



Queensland
Government

Bluff State School

Student Code of Conduct 2021-2023

Every student succeeding

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

*Queensland Department of Education
State Schools Strategy 2020-2024*

Contact Information

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Endorsement

Principal Name: Honi S Mauro

Principal Signature: *Honi Mauro*

Date: 27/11/2020

P/C President and-or School Council Chair Name: ~~Madonna Szandora~~ Madonna Rapmund

P/C President and-or School Council Chair Signature: *M. Rapmund*

Date: 27/11/20



Purpose

Bluff State School is committed to providing a disciplined, high performing and enjoyable learning environment for students and staff. We aim to create the leaders of the future and provide students with opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. The ethos or climate within a school is a major factor in establishing and maintaining a high standard of behaviour and discipline. A positive ethos is based upon the quality of relationships between staff, staff and students and staff and the community. This positive ethos permeates all the school's activities and helps form a strong sense of social cohesion.

Bluff State School's motto is "Learning Together" and supports the relationship between learning, achieving and behaviour. Our school motto 'Learning Together' emphasises the value of learning in the socio-cultural context and the importance of partnerships between the community and the school. Bluff State School is situated in a community predominantly comprised of railway and mining families. The community is situated approximately 100 km east of Emerald. Bluff State School is committed to providing a supportive school environment that maximises the educational opportunities and outcomes for every student. We are committed to achieving responsible and confident learners.

Our aim is to have a school environment where:

- All members of the school community feel safe and valued;
- Learning outcomes are maximised for all through high standards and exemplary practice;
- Behaviour management procedures include a planned continuum from positive to preventative actions for all students; and
- Non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community.

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

Bluff 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.

Whole School Approach to Discipline

Bluff State School uses a the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

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

The language and expectations used in our supporting behaviour engagement documents can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Bluff Behaviour Engagement Expectations

At Bluff State School we are committed to providing a supportive school environment that maximises the educational opportunities and outcomes for every student.

Our Bluff school rules are the following. Students are expected to be guided by these rules at all times:

Be Respectful and Responsible

Be Safe

Be an engaged learner

Bluff State School Behaviour Matrix of Expectations

	All locations	Playground/Eating areas	Classroom	Transition areas
Respectful and responsible	<ul style="list-style-type: none"> Use our nice manners Encourage and support one another Follow instructions Respect others personal space Recognise and ask for help when you need it Be the nice student, be the friend that everyone wants to have 	<ul style="list-style-type: none"> Be responsible for our own behaviour Be courteous of others, use our manners and use kind words Use our bullying High 5 Use our Bystander Bullying High 5 Respectful behaviour towards each other Respectful behaviour towards school property Put rubbish around you in the bin 	<ul style="list-style-type: none"> Be responsible for our own behaviour Don't speak over others already talking Use your manners e.g. raising our hand to ask a question e.g. using the words please and thank you Use our quiet inside voices Be respectful and responsible of our own property Be considerate and respectful of others property Let other learn and have their turn Don't interrupt others who may be engage in their lesson 	<ul style="list-style-type: none"> Responsible for our own behaviour Line up quietly in our designated area Keeping our hands and feet to ourselves Using our inside voices Wait patiently for our teachers instructions
Be Safe	<ul style="list-style-type: none"> Use all equipment and materials responsibly No running on concrete – use your walking feet Keep our and feet to ourselves Report damaged, dangerous or malfunctioning school equipment 	<ul style="list-style-type: none"> Take turns and share when you're finished 	<ul style="list-style-type: none"> Enter and exit our classroom in the expected manner Use our walking feet in the classroom – no running Use all equipment and materials responsibly and what they were made/used for only Do not rock on our chairs and desks. Keep feet flat on the floor. 	<ul style="list-style-type: none"> Enter and exit all areas in a respectable manner -no running -walking feet only
Be an engaged learner	<ul style="list-style-type: none"> Contribute to healthy discussions Always ask questions if you have any Help your friends where you can 	<ul style="list-style-type: none"> How can you be more inclusive? How can you include younger peers in your game? Change the game or add elements to make it more exiting for everyone 	<ul style="list-style-type: none"> Participate in class and lesson discussions Use your self-check strategies Raise your hand and ask for help Once you've finished your work do an approved task or activity 	<ul style="list-style-type: none"> Give reminders to our friends if they aren't making good choices Help someone if you see them struggling

See Appendix 1

Consideration of Individual Circumstances

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

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

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

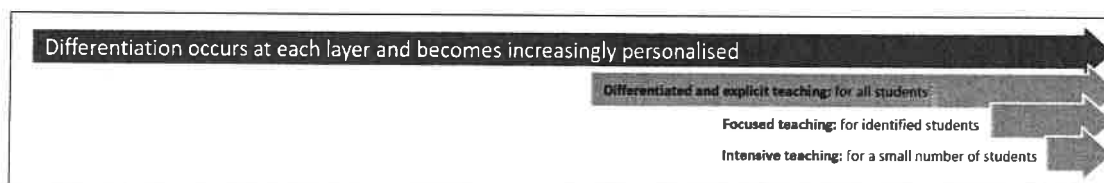
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Bluff 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.

