



Browns Plains State School

Student Code of Conduct

2024-2026

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Purpose

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



The Browns Plains 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:	Keith Poulter
Principal Signature:	
Date:	28/2/2024
P/C President Name:	Veronika Stutz
P/C President Signature:	
Date:	28/2/2024

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Principal's Foreword

Introduction

Browns Plains State School has a long and proud tradition of providing high quality education to students in the Logan area. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

As a Positive Behaviour for Learning (PBL) school, Browns Plains State School is committed to ensuring we are:

- Always Learning
- Always Safe
- Always Respectful

These values have been used in the development of this Student Code of Conduct. Browns Plains State School staff take an educative approach to ensuring our values are upheld. We believe that behaviour can be taught and that mistakes are opportunities for everyone to learn.

Our Student Code of Conduct provides an overview of the school's local policies on the use of mobile phones and other technology and the approach to preventing and addressing incidents of inappropriate behaviour. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

We thank students, teachers, parents and other members of the community for their work in bringing Browns Plains State School's Student Code of Conduct together. The document provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

Browns Plains State School Parents & Citizens Association are proud to support the Browns Plains State School Student Code of Conduct. The consultative process led by the Brown Plains State School Leadership Team has provided parents to have an opportunity to contribute and provide feedback on the final product. This has been an important aspect in the development of the Browns Plains 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 Browns Plains State School to meet our expectations of Always Safe, Always Learning and Always Respectful.

We encourage all parents to familiarise themselves with the Browns Plains 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 children. It is important that every parent and child of Browns Plains 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 Browns Plains State School Student Code of Conduct is a starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Browns Plains State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact members of the Browns Plains State School Leadership Team or to join the Browns Plains State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are Always Safe, Always Learning, and Always Respectful and are appropriately supported to meet all students' individual social and learning needs.

Data Overview

OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

OneSchool supports teachers, administrators and students in:

- student management
- curriculum and assessment management
- finance and asset management
- resource management
- performance, reporting and analysis.

Each Queensland state school student has a secure profile within OneSchool. Individual student information is used by the school to meet its duty of care to all students and to administer and plan for providing appropriate education and support services.

Parents are required to submit a written request to the principal to access records held by the school or to have records amended. The principal is responsible for deciding whether access is granted in each particular case.

Consultation

The Browns Plains State School Student Code of Conduct was created in collaboration with staff. Feedback and critical analysis of OneSchool data including attendance, behaviour incidents, and school disciplinary absences occurred within PBL and staff meetings and helped guide the direction of this document. The Browns Plains State School Student Code of Conduct will be reviewed annually for minor updates to reflect changing circumstances reflected in data. A full review is conducted every four years. This Plan has been endorsed by the Principal, Positive Behaviour for Learning Team Leader and the President of Browns Plains State School P&C.

Learning and Behaviour Statement

Browns Plains State School believes that building positive relationships and creating safe, supportive and inclusive environments underpins a proactive approach to student learning and wellbeing.

As a PBL school, expected behaviours and social-emotional competencies are consistently and explicitly taught based on the three school values:

- Always Learning
- Always Respectful
- Always Safe

Whole School Approach to Discipline

Browns Plains State School uses Positive Behaviour for Learning (PBL) as 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.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

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

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

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

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, being

- Always Learning
- Always Respectful
- Always Safe

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Browns Plains State School.



PBL Teaching Matrix

I am:	In all areas	Classroom and all learning spaces	Covered areas and toilets	Playground
Always Learning	I am on time I follow instructions the first time I am organised and ready to learn with all required equipment I am an active learner I model good behaviour to other students I demonstrate a positive attitude I use acceptable strategies to problem solve in social situations	I am an active listener I give my best effort to all tasks	I move quietly around the school during class time I only eat in eating areas and eat my healthy food first	I follow the rules of the game and play fairly
Always Re-spectful	I show respect to others and school routines I follow the school dress code I interact appropriately with others at all times to maintain respectful relationships I respect property and the environment I use appropriate and respectful language I keep my hands, feet and objects to myself I react appropriately when accidents or mishaps happen	I raise my hand for permission to speak I respect others' right to work and learn I line up quietly at bell times	I stay on paths and out of the gardens I respect privacy and personal space of others I keep areas clean and tidy	I share the space and take turns I am happy to see other people win
Always Safe	I am safe at all times, including travelling to and from school I use appropriate equipment and objects responsibly I ask permission to leave any setting I wear appropriate clothing I use self-control at all times by keeping my hands feet and body to myself I report problems I stay in safe, designated play areas	I walk in classrooms I enter and exit rooms in an orderly manner and with permission from staff I walk quietly in lines with my class I use online resources safely and appropriately	I walk on concrete I eat my own food I use equipment and toilets appropriately I sit while eating in the correct area	I play safely I play appropriate games I play in the correct area

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Thoughtful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.

