



Burpengary State School

# Student Code of Conduct 2024

*\* To be updated following formal school review process starting in T2, 2024*

## ***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

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## Endorsement

Principal Name:	Michelle Fraser
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Principal Signature:	<i>M. Fraser</i>
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Date:	<i>14.2.24</i>
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P/C President:	<i>S. Maeder</i>
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School Council Chair:	<i>K. L. [Signature]</i>
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Date:	<i>14.2.24</i>
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## Purpose

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

The Burpengary State School Student Code of Conduct sets out the responsibilities and processes we use throughout our school community to promote a productive, effective whole school approach to a safe and disciplined learning environment.

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



## Principal's Foreword

### **Mission and values:**

Learning is a life-long undertaking which allows children and adults to make positive contributions to society. As an inclusive learning community, Burpengary State School, offers an educational program founded on the belief that all children have the ability to learn. Our learning community engages all stakeholders working together in the best interest of each student. High expectations, complemented by a deep knowledge of each student, inform teachers' capacity to meet individual learning goals. We provide differentiated learning opportunities and experiences catering for the diverse range of learners within our school community.

At Burpengary State School we believe:

- that all children have the ability to learn
- that learning is a life-long undertaking, both formal and informal, which allows children and adults to contribute to society
- that courtesy, tolerance and respect are fundamental to the learning partnership
- that the work ethic is fostered by high expectations within the school/home learning partnership.

We value the Five Building Block for Success:

- **Excellence**

Excellence is a commitment to success by wanting to achieve your goals and be the best that you can be. All staff and students are committed to setting personal goals and achieving success. "Burpengary Kids" strive for excellence by being accountable, organised and by setting and achieving their goals.

- **Respect**

Respect is a positive feeling or action shown towards self, others and property. All students, staff and the community have the right to be treated respectfully and fairly. "Burpengary Kids" who are respectful demonstrate care, concern and consideration for themselves, others and property.

- **Resilience**

Resilience is the process of adapting well when faced with a challenge, adversity, trauma, tragedy, threats or significant sources of stress. All staff and students have the capability to approach challenges with determination and persistence. "Burpengary Kids" demonstrate emotional resilience.

- **Integrity**

Integrity is the quality of being honest and having high standards, habits and practices. All staff, students and the community will demonstrate pride and uphold ethical behaviours. "Burpengary Kids" who have integrity, are honest, maintain high

expectations, demonstrate pride in themselves and display self-control and self-regulation.

- **Cooperation**

Cooperation is the action or process of building relationships and working together to achieve a common or mutual goal. All staff, students and the community will have the capability to work successfully in teams as effective communicators and problem solvers. "Burpengary Kids" demonstrate cooperative behaviour.

At Burpengary State School our mission is evidenced by:

- a professional learning community of highly effective teachers, who set high expectations, have deep curriculum and pedagogical knowledge and implement quality student-centred learning experiences focused on success for all students
- high levels of student engagement through differentiated, intellectually challenging learning experiences targeting the development of language, literacy and numeracy skills and a diverse range of extra and co-curricular experiences for the development of the 'whole' child
- the provision of safe and supportive learning environments
- a school culture that values diversity and inclusion.

Our goal is for Burpengary students to:

- feel included as valued members of the Burpengary State School Learning Community
- view themselves as successful learners
- have a strong concept of self and tolerance for others built around the school values.

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

Burpengary State School staff take an educative approach to discipline, 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 use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Burpengary State School Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.



## Whole School Approach to Discipline

Burpengary 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 Burpengary State School, we believe discipline is about more than consequence. 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 Burpengary 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 a member of the Leadership Team.

### 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 five Positive Behaviour for Learning (PBL) expectations. These are Excellence, Respect, Resilience, Integrity and Cooperation.

#### Students

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

#### Excellence:

- remain on task for a sustained period of time
- set goals, monitor and accept feedback
- achieve positive results through high expectations

- be organised and ready for learning
- be accountable for exhibiting the five building blocks.

#### **Respect:**

- demonstrate respect to all staff, peer and visitors by responding politely and following instructions promptly
- act in a positive way that demonstrates care about themselves, others, school property and the environment
- move around the classroom and the school respectfully
- listen actively and demonstrate whole body listening
- treat others with kind words and actions and respect personal space.

#### **Resilience:**

- use a variety of strategies to recover from challenges and conflicts
- learn from experiences and make improvements
- persist when faced with challenges
- accept feedback and adapt behaviour
- consider different points of view.

