



**Bardon** State School

# Student Code of Conduct 2020-2024

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

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


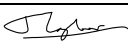
The Bardon State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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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## Endorsement

Principal Name:	Amy Honsa
Principal Signature:	
Date:	3 <sup>rd</sup> December, 2020
P/C President and-or School Council Chair Name:	Joanna Taylor
P/C President and-or School Council Chair Signature:	
Date:	3 <sup>rd</sup> December, 2020

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## Principal's Foreword

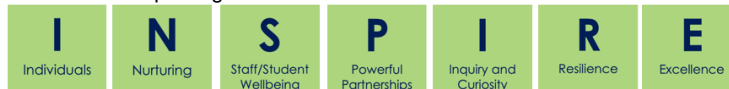
### Introduction

Bardon State School has a long and proud tradition of providing high quality education to students within the inner northern suburbs of Brisbane. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students which will support them to learn and grow while developing strong values to become independent, self-managing, self-motivating empathetic citizens of good character.

Our four School Rules are as follows:

- Be Respectful
- Be Responsible
- Be Safe
- Be and Active Learner

Bardon State School also has 7 underpinning values:



**Individuals**

Not being afraid to be yourself. Celebrating uniqueness in yourself and others.

**Nurturing**

Be kind to ourselves and others. Supporting ourselves and helping others to grow.

**Staff/Student Wellbeing**

Staff and students feeling safe and supported in a space where they are ready to teach/learn

**Powerful Partnerships**

Working collaboratively towards common goals while recognising individual differences, strengths and passions

**Inquiry and Curiosity**

Showing genuine interest through questioning, investigating and exploring to fulfil your curiosity

**Resilience**

Ability to 'bounce back' from a setback or disappointment

**Excellence**

Striving to succeed and achieve your own personal best, with or without your others

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

Bardon State School staff take an educative approach to discipline, acknowledging that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's proactive approach to educating and supporting students about the expected behaviours. It also includes details of local policies around the use of mobile phones and other technology, removal of student property and the approaches to preventing and addressing incidents of bullying. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

As president of the Bardon State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Amy Honsa and her team 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 Bardon State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school 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 and discuss 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 in which we all have a role to play in combating; however, it can have particularly devastating impacts on our 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, through the misuse of social media or text messaging. 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 22 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Bardon State School Student 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 your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

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

Initially, we developed a Behaviour Action Team (BAT) to determine steps to take in involving all key stakeholders in the school. We held a series of internal meetings with the BAT over 2019 and 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We also began researching what like schools have set up for their behaviour processes. We identified strengths and successes from our previous school behaviour plan, and areas for further development through our research of a range of programs.

In 2019 we provided a survey to all students, parents and staff on school culture and climate and the current Responsible Behaviour Plan. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school. This informed the BAT for specific needs of Bardon State School – a consistent approach to teaching of behavioural skills and to include values and wellbeing for a more holistic view of behaviour education.

In 2020, we provided opportunities for parent input through electronic feedback platforms and Coffee Connect sessions to assist with the development of the Student Code of Conduct.

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 November 2020 for endorsement. The P&C Association unanimously endorsed the Bardon State School Student Code of Conduct for implementation in 2020.

A communication strategy has been developed to support the implementation of the Bardon State School Student Code of Conduct, including parent information evenings, promotion through the school website, fortnightly newsletter additions and regular school events. Any families who require assistance to access a copy of the Bardon State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

#### **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 our 2020 parent and student satisfaction data results from our recent School Opinion Survey. Please note that the 2020 data is modified data due to COVID-19. Providing the community with our annual school data provides open and transparent information for all.

*Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:*

Survey item	n	Total agreement
My child likes being at this school.	29	100.0%
My child feels safe at this school.	29	96.6%
My child's learning needs are being met at this school.	29	93.1%
My child is making good progress at this school.	29	93.1%
Teachers at this school expect my child to do his or her best.	29	96.6%
Teachers at this school provide my child with useful feedback about his or her school work.	28	89.3%
Teachers at this school motivate my child to learn.	29	93.1%
Teachers at this school treat students fairly.	29	89.7%
I can talk to my child's teachers about my concerns.	29	96.6%
This school works with me to support my child's learning.	29	96.6%
This school takes parents' opinions seriously.	29	96.6%
Student behaviour is well managed at this school.	29	89.7%
This school looks for ways to improve.	29	96.6%
This school is well maintained.	29	100.0%
This is a good school.	29	96.6%

*Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:*

Survey item	n	Total agreement
I like being at my school.	91	87.9%
I feel safe at my school.	93	91.4%
My teachers motivate me to learn.	91	93.4%
My teachers expect me to do my best.	93	98.9%
My teachers provide me with useful feedback about my school work.	93	95.7%
Teachers at my school treat students fairly.	93	81.7%
I can talk to my teachers about my concerns.	90	76.7%
My school takes students' opinions seriously.	90	75.6%
Student behaviour is well managed at my school.	93	82.8%
My school looks for ways to improve.	90	92.2%
My school is well maintained.	91	94.5%
My school gives me opportunities to do interesting things.	92	87.0%
This is a good school.	91	91.2%

### School Disciplinary Absences (SDA)

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

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

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

<b>BARDON STATE SCHOOL - SCHOOL DISCIPLINARY ABSENCES</b>			
<b>Type</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Short Suspensions – 1 to 10 days	1	3	2
Long Suspensions – 11 to 20 days	0	1	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0



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.

<b>Principal, Deputy Principal, Active Learning Team teachers</b>	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.
<b>Guidance Officer</b>	Work as part of a multidisciplinary team and facilitate effective working relationships and partnerships with parents, school personnel and external support agencies in order to provide a comprehensive support, case management and referral service that optimises students' access and engagement in educational programs. They provide a counselling and referral service to assist students in decision making about critical educational, personal, social and emotional development, and provide ongoing support during the implementation phase of their decision. 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.
<b>Classroom Teachers</b>	Classroom teachers play a vital role in creating a safe and supportive environment for all students. They set clear expectations to ensure that students know how to be successful during learning time. Teachers help students to problem solve, regulate their emotions, and build the capabilities and skills to manage their behaviours in different social situations. Classroom teachers are the primary contact between families and it is imperative that a strong positive relationship is formed between the home and the school.
<b>Chaplains</b>	SU Chaplains provide a non-discriminatory service available to everyone with particular investment in supporting people who may be at-risk. Chaplains are available to talk to students, staff and parents and can help students who experience challenges including friendship and peer issues, bullying, school behaviour, mental health and family breakdown. Chaplains can work with the principal to suggest further support services for students and their families. At Bardon SS, they also run life skills sessions in classes which assist students in understanding bullying behaviour, how to navigate different situations students face in the playground as well as aiming to build empathy and resilience. Chaplains can also provide spiritual support at the request of parents. They may also be involved in activities for educational support, role modelling and mentoring, extracurricular activities and community development.
<b>Protective Behaviours</b>	Our senior students in Year 5 and Year 6 are offered the opportunity to participate in Protective Behaviour sessions facilitated by <a href="#">True</a> – Relationships and Reproductive Health. These sessions focus on respectful relationships and sexuality. True's 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.  Students at Bardon SS will also participate in Day for Daniel, and will complete a variety of activities within the classroom from their Wellbeing Journal.

<b>eSafety, Cyberbullying</b>	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.
<b>Adopt-a-Cop</b>	The school has engaged with a local Adopt-a-Cop who builds rapport with our students and assists with delivering classroom presentations. They attend our assemblies and special events and encourage law abiding behaviours.
<b>School Representative Council</b>	This council comprises of an executive team (Y5/6) as well as a representative from each Y3-6 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.
<b>Lunchtime clubs</b>	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.