Bluff 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.



Universal Teaching

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Bluff State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Bluff State School to provide focused teaching. Focused teaching is aligned to the **Bluff State School Behaviour Matrix of Expectations**, and student progress is monitored by the classroom teacher/s to identify those who:

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

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.

Disciplinary Consequences

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

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

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

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

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

Differentiated

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

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
- 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

Intensive Support

- Individualised interventions for students with intensive/chronic behaviour challenges
- Individual counselling – Guidance Officer
- Wraparound Support – outside Agencies
- Crisis response

Targeted Support

- Specialised interventions for students who are at-risk for academic or social failure due to behaviour challenges
- Social Skills groups
- Small Group Counselling
- Restorative Justice Circles & Conflict Resolution
- Check in – Check out
- Functional Behaviour Assessments (FBA)
- Individual Behaviour Support Plan (IBSP)

Universal Support

- Hi-5 and Bystander-5 strategies
- Social and Emotional wellbeing explicitly taught through attributes of engaged learners weekly
- Positive behaviour acknowledgement system (BEST)
- Acknowledgement and celebration of student achievement through weekly parade, newsletter and social media.

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 Bluff 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 Bluff 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.

School Policies

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

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

Bluff State School Policy

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.

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

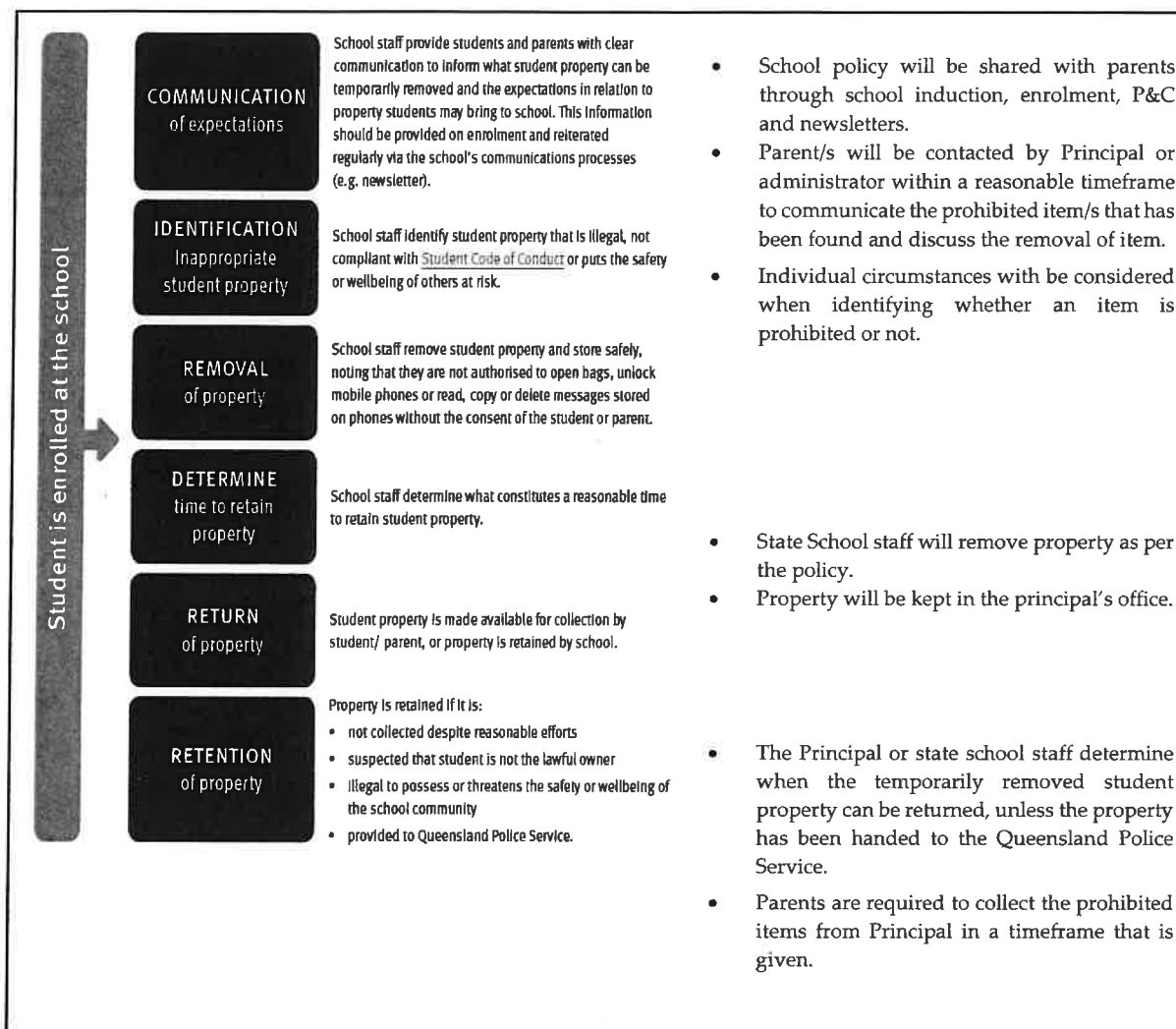
- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- 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).