#### **Integrity:**

- be honest and take responsibility for actions
- be a positive role model for others
- have pride in actions and behaviour
- wear the correct school uniform.

#### **Cooperation:**

- communicate effectively, understand compromise and accept new or other ideas
- work together, with others, in the classroom and playground
- build positive relationships within the whole school community
- actively participate in classroom discussions
- accept student differences and be inclusive.

#### **Parents and staff**

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

#### **Excellence**

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You assist the school by setting your child up for success, both academically and socially. This may involve monitoring individual's learning and social goals.	We meet with parents and provide feedback on your child's learning and social goals.
You assist the school in upholding high expectations and striving for constant improvement.	We communicate explicitly our expectations and feedback on the next steps for improvement.
You assist your child with being organised and ready to learn. This will include ensuring your child has all necessary equipment.	We give clear guidance on the school processes around organisation as well as information about what equipment is required.

## Respect

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You make an appointment to speak with the class teacher or member of the Leadership Team to discuss any matters relating to your child.	We respond, as soon as practical, to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home, at school, online and on social media about the school, its Staff and Students.	We ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area on time.	We will give clear guidance about designated areas and times for parents to leave and collect students.
You communicate respectfully. You listen to the school's point of view.	We communicate respectfully. We will listen to parents/caregivers point of view.
You show care for your child, the school, others, property and the environment.	We show care for your child, the school, others, property and the environment.
You respect the obligation of staff to maintain student and family privacy.	We maintain confidentiality about information relating to your child and family.
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.

## Resilience

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You assist your child to use a variety of appropriate strategies to recover from challenges and/or disappointments.	We assist your child in building strategies he/she can use to recover from challenges and/or disappointments.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We 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 welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.



## Integrity

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You continue to be a positive role model for your child and continue to work in partnership with the school.	The school will continue to be a positive role model for your child and continue to work in partnership with school families.
You will encourage your child to take responsibility for their actions.	The school will continue to guide students by encouraging them to take responsibility for their actions.
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.

## Cooperation

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></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.
You stay informed about school news and activities by reading the school newsletter, emails 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.

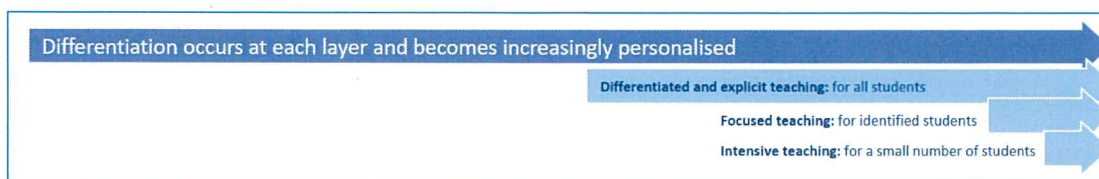
## Differentiated and Explicit Teaching

Burpengary 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 practice.

Teachers at Burpengary 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. The decisions about differentiation are made in response to data and day-to-day monitoring that indicate 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 for academic and pedagogical differentiation.



These three layers map directly to the tiered approach. 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 support 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.

#### Burpengary State School

Five Building Blocks Expectations Matrix

Building Block	Learning and Playground	Transitions and Lining up	Eating Areas	Toilets	Tuckshop	Assembly	Before and after school	Bus
<b>Excellence</b>	<b>Be a role model, represent the school with pride and follow the processes of the building blocks by being a Burpengary Kid</b>							
<b>Respect</b>	Refer to the Building Block matrixes year level junctures	Walk quietly around the school Walk on pathways Line up Follow instructions	Use manners and eating etiquette Follow lunchtime routine Sit down to eat Use kind words Respect personal space Place rubbish in the bins	Follow the toilet routines Respect the privacy of others Keep toilets clean and tidy	Line up Stand quietly Use manners Sit down to eat Follow eating processes	Walk quietly Use whole body listening Stand during the National Anthem Follow procedures Demonstrate audience manners	Respect school and other's property Use kind words Follow staff instructions	Listen to all staff and bus drivers follow instructions promptly Ask before leaving the area
<b>Resilience</b>	Refer to the Building Block matrixes year level junctures	Think about my own actions Be patient	Ask before leaving the area Accept the eating rules	Ask to go to the toilet and take a buddy during class time	Be patient Wait my turn	Be proud of my and others achievements Congratulate others	Think about my actions Be a problem solver	Accept staff decision Apply safety rules
<b>Integrity</b>	Refer to the Building Block matrixes year level junctures	Be in the right place at the right time Be responsible for my belongings	Make healthy choices first Put your lunchbox away	Use the toilets appropriately Report damage or misuse	Use money only for my family and myself Hand in found money Make healthy choices	Demonstrate pride in yourself Wear the correct uniform	Look after my belongings Phones to be kept at the office Phones to be left off until outside school grounds Remain in the designated before school area	Be on time to the bus line Report damage or misconduct
<b>Co-operation</b>	Refer to the Building Block matrixes year level junctures	Walk in lines Consider others learning Stay with the class Be kind	Work as a team to help tidy eating areas and gardens	Wait your turn Be considerate Use facilities responsibly such as soap, toilet paper, water	Follow the ordering processes Place rubbish in the correct bin Help keep the area tidy	Keep hands in lap when seated	Consider others Use polite and positive language to members of the community Walk safely through the school grounds	Follow the instructions of the bus driver