Its important for parents to understand that there are regional and state-wide support services also available to supplement the school network. These include Principal Advisors – Student Protection, Mental Health Coaches, Autism Coaches, Behaviour Coaches, Inclusion Coaches, Advisory Visiting Teachers and Senior Guidance Officers.

#### **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**

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

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Bardon State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

#### **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.

#### **Suicide prevention**

Bardon State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Bardon State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

#### **Suicide postvention**



In the case of a suicide of a student that has not occurred on school grounds, Bardon State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Bardon State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

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

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.

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

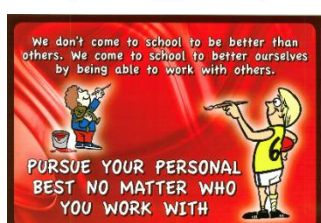
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information 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 socio-economic 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

### Clear Expectations

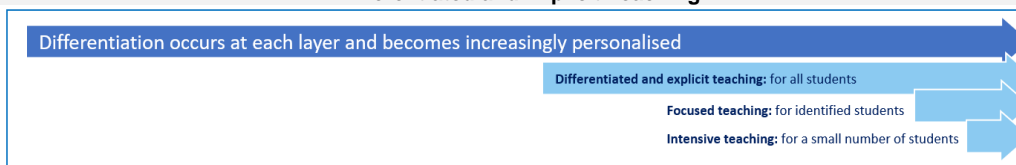
Bardon State School incorporates a range of proactive and preventative teaching and learning opportunities for students to understand our clear expectations and strategies for them to independently manage incidents. Our Bardon State School [Behaviour Matrix](#) identifies the expected behaviours within the different areas of the school aligned to our behaviour expectations. We also develop personal and social capabilities by implementing [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
<b>Responsible</b>		<ol style="list-style-type: none"> <li>1. I own and take responsibility for my actions.</li> <li>2. I attend all school activities and classes on time.</li> </ol>	<ol style="list-style-type: none"> <li>1. I leave my area litter-free.</li> <li>2. I save some food for second break</li> </ol>	<ol style="list-style-type: none"> <li>1. I move quietly along the pathways between classes.</li> </ol>	<ol style="list-style-type: none"> <li>1. I follow the rules of the games I play</li> <li>2. I take ownership of my actions in a game or sport</li> </ol>	<ol style="list-style-type: none"> <li>1. I will be <del>waterwise</del>.</li> <li>2. I will report any leaks, breakages or problems to a teacher.</li> <li>3. I will unlock the door once I have finished in the cubicle for others to then use</li> </ol>
<b>Respectful</b>	<ol style="list-style-type: none"> <li>1. I will follow instructions from ANY staff members (Teacher aides and cleaners included).</li> <li>2.</li> </ol>	<ol style="list-style-type: none"> <li>1. I allow others to speak.</li> <li>2. I ask questions politely</li> <li>3. If my teacher is busy, I will sit and wait quietly or continue my work.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will pick up all of my rubbish and put my hand up before I leave the space.</li> </ol>	<ol style="list-style-type: none"> <li>2. I will be quiet and try not to disturb other classes when I walk around the school</li> </ol>	<ol style="list-style-type: none"> <li>3. I accept and decline offers to play while respecting others' feelings.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will leave the toilets clean.</li> <li>2. I will respect others personal space and privacy.</li> </ol>
<b>Safe</b>	<ol style="list-style-type: none"> <li>1. I listen to instructions to keep myself safe.</li> <li>2. I will tell my teacher if I need to leave the room so they know where I am</li> <li>3. I keep my hands and feet to myself.</li> </ol>	<ol style="list-style-type: none"> <li>1. I ask permission to leave the classroom.</li> <li>2. I will walk in the classroom</li> <li>3. I will keep my hands and feet to myself</li> </ol>	<ol style="list-style-type: none"> <li>1. I will sit and eat my food.</li> <li>2. I will only eat the food in MY lunch box.</li> </ol>	<ol style="list-style-type: none"> <li>1. My class will walk in lines when walking between classes.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will play safely in every area.</li> <li>2. I use the play equipment safely.</li> <li>3. I play with rocks and sticks safely</li> </ol>	<ol style="list-style-type: none"> <li>1. I will wash my hands once finished.</li> <li>2. I will clean any water I spill or paper towel I drop.</li> <li>3. I will only use the toilets for its purposes and no other playtime games will be played</li> </ol>
<b>Active Learner</b>	<ol style="list-style-type: none"> <li>1. I will be a respectful and whole-body listener.</li> <li>2. I will support my friends</li> <li>3. I will complete tasks putting in my best effort</li> </ol>	<ol style="list-style-type: none"> <li>1. I will listen to the teachers (including aides) for instruction on lesson or activity.</li> </ol>	<ol style="list-style-type: none"> <li>I listen to the green team when sorting my rubbish and recycling</li> </ol>	<ol style="list-style-type: none"> <li>I am mindful of the learning that is happening in the classrooms I walk past.</li> </ol>	<ol style="list-style-type: none"> <li>1. I listen when my friends are explaining the rules of a new game</li> </ol>	