You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Accountable

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Co-operative

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Kind

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive,

	inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.






Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in our school

We welcome parents¹ and other members of our diverse community into our school.

Working together with the school community², school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to our school support safety by ensuring their communications and conduct at the school and school activities is respectful.

ELEMENTS OF ENGAGEMENT	It is expected that parents and visitors to our school will:	Parents and visitors to our school demonstrate this by:
 Communication	<ul style="list-style-type: none"> be polite to others act as positive role models recognise and respect personal differences use the school's communication process to address concerns 	<ul style="list-style-type: none"> using polite spoken and written language speaking and behaving respectfully at all times being compassionate when interacting with others informing staff if the behaviour of others is negatively impacting them or their family respecting staff time by accepting they will respond to appropriate communication when they are able requesting a meeting to discuss any concerns about their child's education – allowing staff time to prepare and appreciating their time may be limited
 Collaboration	<ul style="list-style-type: none"> (parents) ensure their child attends school ready to learn support the Student Code of Conduct recognise every student is important to us contribute to a positive school culture 	<ul style="list-style-type: none"> taking responsibility for their child arriving and departing school safely on time every day reading and encouraging their child to understand and follow the Student Code of Conduct valuing each child's education acknowledging staff are responsible for supporting the whole school community
 School Culture	<ul style="list-style-type: none"> work together with staff to resolve issues or concerns respect people's privacy 	<ul style="list-style-type: none"> speaking positively about the school and its staff making only respectful and positive comments about other school community members, including students – in person, in writing or on social media understanding, at times, compromises may be necessary considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

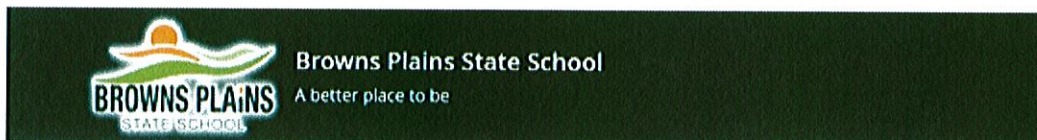
¹ The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

² The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.