## Focussed 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 focussed teaching is provided to help them achieve success.

Focussed teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies, in particular aspects of a behaviour skill. Focussed 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 Burpengary State School to provide focussed teaching. Focussed teaching is aligned to the PBL Expectations Matrix and student progress is monitored by the classroom teacher/s to identify those who:

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

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

- individual learning plan
- individual curriculum plan
- individual behaviour plan
- alternative play schedule
- classroom profiling
- essential skills in classroom management
- management of actual or potential aggression
- lunchtime activity clubs
- regular key staff check-ins
- functional based assessment

Key documents are uploaded to OneSchool as a record of support provided to individual students and families.

For more information about these programs, please speak with a member of the Leadership Team.

## **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, who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.



# Legislative Delegations

## Legislation

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

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [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

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

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities can only be delegated to the Officer in Charge when the Principal is absent.

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

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

## Recognition of Positive Behaviour

At Burpengary State School we value the enactment of the 5 Building Blocks for Success as well as a positive, proactive behaviour system, recognising and rewarding exemplary behaviour and positive achievements. The diverse ways in which our Student Behaviour Expectations are recognised include the following: Classroom Management plans, ERRIC's, Individual Building Block certificates, Student of the Week awards and ERRIC awards. (Appendix B, C)

## Disciplinary Consequences

The disciplinary consequences model, used at Burpengary 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. Even with focussed teaching, in-class corrective feedback, sanctions and rule reminders students will continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning. 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 teachers provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- using Zones of Regulation strategies to focus and self regulate student behaviour
- 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
- class wide incentives
- reminders of incentives or class goals
- redirection
- low voice and tone for individual instructions
- give 30 second 'take-up' time for student/s to process instruction/s
- reduce verbal language
- break down tasks into smaller chunks
- provide positive choice of task order (e.g. "Which one do you want to start with?")
- prompt student to take a break or time away in class
- model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- provide demonstration of expected behaviour
- peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- private discussion with student about expected behaviour
- reprimand for inappropriate behaviour
- warning of more serious consequences (e.g. removal from classroom)
- 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**

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
- 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 Burpengary 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 concerning 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 Burpengary 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 may be communicated via 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, possibly the student's class teacher, 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-entry 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

Burpengary State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive, safe and disciplined 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 Burpengary 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 Burpengary 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 Burpengary State School:

- ensure your children 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 Burpengary 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
- ensure you collect temporarily removed student property, as soon as possible, after you have been notified by the Principal or state school staff that the property is available for collection.

### Students of Burpengary 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 Burpengary 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
- ensure you collect your 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 from these diverse technologies can be easily overshadowed through deliberate misuse which can harm others or disrupt learning.

In consultation with the broader school community, Burpengary 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.

It is also agreed that time and space should be provided, at school, where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

### Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below:

It is **not acceptable** for students at Burpengary State School to use mobile phones or personal mobile devices on school grounds.

It is **appropriate** for students at Burpengary State School to use school devices for:

- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication, on the intranet or internet, for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.



- researching and learning through the department's eLearning environment

It is **expected** that students at Burpengary State School whilst using school devices are:

- courteous, considerate and respectful of others when using a mobile device
- seek teacher's approval where they wish to use a mobile device under special circumstances
- Switch off and hand device to Office on arrival to School
- Smart Watches are unable to be worn at school. If they are worn, they are required to be handed in to the school office on arrival and collected on departure
- Please note that the school is not responsible for any loss or damage of a mobile device or any other device if a student chooses to bring these to school.