## Whole School Approach to Discipline

### Differentiated and Explicit Teaching



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.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation. For example, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

### Focused Teaching

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

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

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



When I'm feeling....



When I'm feeling \_\_\_\_\_,  
I will make a safe and respectful choice.

I can...

At Bardon, \_\_\_\_\_



**Intensive Teaching**

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

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

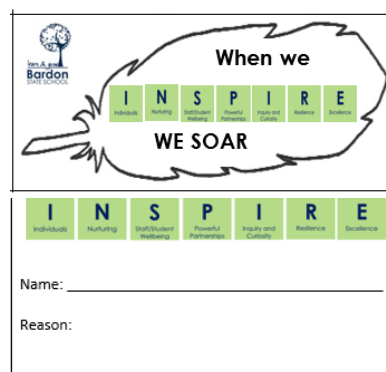
For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact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

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

**Acknowledgement of Positive Behaviours**

Bardon State School has consistent approaches in recognising positive behaviours. Aligned to our Behaviour Expectations and INSPIRE Values, students are recognised with an INSPIRE ticket which is then added to our weekly school draw where a Grill'd Burger voucher is awarded. Additionally, when students receive 10 INSPIRE tickets, they are awarded a Certificate of Recognition and this is recorded on their individual profile as a positive behaviour.

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.



