



Queensland
Government



Berrinba East State School Student Code of Conduct

2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

Postal address:	PO Box 138 KINGSTON, QLD, 4114
Phone:	07 5555 5555
Email:	admin@berrinbaeastss.eq.ed.au
School website address:	www.berrinbaeastss.eq.edu.au
Contact Person:	Steve Kanowski (Principal)

Endorsement

Principal Name:	Steve Kanowski
-----------------	----------------

Principal Signature:



Date:	7 December 2020
-------	-----------------

P/C President and-or School Council Chair Name:	Tegan Gaffel
---	--------------

P/C President and-or School Council Chair Signature:



Date:	7 December 2020
-------	-----------------

Contents

Purpose	4
Whole School Approach to Discipline	5
PBL Expectations	6
Consideration of Individual Circumstances	7
Differentiated and Explicit Teaching	7
PBL Matrix	9
Focussed Teaching	12
Intensive Teaching	13
Major and Minor Behaviour definitions	14
Disciplinary Consequences	16
School Policies	20
Temporary removal of student property	20
Use of mobile phones and other devices by students	22
Preventing and responding to bullying	26
Appropriate use of social media	32
Restrictive Practices	36
Critical Incidents	37

Purpose

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

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

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

Whole School Approach to Discipline

Berrinba East 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 Berrinba East 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 Berrinba East 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 a member of the school 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 in place for students, being Safe, Scholars, Kind, Grateful and Mindful.

At Berrinba East State School we have a common understanding of each of the five school wide expectations.

We are Safe

Being safe is acting in a way that considers the physical, social and emotional wellbeing of myself, others and the environment that I am in.

We are Scholars

Scholars are more than learners, scholars ensure they are ready to make every opportunity a learning opportunity.

We are Kind

Being Kind is a deliberate action designed to improve another's safety, wellbeing or happiness.

We are Grateful

Being Grateful is being appreciative of what you do have rather than being resentful of what you don't have.

We are Mindful

Being mindful is having an awareness of the impact of my actions (or inactions) on others and the environment we are in. Mindful is being present in the moment.

The PBL Expectations are explicitly taught and reinforced through the delivery of the PBL lesson of the week. The PBL expectations are also taught through the delivery of The Resilience Project curriculum throughout the school.

At Berrinba East State School 

We are Safe
We are Scholars
We are Kind
We are Grateful
We are Mindful



Consideration of Individual Circumstances

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

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

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

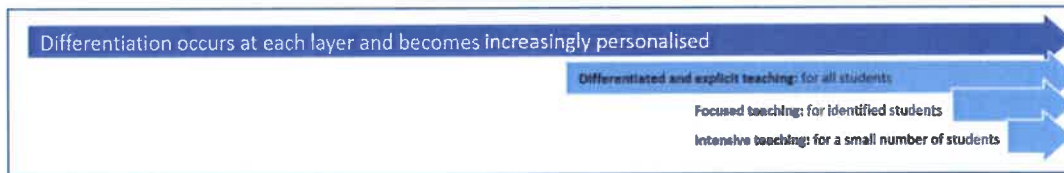
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the school leadership team to discuss the matter.

Differentiated and Explicit Teaching

Berrinba East 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 Berrinba East 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.



BERRINBA EAST STATE SCHOOL

POSITIVE BEHAVIOUR FOR LEARNING (PBL) MATRIX

Every student succeeding regardless of circumstance – INSISTENT, PERSISTENT, CONSISTENT



Behaviour expectations are explicitly taught by reflecting the impact they have on the student's self, their environment and others around them.