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

- use a mobile phone or personal mobile devices during school time, unless for medical purposes
- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment, unless expressly permitted by school staff.

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 Burpengary State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email

- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Preventing and responding to bullying

Burpengary 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. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators 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.

At Burpengary State School, the role of the bystander can have a direct impact on the incident. Burpengary State School considers a bystander being a witness who sees or knows about bullying happening to someone else. A bystander doesn't have to watch this happening. By doing nothing, a bystander may imply that they are supportive of the behaviour. At Burpengary State School we teach bystanders that they can stop bullying in its tracks.

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 Burpengary 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 Burpengary 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.



## Burpengary 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 student and family.

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

Prep to Year 6 – Class teacher

#### First hour Listen

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

#### Day one Document

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

#### Day two Collect

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

#### Day three Discuss

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

#### Day four Implement

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

#### Day five Review

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

#### Ongoing Follow up

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

## Cyberbullying

Cyberbullying is treated at Burpengary 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.

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 Burpengary 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.

# Burpengary 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](#).

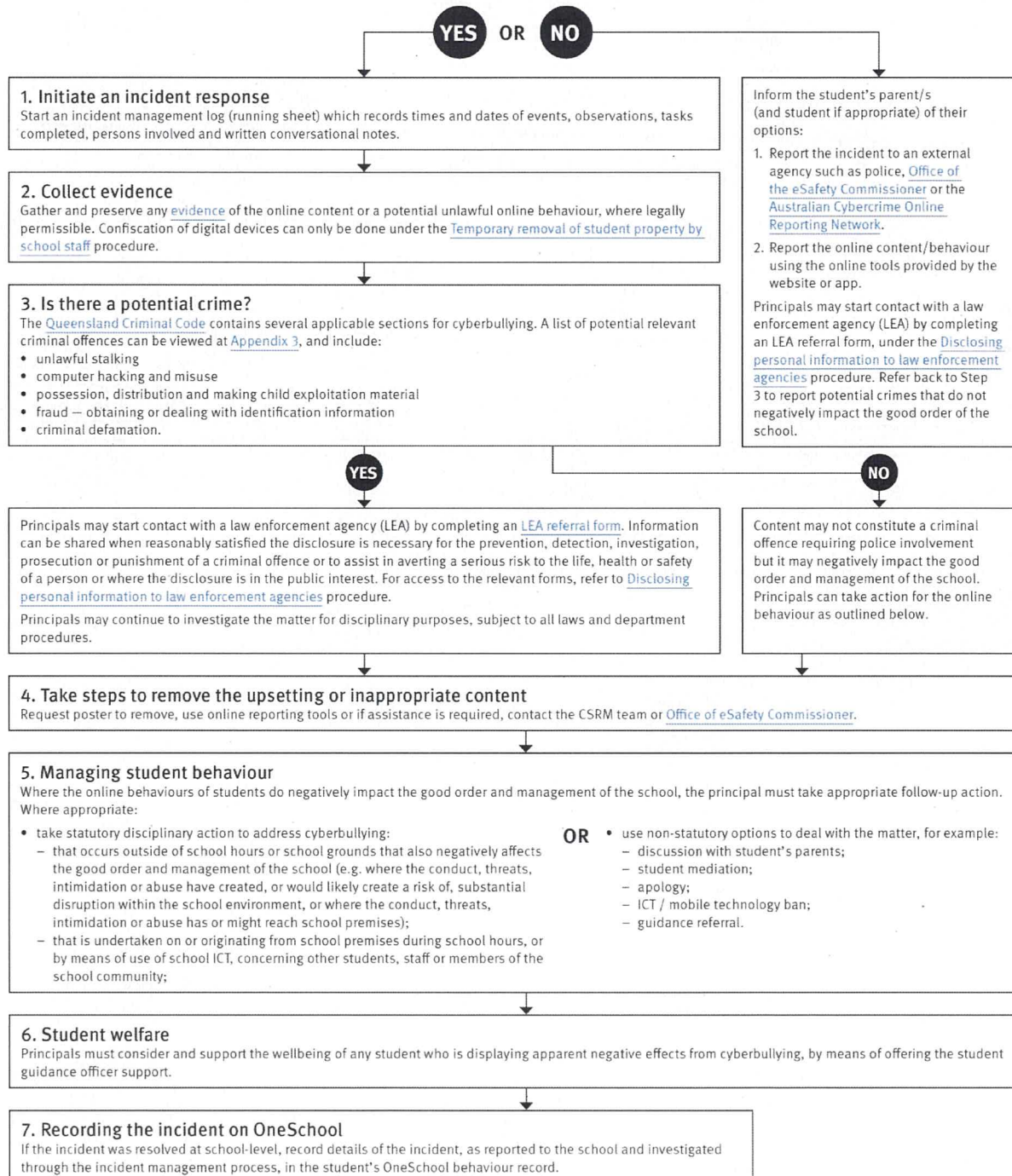
### Explicit images

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

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





## 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

Burpengary 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 Burpengary 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 internal school suspension, withdrawal from social events or celebrations or more severe consequences such as suspension or exclusion from school.