## 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](#)

## Disciplinary Consequences

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 a 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
<b>Be Safe</b>	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete or around buildings</li> <li>Running in stairwells</li> <li>Not walking bike in school grounds</li> </ul>	
	Play	<ul style="list-style-type: none"> <li>Incorrect use of equipment</li> <li>Not playing school approved games</li> <li>Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>Throwing objects</li> <li>Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (e.g.: pushing, shoving and rough play)</li> </ul>	<ul style="list-style-type: none"> <li>Serious physical aggression</li> <li>Fighting</li> <li>Sexualised behaviours towards others</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>Not wearing a uniform hat in playground</li> </ul>	
<b>Be an Active Learner</b>	Class tasks	<ul style="list-style-type: none"> <li>Not completing set tasks that are at an appropriate level</li> <li>Refusing to work</li> </ul>	<ul style="list-style-type: none"> <li>Non-completion of major assessment items</li> </ul>
	Punctuality and attendance		<ul style="list-style-type: none"> <li>Persistent lateness or non-attendance</li> </ul>
	Preparation	<ul style="list-style-type: none"> <li>Persistently without books or equipment required</li> </ul>	
<b>Be Responsible</b>	Being in the right place	<ul style="list-style-type: none"> <li>Not being punctual (eg: lateness after breaks)</li> <li>Not in the right place at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>Leaving class without permission (out of sight)</li> <li>Leaving school without permission</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>Low intensity failure to respond to adult request</li> <li>Unco-operative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Non compliance</li> </ul>
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>Minor dishonesty (context and intent specific)</li> </ul>	<ul style="list-style-type: none"> <li>Major dishonesty (context and intent specific, getting others to lie)</li> </ul>
	Use of ICT	<ul style="list-style-type: none"> <li>Using devices for unintended purposes</li> </ul>	<ul style="list-style-type: none"> <li>Inappropriate searches and uses of devices</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>Littering</li> </ul>	
<b>Be Respectful</b>	Language	<ul style="list-style-type: none"> <li>Inappropriate language (written/verbal)</li> <li>Calling out</li> <li>Poor attitude</li> <li>Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>Offensive language</li> <li>Aggressive language</li> <li>Verbal abuse / directed profanity</li> </ul>
	Property	<ul style="list-style-type: none"> <li>Petty theft (impulsive)</li> <li>Lack of care for the environment</li> <li>Property damage (eg. carving into desks)</li> </ul>	<ul style="list-style-type: none"> <li>Stealing / major theft (planned)</li> <li>Wilful property damage &amp; vandalism</li> </ul>
	Of Others	<ul style="list-style-type: none"> <li>Not playing fairly (not including others)</li> <li>Minor disruption to class</li> <li>Minor defiance</li> <li>Minor bullying / harassment</li> <li>Sexualised Behaviours (Green and Yellow)</li> </ul>	<ul style="list-style-type: none"> <li>Major bullying / harassment</li> <li>Major disruption to class</li> <li>Blatant disrespect</li> <li>Major defiance</li> <li>Sexualised Behaviours (Red)</li> </ul>
	Of the school	<ul style="list-style-type: none"> <li>Not wearing the uniform correctly, or destruction of uniform</li> </ul>	

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

At Bardon State School, when students demonstrate a breach of a minor behaviour, students will engage in a conversation with the staff member who witness the behaviour. The staff member facilitates a conversation around our school rules, themes, expectations and uses the Bardon Magic questions when reflecting on their behaviour choices.