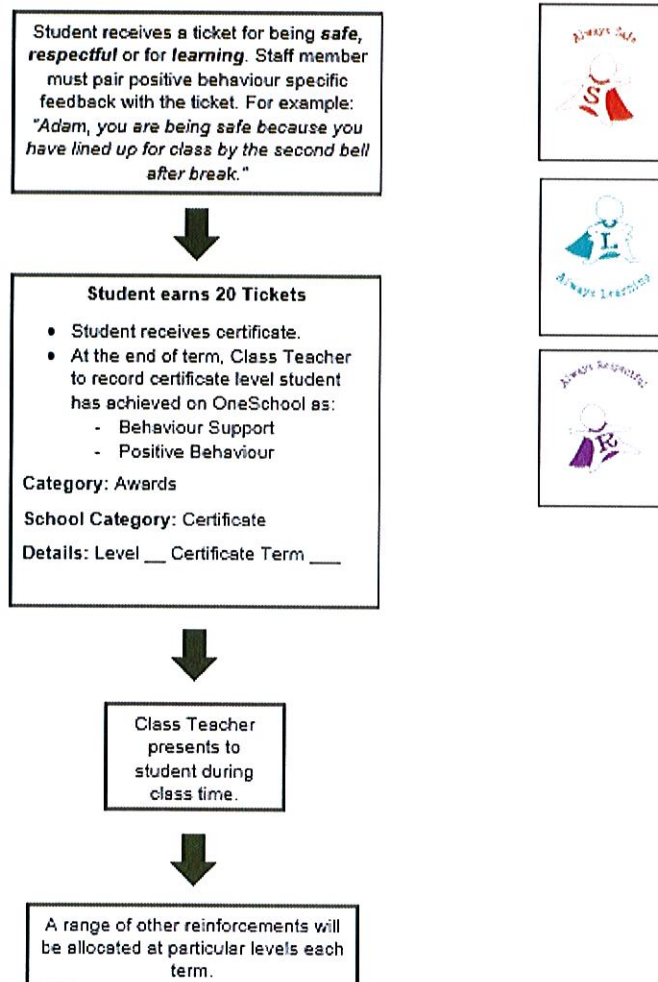
School-Wide Reinforcement System

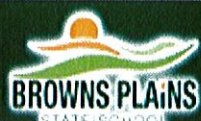
Positively acknowledging students contributes to a positive school culture. Browns Plains State School implements a school-wide reinforcement system to ensure high rates of acknowledgment for expected behaviours with the use of tickets aligned with the school values. Free and frequent reinforcers help students see the connection between the behaviour and school-wide expectations.

Verbal positive acknowledgement is provided immediately following appropriate behaviour and is paired with the school tickets. The system is used strategically to focus on specific skills or on expected behaviours that students are having difficulty performing. Certificates and prizes are given as additional reinforcements for achieving a specific number of tickets. The system is kept current by revisiting the reinforcements each term in PBL meetings.



Acknowledgement System





Browns Plains State School
A better place to be

ACKNOWLEDGEMENT SYSTEM TRACKING CHART

Term 1 2023



Level 10														
200														
190														
Level 9 – Obstacle Event														
180														
170														
Level 8														
160														
150														
Level 7 – Prep – Wristband, Year 1 – 6 Handball														
140														
130														
Level 6														
120														
110														
Level 5														
100														
90														
Level 4 – Ice block														
80														
70														
Level 3														
60														
50														
Level 2														
40														
30														
Level 1														
20														
10														
Name														

Consideration of Individual Circumstances

Staff at Browns Plains 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 equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. 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.

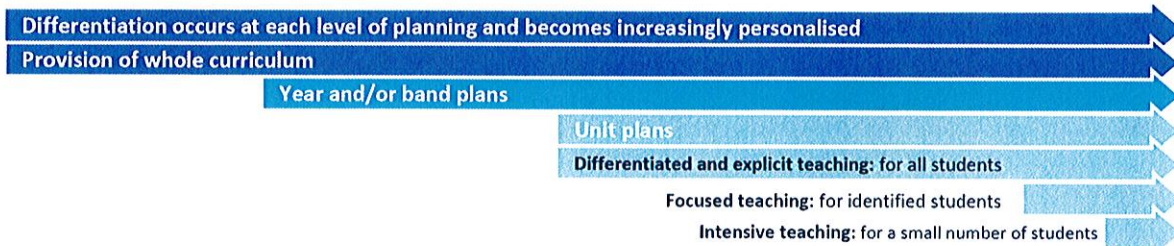
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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



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

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

PBL Teaching Matrix				
I am:	In all areas	Classroom and all learning spaces	Covered areas and toilets	Playground
Always Learning	I am on time I follow instructions the first time I am organised and ready to learn with all required equipment I am an active learner I model good behaviour to other students I demonstrate a positive attitude I use acceptable strategies to problem solve in social situations	I am an active listener I give my best effort to all tasks	I move quietly around the school during class time I only eat in eating areas and eat my healthy food first	I follow the rules of the game and play fairly
Always Re-spectful	I show respect to others and school routines I follow the school dress code I interact appropriately with others at all times to maintain respectful relationships I respect property and the environment I use appropriate and respectful language I keep my hands, feet and objects to myself I react appropriately when accidents or mishaps happen	I raise my hand for permission to speak I respect others' right to work and learn I line up quietly at bell times	I stay on paths and out of the gardens I respect privacy and personal space of others I keep areas clean and tidy	I share the space and take turns I am happy to see other people win
Always Safe	I am safe at all times, including travelling to and from school I use appropriate equipment and objects responsibly I ask permission to leave any setting I wear appropriate clothing I use self-control at all times by keeping my hands feet and body to myself I report problems I stay in safe, designated play areas	I walk in classrooms I enter and exit rooms in an orderly manner and with permission from staff I walk quietly in lines with my class I use online resources safely and appropriately	I walk on concrete I eat my own food I use equipment and toilets appropriately I sit while eating in the correct area	I play safely I play appropriate games I play in the correct area

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 Browns Plains State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Browns Plains State School has a range of staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Respectful Relationships
- Reboot
- Essential Skills for Classroom Management
- Functional Based Assessment.