## **Appropriate use of social media**

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

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This 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 (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 screenshot 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 Burpengary 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 may 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 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 consequence 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. The six fundamental principles:

1. regards to the human rights of those students
2. safeguards students, staff and others from harm
3. ensure 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. It will only be used in serious circumstances, for managing an unforeseeable situation and 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.
5. Follow through if the student continues with the problem behaviour; remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
6. Debrief at an appropriate time when there is low risk of re-escalation; help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Related Procedures and Guidelines

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

- cancellation of enrolment
- complex case management
- customer complaints management policy and procedure
- disclosing personal information to law enforcement agencies
- enrolment in state primary, secondary and special schools
- hostile people on school premises, wilful disturbance and trespass
- inclusive education
- police and child safety officer interviews and searches with students
- restrictive practices
- refusal to enrol – risk to safety or wellbeing
- student discipline
- student dress code
- student protection
- supporting students' mental health and wellbeing
- temporary removal of student property by school staff
- use of ict systems
- using mobile devices



## Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

**3. External review:** contact a review authority

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

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

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



## Appendix

**Appendix A – Recognition of positive behaviours**

**Appendix B – Individual Behaviour Support Plan**

## Appendix A – Recognition of positive behaviours

At Burpengary State School, we value a positive, proactive behaviour system recognising and rewarding exemplary behaviour and positive achievements. The diverse ways in which our Student Behaviour Expectations are recognised include the following:

### Encouraging Positive Behaviours

Classroom	Playground	Other Settings
<ul style="list-style-type: none"><li>o ERRIC Awards</li><li>o Kindness Awards</li><li>o Awards on parade</li><li>o Reward Days</li><li>o Rewards as per Class Management Plan</li><li>o Display of individual work</li><li>o Showing work to Principal/Deputy</li><li>o Congratulatory Letter / phone call / email</li><li>o Verbal acknowledgement</li><li>o ERRIC Tickets</li><li>o Passport stamps</li><li>o ERRIC Badges</li></ul>	<ul style="list-style-type: none"><li>o ERRIC Tickets</li><li>o Kindness Awards</li><li>o Verbal acknowledgement</li><li>o Additional roles of responsibility</li><li>o Sent to Principal / Deputy for acknowledgement</li></ul>	<ul style="list-style-type: none"><li>o Library Class Awards</li><li>o Attendance Class Awards</li><li>o Sports Awards</li><li>o Instrumental Music Awards</li><li>o Choir Awards</li><li>o Newsletter recognition of awards and achievements</li><li>o Assembly recognition of awards</li><li>o PBL Rewards days</li></ul>

At Burpengary State School, communication of key messages about behaviour is backed up through positive reinforcement, which provides students with feedback for engaging in expected school behaviour. The **ERRIC** recognition system has been developed to ensure a consistent approach to acknowledging Universal behaviour expectations across the school. This reinforcement system is designed to increase the **quantity and quality of positive interactions between students and staff**.

Staff members hand **ERRICs** out each day to students they observe following the Five Building Blocks for Success. This reinforcement occurs continuously throughout the day. When they 'catch' a student demonstrating the school focus expectation, teachers give the student an ERRIC. These ERRICs are placed into the ERRIC Boxes at Assembly. ERRICs are drawn from the ERRIC Box each week on Assembly at random for rewards. Each week on Assembly the weekly building block is taught to all students.

### Passport Awards (Prep to Year 6)

Passport Awards and badges are given to every student on Assembly once they complete a passport. Passports are completed once a student fills each page with stickers/stamps for receiving ERRICs.