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

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

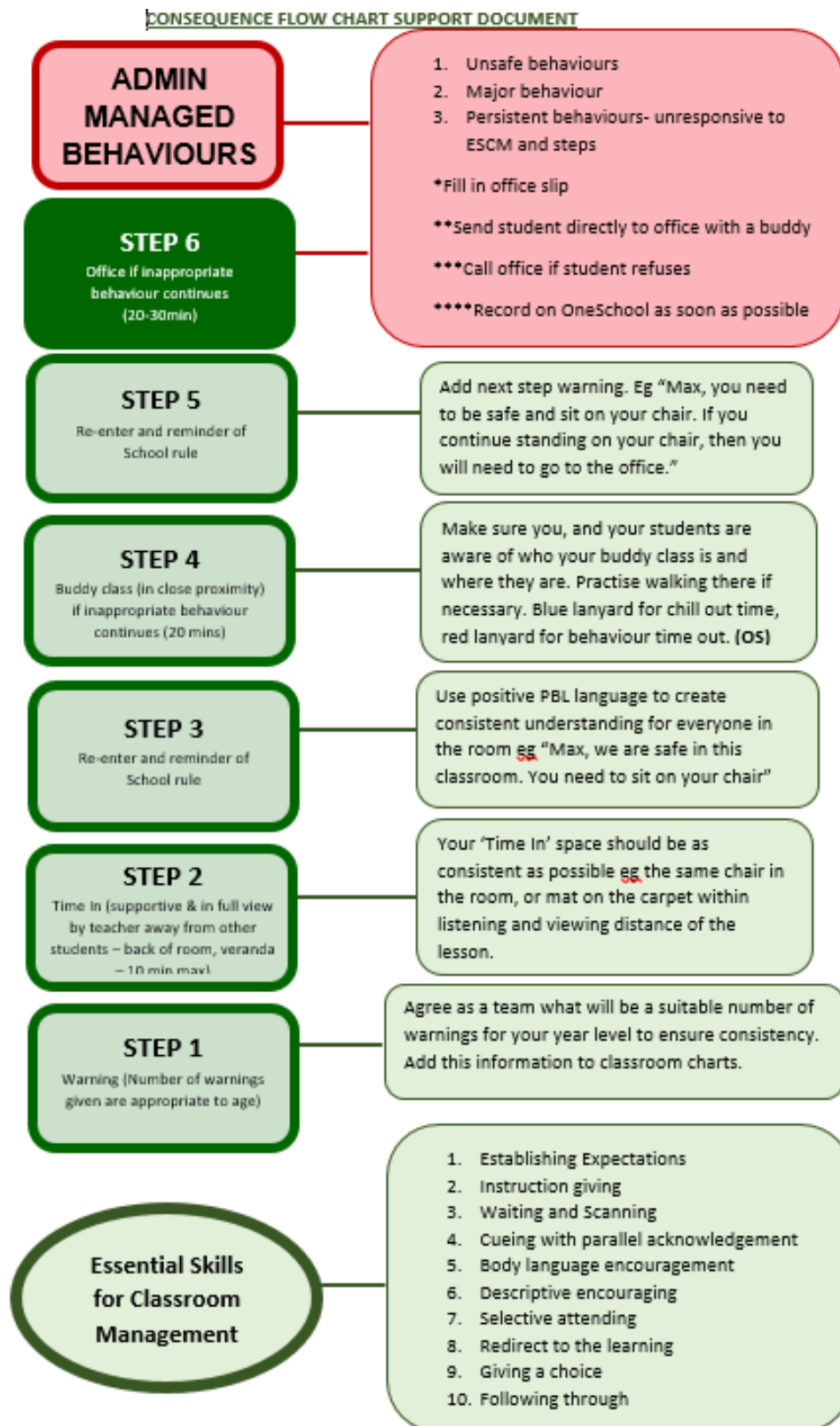
### Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, 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")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide 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)
- Detention or reflection time during lunchtime



Our Bardon State School classroom management flowchart shows the steps and strategies we consistently use within the classrooms to respond and support student behaviour.



### Focussed

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
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- 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

### 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)
- 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.

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.

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**

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.

**Smart Watches**

The wearing of Smart watches must be approved through a meeting between the parent, student and Principal. Strict settings must be applied so that students are restricted with phone calls and texts throughout the day. Inappropriate use of Smart watches will result in consequences as per our Minor and Major table on page15.

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

Such occurrences may still be serious and require intervention or management, however they do not (as single incidents) meet the threshold of a behaviour that can be described as bullying.

#### 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.

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

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

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

## Key contacts for students and parents to report bullying:

1. Classroom teacher as first point of call.

2. Active Learning Team or Leadership Team are also available.

First hour  
Listen

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

Day one  
Document

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

Day two  
Collect

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

Day three  
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four  
Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five  
Review

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

Ongoing  
Follow up

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



## **Cyber Bullying**

Cyber bullying often does not occur at school. Students are explicitly taught Cyber safety including how to safely conduct and internet search, what cyber bullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyber bullying to parents and/or teachers immediately.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Bardon State School may take part in initiatives such as The National Day of Action Against Bullying and Violence. This is to highlight the importance of minimising bullying issues within our school community and what our school is doing to prevent this.

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

If Cyberbullying is reported to Bardon State School, staff will then investigate and respond to any incident of cyber bullying as per our disciplinary consequences and processes, as this behaviour is not tolerated and can have negative impacts on student engagement and learning.