For more information about these programs, please speak with the Head of Student Services.

Intensive Teaching

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

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

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

the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

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

Legislative Delegations

Legislation

This section of the Student Code of Conduct includes links to relevant legislation that inform the overall Student discipline procedure.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 2011 \(Cwth\)](#)

Delegations

Principals are afforded a number of legislative powers under the Education (General Provisions) Act 2006 and by the Director-General to support them to control and regulate student discipline.

Principals are the only staff who have the authority to make decisions about:

- suspension for up to 20 school days
- charge-related suspension
- exclusion for fixed period or permanently
- cancellation of enrolment
- referring to the Director-General a decision regarding refusal to enrol
- requests to the Director-General for information about student charges or convictions
- periodic review of decision to exclude permanently

Disciplinary Consequences

The disciplinary consequences model used at Browns Plains 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 focused 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

Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- 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 Browns Plains 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 Browns Plains 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 consequence 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 focused 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.

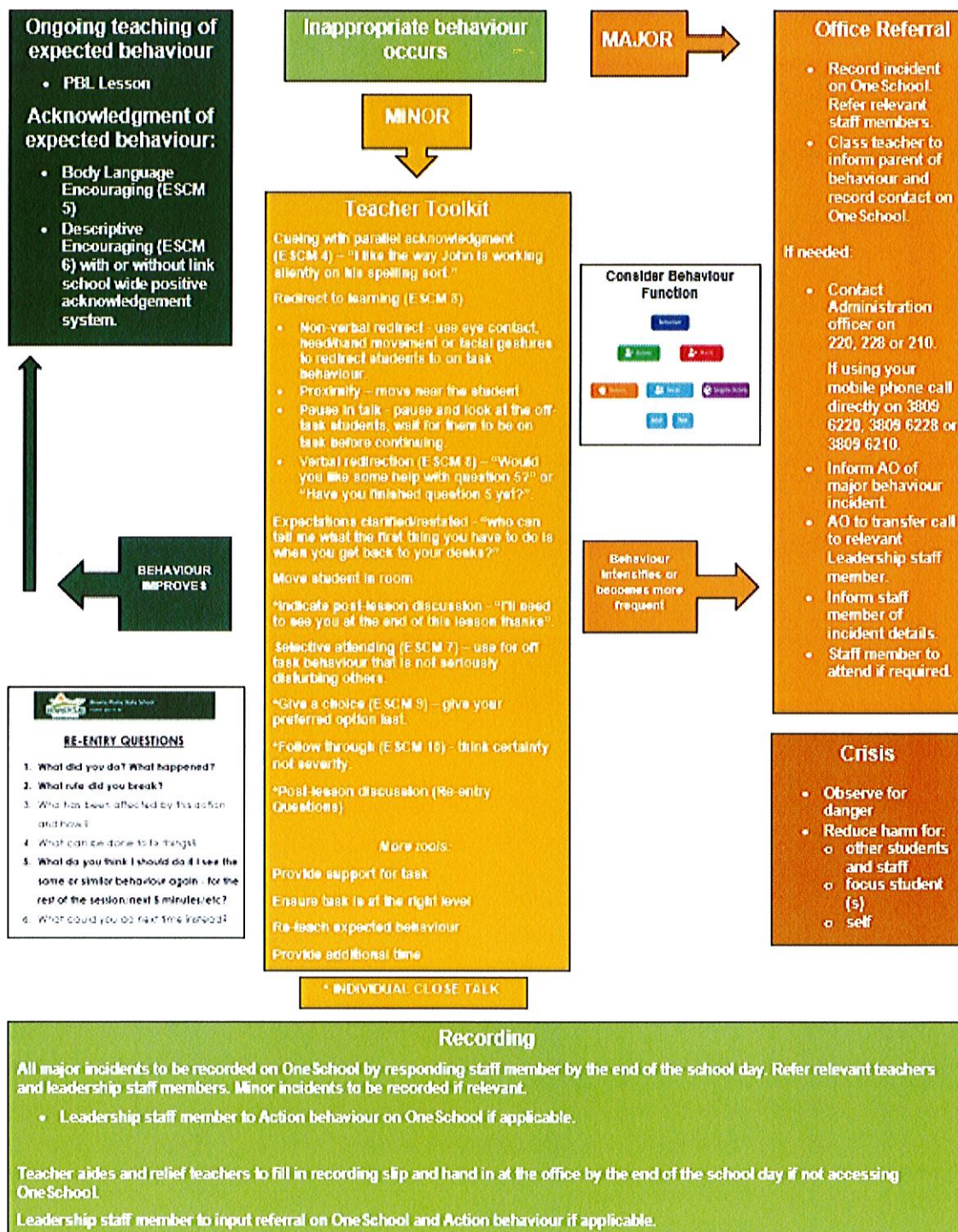
MINOR AND MAJOR BEHAVIOUR

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens.
- Major problem behaviour may be handled by staff members if able to at the time it happens and is referred to administration.

	MINOR	MAJOR
	<p>Minor behaviours are those that:</p> <ul style="list-style-type: none"> • are minor breaches of the school's behaviour expectations or policies and procedures; • do not seriously harm others or cause you to suspect that the student may be harmed; • do not violate the rights of others in any other serious way; • are not part of a pattern of problem behaviours; and • do not require involvement of specialist support staff or an administrator. 	<p>Major behaviours are those that:</p> <ul style="list-style-type: none"> • significantly violate the rights of others; • put self/others at risk of harm; and • require immediate assistance or need to be followed up by an administrator.
Always LEARNING	<p>Disruption Student engages in behaviour causing an interruption in a class or school activity or event (EG: sustained loud talk, yelling, noise with materials, and/or sustained out-of-seat behaviour).</p> <p>Academic Misconduct Student inappropriately and falsely demonstrates their learning (EG: copying work, exaggerating the facts, evading the truth).</p>	<p>Disruption Behaviours that cause a lesson to be continuously stopped (EG: excessive screaming).</p> <p>Academic Misconduct Student inappropriately and falsely demonstrates their learning (EG: cheating, collusion, contract cheating, disclosing/receiving assessment information, impersonation, examination misconduct and plagiarism).</p>