At Berrinba East State School	All Areas	Learning Environment	Transitions	Outdoor Play Areas and Eating Areas	Outdoor Learning Areas	Toilets
We are Safe Being Safe is acting in a way that considers the physical, social and emotional wellbeing of myself, others and the environment I am in.	<ul style="list-style-type: none"> - I can use gentle hands - I can use the 5 finger strategy - I follow supervisors instructions to keep me safe - I am in the right place at the right time 		<ul style="list-style-type: none"> - I follow procedures to leave the classroom or a setting 	<ul style="list-style-type: none"> - I am sun safe by wearing my school bucket hat - I choose a supervised play space at play time 	<ul style="list-style-type: none"> - I can assess the risk of what I do - No pick, no No! 	
We are Scholars Scholars are more than learners, scholars aware they are ready to make every opportunity a learning opportunity.	<ul style="list-style-type: none"> - I have the right equipment for the right time - I come to school every day - I can choose a strategy to help me jump the line of opportunity - I wear my full school uniform 	<ul style="list-style-type: none"> - I raise my hand to speak - I access the learning wall to improve my learning - I participate in all classroom activities - I give my best effort to reach my learning goals - I ask for help in the learning space when I need it - I am aware of how my noise level affects others 	<ul style="list-style-type: none"> - When the music plays I move from the play area to line up 	<ul style="list-style-type: none"> - I play fairly and follow the rules 	<ul style="list-style-type: none"> - I use identified strategies to focus on the outdoor learning tasks 	<ul style="list-style-type: none"> - I use the toilets and get a drink during break times to maximise my learning
We are Kind Being Kind is a deliberate action designed to ensure another's safety, wellbeing or happiness.	<ul style="list-style-type: none"> - I use words that are appropriate for school - I can maintain "power with" relationships 					<ul style="list-style-type: none"> - I respect other people's privacy
We are Grateful Being grateful is having appreciation of what you do have rather than being thankful of what you don't have.	<ul style="list-style-type: none"> - I can view myself in a positive way - I can identify things I am grateful for - I care for my own property and I look after others' property - I can get help from people I trust - I take care of my environment 					
We are Mindful Being mindful is having an awareness of the impact of my actions (or inactions) on others and the environment we are in. Mindful is being present in the moment.	<ul style="list-style-type: none"> - I use a 'stop, reboot, go' space if I feel like a 1 - I rehearse strategies to help me when I am in wild brain - I use the 5 faces to communicate how I am feeling and what I need - I know and use my strategies to be a 3 or more - I use the positive change highway to react appropriately if I come across a speedbump 	<ul style="list-style-type: none"> - I listen attentively 	<ul style="list-style-type: none"> - I am aware of others when moving around the school 	<ul style="list-style-type: none"> - I eat 'green' foods at school to feed my brain 		

Universal Pedagogy and Approaches

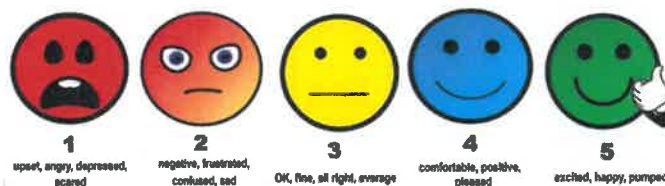
At Berrinba East State School, all students are explicitly taught strategies to support them in meeting the school wide expectations. These universal approaches have the same positive impact on the student, regardless of their behaviour needs. The school uses three key approaches to achieve this-

Reboot

Reboot is an evidence based approach that focuses of student and staff wellbeing through the development of emotional literacy, social problem solving and understanding of self. This is taught through three main concepts.

1. The 5 Fives

The 5 Faces is a strategy for students to be able to learn emotional literacy, express their emotions and connect positive actions to each of the emotions.

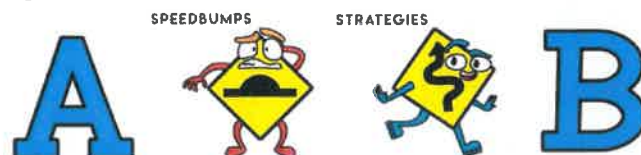


Students are asked to devise strategies that will help them to be a 'Four or more' with the support of staff. Staff guide students in the use of the 5 Faces by asking them three simple questions –

- How do you feel?
- What do you need?
- How can I help?

2. The Positive Change Highway

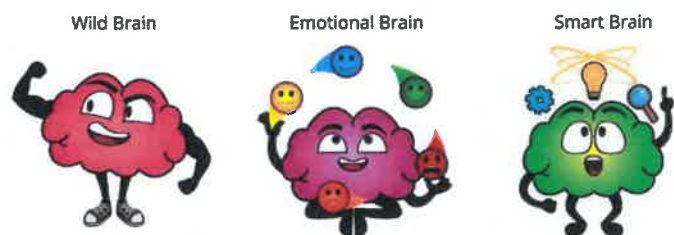
Linked to the concepts of Function of Behaviour, the Positive Change Highway acts as a framework for students to pre-plan their strategies for any issues they may encounter.



This framework is also used to unpack problematic situations to identify alternate course of action.

3. The Three Brains

The Three Brains are used to teach simple neurology of learning, stress management, motivation and emotions. Students are guided in their understanding and use of the three brains concept by teachers asking the following questions –



- Which Brain is hungry?
- What do you need?
- Who or what could help?