## 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](#).

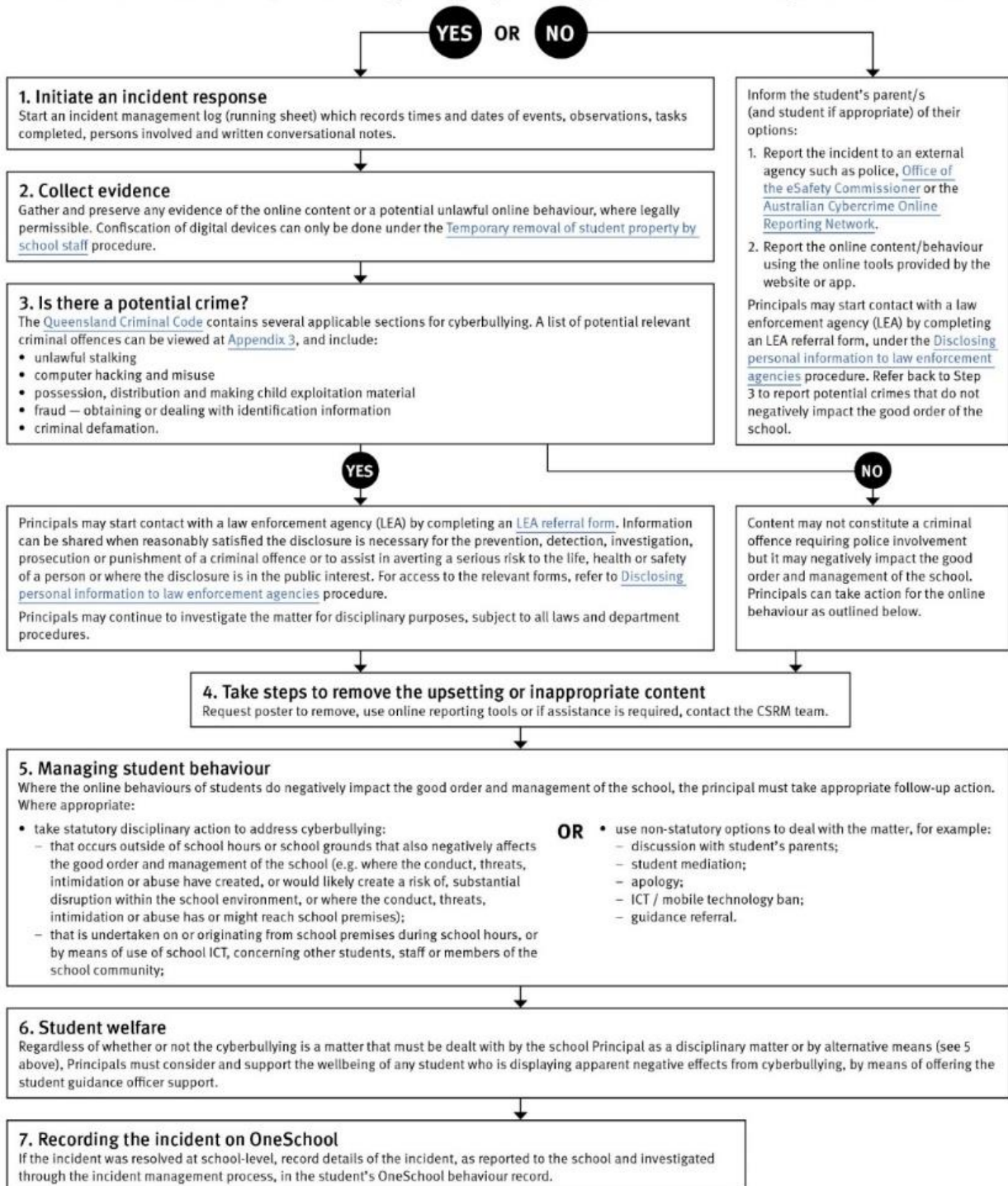
### Explicit images

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 Cybersecurity and Reputation Management (CSR) team on 3034 5035 or [Cybersafety.ReputationManagement@qed.qld.gov.au](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## 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.

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:

- 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.

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.

It is important that all 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 to punish or discipline the student; it is a crisis management period only.

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

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

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

## 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](#)
- [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](#)

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority  
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](#).

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

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