Always RESPECTFUL	<p>Defiance Student refuses to follow directions given by school staff (EG: back-chattering, ignoring, running off, saying 'no').</p> <p>Dress code Student wears clothing that is not within the dress code guidelines defined by the school (EG: wrong hair ties, nail polish, incorrect clothing items, incorrect jewellery).</p> <p>Disrespect Student intentionally delivers socially rude or dismissive messages to adults or students (EG: imitation, non-targeted swearing, name calling).</p> <p>Theft Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property (EG: stationery, toys, sensory tools).</p>	<p>Defiance Student fails to follow the instructions of staff (EG: leaving school grounds, running around the school).</p> <p>Abusive language Student delivers inappropriate verbal messages or use of words in an inappropriate way (EG: swearing at others, sexual/vulgar language, racial slurs, vilification, written).</p> <p>Bullying Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical, social and/or psychological harm. Bullying can occur in person, or online. Bullying may be obvious or hidden. Bullying is repeated behaviour directed at the same student (EG: threatening language to cause physical harm, harm using weapons, raising a fist, written threats).</p> <p>Theft Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property (EG: Paid, food, keys, money).</p>
Always SAFE	<p>Technology violation Students engage in inappropriate use of devices (EG: not using technology for instructed use).</p> <p>Property damage Student participates in an activity that results in minor damage that can be easily cleaned/fixed (EG: drawing on a desk with lead pencil).</p> <p>Property misuse causing risk to others Student engages in misuse of property that is not of serious risk to others (EG: throwing paper).</p> <p>Physical Aggression Students intentionally engages in actions involving physical contact with others where injury may occur (EG: pushing, pulling, May be directed towards peers, adults, visitors or animals; or flora or fauna).</p> <p>Fighting Student is involved in mutual participation in an incident involving physical violence (EG: play fighting).</p> <p>Falsifying Documents Student changes or modifies a document with the intention of misleading.</p>	<p>Technology violation Students engage in fraudulent or illegal activity (EG: attempting to hack, implementing DDoS attacks, use of key loggers, impersonating staff or other students, searching inappropriate content).</p> <p>Property damage Student participates in an activity that results in destruction or disfigurement of property.</p> <p>Property misuse causing risk to others Student engages in misuse of property which may cause a risk of injury or ill-health to others (EG: throwing objects or using objects in an unsafe manner causing injury).</p> <p>Physical Aggression Students intentionally engages in actions involving physical contact with others where injury may occur (EG: hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching). This includes premeditated acts of mistreatment of others to undertake physical aggression. May be directed towards peers, adults, visitors or animals; or flora or fauna.</p> <p>Fighting Student is involved in mutual participation in an incident involving physical violence.</p> <p>Falsifying Documents Student intentionally creates, changes or modifies a document with the intention of misleading (EG: signing a person's name without that person's permission).</p> <p>Harassment Student deliberately engages in the delivery of harmful messages in any format related to gender, identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics.</p> <p>Use/possession of weapons Student is in possession and/or uses knives and guns or other objects readily capable to cause bodily harm.</p> <p>Use/possession of combustibles Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (EG: matches, lighters, firecrackers, petrol, lighter, fluid, aerosols).</p> <p>Bomb Threat/ False Alarm Student delivers a message of possible explosive materials being on site and pending explosion.</p> <p>Substance misconduct involving illegal substances Student is in possession of and has supplied or is using illegal drugs / substances. Ammunition or implements.</p> <p>Substance misconduct involving tobacco and other legal substances Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.</p>