Appendix B – Individual Behaviour Support Plan

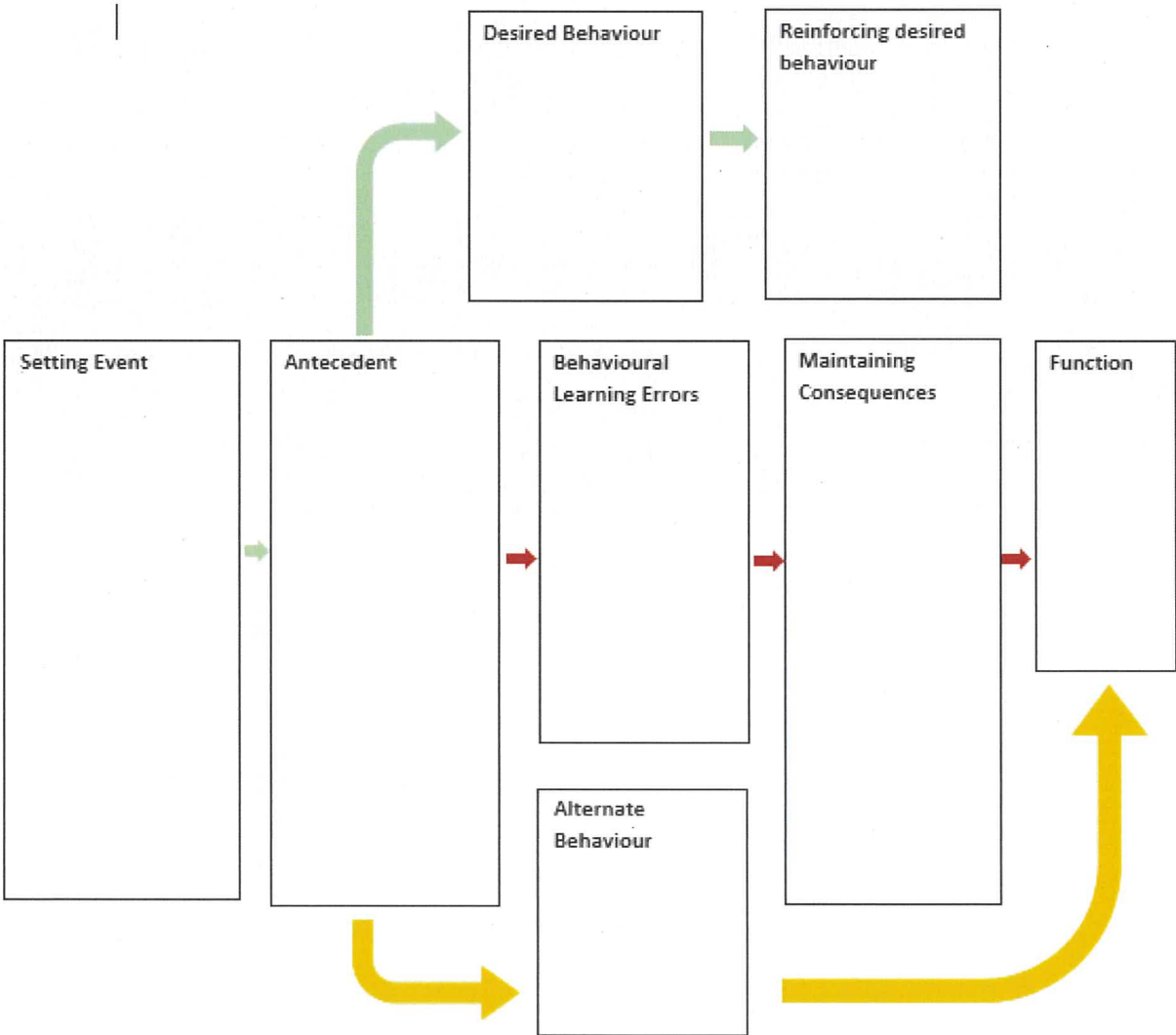


# Individual Behaviour Support Plan

(Adapted from C. Borgmeier, 2002)

Student name:	
Meeting date:	
Action team members:	
Supporting documents:	

Competing Behaviour Pathway:





## Intervention Strategies

Setting Event strategies	Antecedent strategies	Teaching strategies	Consequence strategies

## Implementation Plan

Tasks and required resources	Person Responsible	Timeline

## Monitoring and Evaluation Plan

Behavioural goal (SMART)	Data Collection	Person Responsible/ Timeline	Review date	Evaluation decision <ul style="list-style-type: none"> <li>• Monitor</li> <li>• Modify</li> <li>• Discontinue</li> </ul>

## Team Member Signatures:

<u>Name</u>	<u>Signature</u>	<u>Date</u>
Student:		
Parent:		
Class Teacher:		
Case Manager:		
HOSES:		
Principal:		