Bluff State School procedure for removal



Responsibilities

State school staff at Bluff 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 Bluff 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 Exemplar State College 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 Bluff 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 Exemplar State College 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.

Department of Education

Fact sheet

Temporary removal of student property by school staff

Under certain circumstances, the removal of property is a student's possession may be necessary to promote the caring, safe and supportive learning environments of the school, to maintain and foster mutual respect between all state school staff, students and parents.

Power to remove property from students

All state school staff have the power to remove property from a student if the school staff believe the student's possession of the property or staff member is in breach of the school's policies or procedures.

- to promote the caring, safe and supportive learning environments of the school, or
- to maintain and foster mutual respect between staff members and students at the school, or
- to encourage all students attending the school to take responsibility for their own behaviour and the consequences of their actions, or
- to promote the safe and supportive learning environments of the school.

Key information

- Each school's Student Code of Conduct details information about the temporary removal of student property by school staff procedures.
- Consent is not required in search school property such as lockers, desks or bags that are supplied by the student through the school.
- If student property is illegal or offensive, likely to be hazardous or likely to be used to cause a crime, the property or the bag it is in should be seized immediately and returned for handling in police.
- Under removal circumstances school staff will not be permitted to search student property unless they have the consent of the student or parent.
- In emergency circumstances it may be necessary to search a student's property without the appropriate consent if it is a search in relation to an anaphylactic emergency.
- Staff or school staff do not have the authority to search the person of a student. If a search is considered necessary, the police should be contacted to make such a determination.

Principals

- Ensure school staff are aware of the responsibilities set out in the Student Code of Conduct in relation to the temporary removal of student property.

Students and parents

- Ensure parents and students are:
 - aware of all the policies which outline what school staff do temporarily remove student property
 - aware of the right to refuse permission for school staff to search student property, and the police may be called if consent is not provided.
- Include within their Student Code of Conduct:
 - that state school staff may remove property without the consent of parents or students.
 - the times or area where staff according to school policies to temporarily removed property, such as mobile phones
 - examples of property that may be temporarily removed
 - a plan plus of the consent of certain property may be temporarily removed
 - that student property may be seized by the police.

School staff (including principals)

- When there is suspicion that the student has a dangerous item in their possession, school staff property immediately and remove from the student's possession in writing consent or contacting Queensland Police Service.
- Follow appropriate procedures outlined in the Student Code of Conduct regarding:
 - temporary removal of property
 - access to information on temporarily removed property
 - return of temporary removal of property
 - circumstances where temporary removal of property need not be made available for collection
 - dealing of reasonable time to make temporary removed property available for collection.

Students and parents

- Ensure that other children do not bring property onto school grounds or other settings used by school that:
 - is prohibited according to the school's Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- Collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

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Temporary removal of student property by school staff flow chart

Refer to the temporary removal of student property by school staff procedure for detailed process.

COMMUNICATION of expectations

School staff provide students and parents with clear communication to inform what student property can be temporarily removed and the circumstances in relation to property students may bring to school. This information should be provided on enrolment and returned regularly via the school's communications processes (e.g. newsletters).

IDENTIFICATION of inappropriate student property

School staff identify student property that is illegal, not compliant with [School Code of Conduct](#) or puts the safety or wellbeing of others at risk.

REMOVAL of property

School staff remove student property and ensure safety, noting that they are not authorised to open bags, unzip a mobile phones or read, copy or delete messages stored on phones without the consent of the student or parent.

DETERMINE time to return property

School staff determine what constitutes a reasonable time to return student property.