RESPONDING TO PROBLEM BEHAVIOUR



School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff 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 Browns Plains 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

State school staff at Browns Plains 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 Browns Plains 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 Browns Plains 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 Browns Plains 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 Browns Plains 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.

At Browns Plains State School, students are required to sign mobile phones, smart watches and other devices into the office before the commencement of school. Students return to the office at the end of the day to sign out their devices. Any student found to be using such items during school time may be subject to consequences for incorrect use of a mobile phone or personal electronic device.

Students at Browns Plains State School have access to the school's ICT facilities and devices. Refer to the Acceptable Usage Agreement for ICT Facilities below for more information.

Responsibilities

At all times students, while using ICT (Information and Communication Technology) facilities and devices supplied by the school, will be required to act in line with the requirements of the Browns Plains State School 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.



Acceptable Usage Agreement for ICT Facilities

Information and communication technology (ICT), including access to and use of the internet and email, are essential tools for schools in the provision of innovative educational programs. Schools are constantly exploring new and innovative ways to incorporate safe and secure information and communication technology (ICT) use into the educational program.

Acceptable/appropriate use/behaviour by a student

- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, or experts for school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment

Unacceptable/inappropriate use/behaviour by a student

- download, distribute or publish offensive messages or pictures
- bullying/harassing others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- knowingly download viruses or any other unauthorised programs
- sharing passwords/log-on details
- trespassing in another person's files, home drive or email

The principal reserves the right to restrict student access to the school's ICT facilities and devices if access and usage requirements are not met or are breached. However restricted access will not disrupt the provision of the student's educational program.

Parent or Guardian

I understand that the Internet can provide students with valuable learning experiences.

I also understand that it gives access to information on computers around the world; that the school cannot control what is on those computers; and that a very small part of that information can be illegal, dangerous or offensive. I accept that, while teachers will exercise their duty of care, protection against exposure to harmful information should depend finally upon responsible use by students.

Browns Plains State School

I believe _____ (Name of Student) understands this responsibility, and hereby I give my permission for him/her to access the Internet under the school rules. I understand that students breaking these rules will be subject to appropriate action by the school. This may include loss of IT access for some time

Student's name: Year: Username:
(Please print)

Student's signature: Date: / /

Parent's/Carer's name:
(Please print)

Parent's/Carer's signature: Date: / /

Preventing and responding to bullying

Browns Plains State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

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 Browns Plains State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

