff have a **consistent understanding** of how to respond in emergencies, involving student behaviour that seriously endangers the student 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 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.

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2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose language carefully, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
    - Assisting any distressed student/s to access appropriate support, e.g. debriefing from appropriate adult.
    - Assisting the individual 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.
    - Contact parents/carers.
- *Review / Complete a Risk Analysis and Management Plan and present to stakeholders.*
- *Review/ Complete an Individual Behaviour Support Plan with stakeholders.*

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. *This may include reference to*

- 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
- Behaviour Foundations professional development package (school employees only)
- Bullying. No Way!
- eheadspace

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- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub
- Supporting Students' Mental Health and Wellbeing Procedure

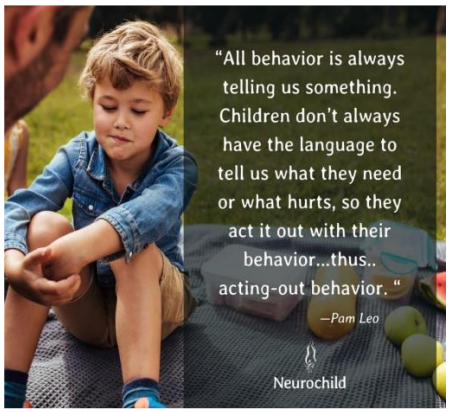
Some final thoughts for parents and carers

Differences between Praise and Encouragement

PRAISE		
Underlying Characteristics	**Message Sent to Child**	**Possible Results**
1. Focus is on external control.	"You are worthwhile only when you do what I want." "You cannot and should not be trusted:	Child learns to measure worth by ability to conform: or, child rebels (views any form of cooperation as giving in).
2. Focus is on external evaluation.	"To be worthwhile you must please me." "Please or perish."	Child learns to measure worth on how well he/she pleases others. Child learns to fear disapproval.
3. Is rewarded only for well-done completed tasks.	"To be worthwhile you must meet my standards"	Child develops unrealistic standards and learns to measure worth by how closely he/she reaches perfection. Child learns to dread failure.
4. Focuses on self evaluation and personal gain.	"You're the best. You must remain superior to others to be worthwhile."	Child learns to be over competitive, to get ahead at the expense of others. Feels worthwhile only when 'on top'

ENCOURAGEMENT		
Underlying Characteristics	**Message Sent to Child**	**Possible Results**
Focus is on child's ability to manage life constructively.	"I trust you to become responsible and independent"	Child learns courage to be imperfect and willingness to try. Child gains self confidence and comes to feel responsible for own behaviour
Focus is on internal evaluation	"How you feel about yourself and your own efforts is most important"	Child learns to evaluate own progress and to make own decision
Recognises effort and improvement	"You don't have to be perfect. Effort and improvement are important."	Child learns to accept efforts of self and others. Child develops desire to stay with tasks (persistence)
Focuses on assets, contributions and appreciation	"Your contribution counts. We function better with you. We appreciate what you have done."	Child learns to use talents and efforts for good of all, not only for personal gain. Child learns to feel glad for successes of others as well as for own successes.

2014 - Differences between Praise and Encouragement



how much sleep is enough for your child?

Some kids may be wired to operate on a little less sleep than others, but the National Sleep Foundation suggests these guidelines:

WHEN KIDS ARE ...	THEY NEED ...
up to 2 months	10.5 to 18 hours
3 to 12 months	9.5 to 14 hours
1 to 3 years	12 to 14 hours
3 to 5 years	11 to 13 hours
5 to 12 years	10 to 11 hours

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