RETURN of property

Students property is made available for collection by students' parents, or property is returned by school.

RETENTION of property

Property is retained if it is:

- not collected despite reasonable efforts
- suspected that student is not the lawful owner
- illegal to possess or threatens the safety or wellbeing of the school community
- provided to Queensland Police Service

Resources

- Code of Conduct for the Queensland State Schools
- Queensland Government Student Code of Conduct
- Queensland Government Student Code of Conduct
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Queensland Government

Bluff State School Policy

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.

At Bluff State School, students are not permitted to bring their own personal mobile phone or other personal technology device to school without prior approval from the principal. Personal Technology Devices include, but are not limited to, games devices, laptop computers, PDAs, Blackberrys®, iPads®, tablets, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), iPods® and devices of a similar nature.

Should items of the above nature be brought to school, they will be removed with accordance of this policy and the *Temporary Removal of Property* policy. The table below will indicate the process and

<i>with approval</i>	<i>without approval</i>
1. Student to arrive at school and inform principal or administrator that they have brought the device to school.	1. Parent/s will be contacted by Principal or administrator within a reasonable timeframe to communicate the prohibited item/s that has been found and discuss the removal of item. Individual circumstances will be considered when identifying whether an item is prohibited or not.
2. Administrator/principal to communicate with parent that the device is at school	2. State School staff will remove property as per the policy.
3. Device will be kept in safe storage in the office, signed in by staff member and student.	3. Device will be kept in safe storage in the office, signed in by staff member and student.
4. Device to be collected at 3:00pm by student. Signed out by student and staff member.	4. Parents are required to collect the prohibited items from Principal in a timeframe that is given.
	5. Incident will be recorded on the students One School behaviour profile.

procedures followed should a student bring such device to school.

In consultation with the broader school community, Bluff State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Bluff 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.

Bluff State School Policy

Preventing and responding to bullying

Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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

The following flowchart explains the actions Bluff State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Cyberbullying

Cyberbullying is treated at Bluff State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

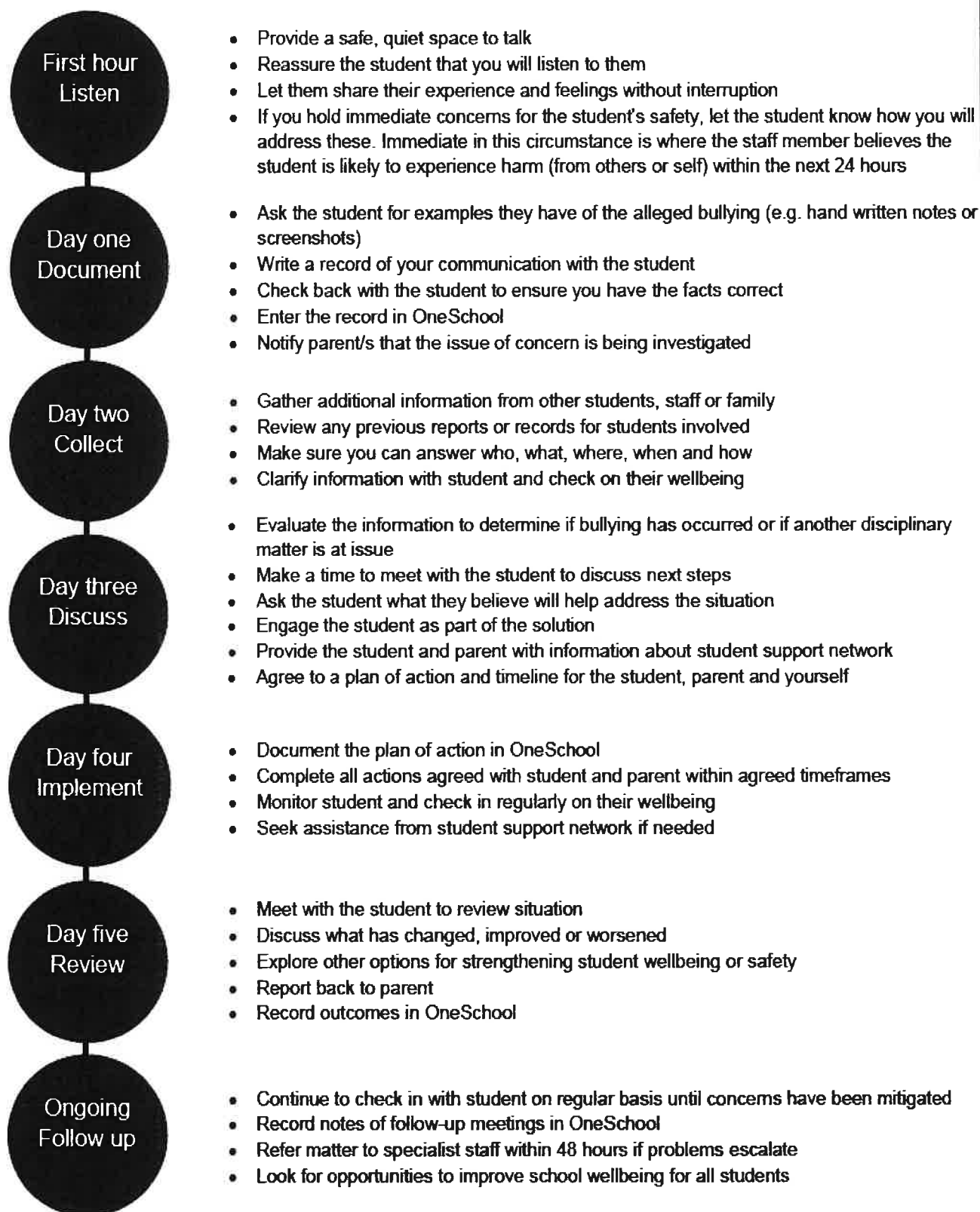
In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Bluff State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Bluff State School - Bullying response flowchart for teachers



**Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint, staffing arrangements and their assessment of immediate risk to student/s.*

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

Bluff State School Policy

Appropriate use of social media

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

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

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

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

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

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

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.

Restrictive Practices

School staff at Bluff 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 staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

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).

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).

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).

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).

Debrief

(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).

Bluff State School Behaviour Matrix of Expectations

	All locations		Playground/Eating areas		Classroom		Transition areas	
Respectful and responsible	<ul style="list-style-type: none"> Use our nice manners Encourage and support one another Follow instructions Respect others personal space Recognise and ask for help when you need it Be the nice student, be the friend that everyone wants to have 	<ul style="list-style-type: none"> Be responsible for our own behaviour Be courteous of others, use our manners and use kind words Use our bullying High 5 Use our Bystander Bullying High 5 Respectful behaviour towards each other Respectful behaviour towards school property Put rubbish around you in the bin 	<ul style="list-style-type: none"> Be responsible for our own behaviour Don't speak over others already talking Use your manners e.g. raising our hand to ask a question e.g. using the words please and thank you Use our quiet inside voices Be respectful and responsible of our own property Be considerate and respectful of others property Let other learn and have their turn Don't interrupt others who may be engage in their lesson 	<ul style="list-style-type: none"> Responsible for our own behaviour Line up quietly in our designated area Keeping our hands and feet to ourselves Using our inside voices Wait patiently for our teachers instructions 				
Be Safe	<ul style="list-style-type: none"> Use all equipment and materials responsibly No running on concrete – use your walking feet Keep our and feet to ourselves Report damaged, dangerous or malfunctioning school equipment 	<ul style="list-style-type: none"> Take turns and share when you're finished 	<ul style="list-style-type: none"> Enter and exit our classroom in the expected manner Use our walking feet in the classroom – no running Use all equipment and materials responsibly and what they were made/used for only Do not rock on our chairs and desks. Keep feet flat on the floor. 	<ul style="list-style-type: none"> Enter and exit all areas in a respectable manner -no running -walking feet only 				
Be an engaged learner	<ul style="list-style-type: none"> Contribute to healthy discussions Always ask questions if you have any Help your friends where you can 	<ul style="list-style-type: none"> How can you be more inclusive? How can you include younger peers in your game? Change the game or add elements to make it more exiting for everyone 	<ul style="list-style-type: none"> Participate in class and lesson discussions Use your self-check strategies Raise your hand and ask for help Once you've finished your work do an approved task or activity 	<ul style="list-style-type: none"> Give reminders to our friends if they aren't making good choices Help someone if you see them struggling 				

Intensive Support

- Individualised interventions for students with intensive/chronic behaviour challenges
- Individual counselling – Guidance Officer
- Wraparound Support – outside Agencies
- Crisis response

Targeted Support

- Specialised interventions for students who are at-risk for academic or social failure due to behaviour challenges
- Social Skills groups
- Small Group Counselling
- Restorative Justice Circles & Conflict Resolution
- Check in – Check out
- Functional Behaviour Assessments (FBA)
- Individual Behaviour Support Plan (IBSP)

Universal Support

- HI-5 and Bystander-5 strategies
- Social and Emotional wellbeing explicitly taught through attributes of engaged learners weekly
- Positive behaviour acknowledgement system (BEST)
- Acknowledgment and celebration of student achievement through weekly parade, newsletter and social media.