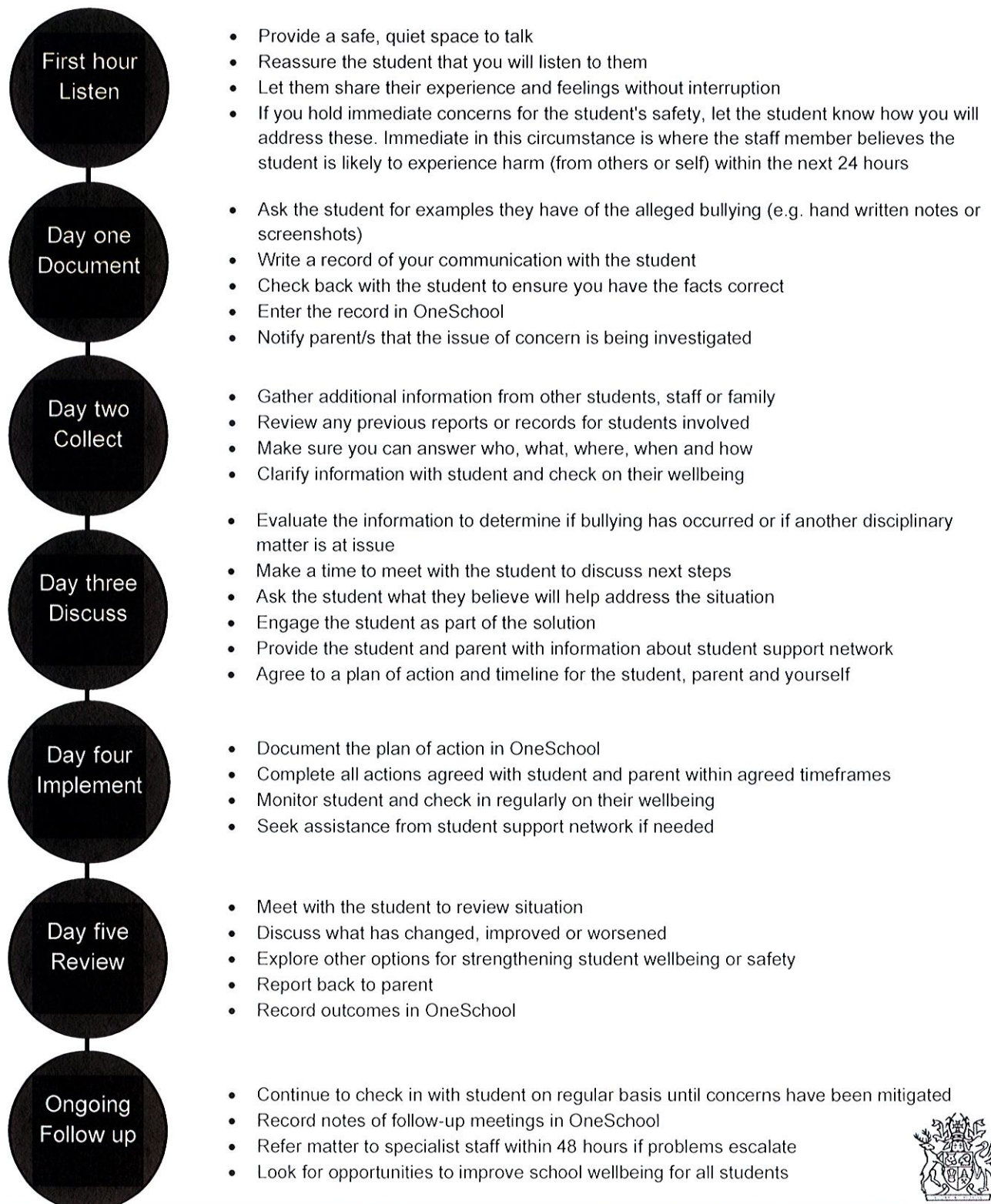
The following flowchart explains the actions Browns Plains State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Browns Plains State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



Cyberbullying

Cyberbullying is treated at Browns Plains 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. There are also the Deputy Principals, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Browns Plains 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 the Deputy Principal.

Browns Plains State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

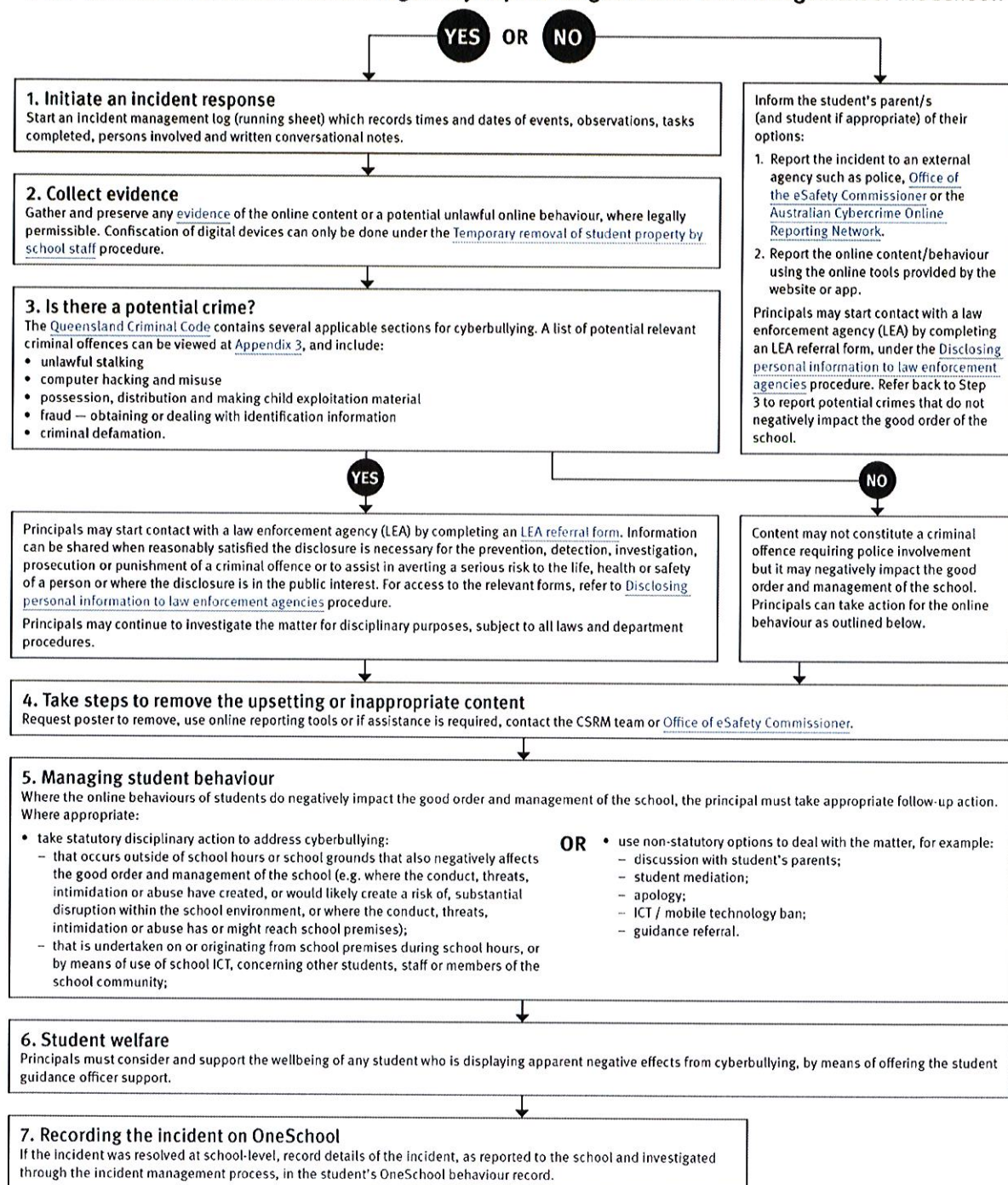
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

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

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

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Browns Plains State School – Anti-Bullying Agreement

The Anti-Bullying Agreement provides a clear outline of the way our community at Browns Plains State School works together to establish a safe, supportive and disciplined school environment. This agreement is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Browns Plains State School – Anti Bullying Agreement

We agree to work together to improve the quality of relationships in our community at Browns Plains State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

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. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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* (Cwth) 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 Browns Plains 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 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

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

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

Conclusion

The purpose of the Browns Plains State School Code of Conduct 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. There may be occasions where parents need to raise a concern or make a complaint about an issue that is believed to be adversely affecting their student.

The Department of Education is committed to responding to customer complaints in an accountable, transparent, timely and fair way. Customer complaints are managed in accordance with the Customer complaints management framework, policy and procedure.

For customer complaints about school matters, parents are encouraged to use the following three step approach:

1. Early resolution: raise concerns at the point where the problem or issue arose by making an appointment at the school to discuss the complaint with their child's teacher or the principal.
2. Internal review: if, after taking the early resolution step, parents are dissatisfied with the outcome of their complaint or how the complaint was handled, they can ask the regional office to conduct a review within 28 days of receiving the complaint outcome.
3. External review: if parents are dissatisfied after the internal review, they may seek an external review from an external agency such as the Queensland Ombudsman or Queensland Human Rights Commission.