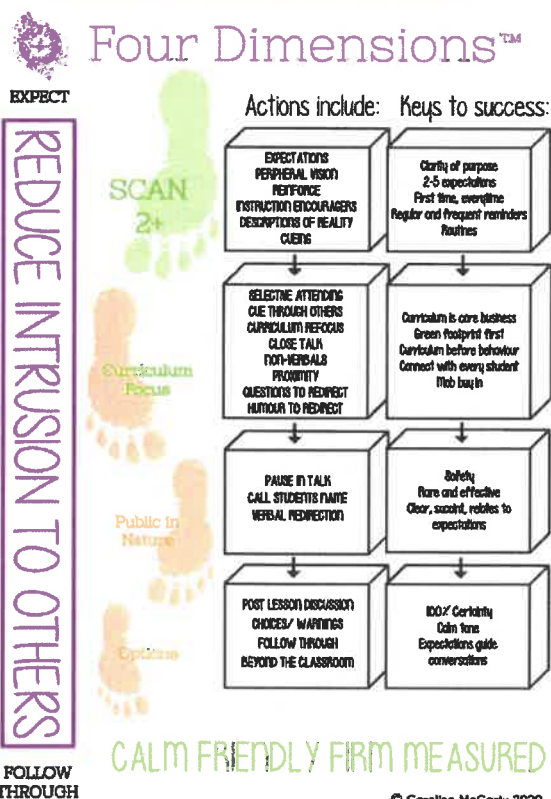
4 Dimension of Classroom Practice

The 4 dimensions of classroom practice are designed to achieve the following vision – *'Create time and space for the few who need it by reinforcing those distracted and recognising the mob'.*

Staff are skilled in a range of responses to student behaviour that range from least intrusive to most intrusive. Teachers engage these strategies by starting with the least intrusive, often referred to as stepping with the 'green foot first'.

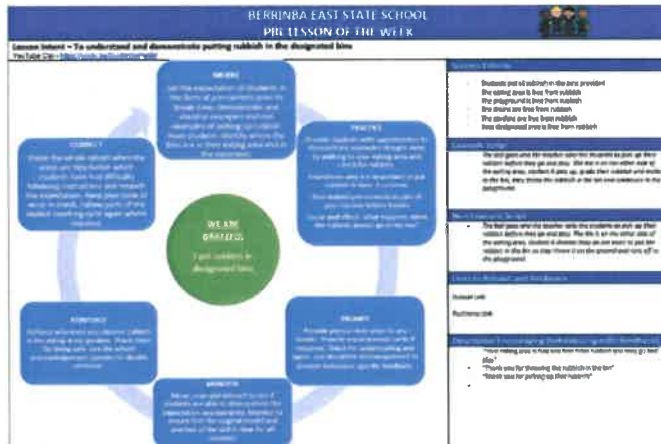
Staff are focussed on creating a calm and safe classroom environment that minimises distractions for the learners. This includes student behaviour and their own actions.

4 Dimensions is supported by a profiling process by where data is collected on the teachers engagement of these strategies and feedback is provided. At Berrinba East State School, staff engage in a process of Peer Profiling. In this process teaching staff collect this data on each other and provide feedback to their peers. Rather than it being a performance conversation, it is an opportunity for staff to engage with each other with an aligned focus.



© Caroline McCarty 2020

The PBL Lesson of the week focus comes from the school matrix and is identified through analysis of behaviour data by the PBL team. The lesson is planned by members of the PBL team using a planning format aligned to the school pedagogical framework. Concepts introduced in this lesson are connected to concepts taught through Rebo also supported by video lessons modelled by staff.



At Berrinba East State School, staff believe in order to change behaviour, positive behaviour must be taught, acknowledged and reinforced.

The Berrinba PBL Rewards System is a whole of school reward system that is delivered consistently across all classrooms and learning environments. Students are acknowledged for positive behaviour frequently with these acknowledgements adding up to be eligible for tangible rewards. The rewards and incentives for positive behaviour are acknowledged at an individual, group (house) and whole school level.



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 Berrinba East 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 focussed teaching
- require intensive teaching.

Berrinba East State School has a range of Student Support 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:

- Functional Based Assessment.
- Outdoor Engagement programs (at both a small group and class level)
- TEAM UP and LEAD programs run in conjunction with the Police Citizens Youth Club.
- Restorative Practices – utilising Reboot concepts

For more information about these programs, please speak with the Deputy Principals or Principal.

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 case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Support identified students may receive include –

- Individual Behaviour Support Plans
- Complex Case Management Plans
- Personalised Learning Plans (identifying targeted instructional strategy)
- Guidance Officer Support
- Access to Outdoor Engagement Programs.
- Referral to Regional Positive Learning Centres.

Major and Minor Behaviours

At Berrinba East State School, student behaviour is classed as either major behaviour or minor behaviour.

It is expected that minor behaviour is managed within the classroom environment by the classroom or specialist teacher. Major Behaviour may require the support of specialist staff or school leadership to manage and address.

MINOR BEHAVIOUR DEFINITIONS	
HARASSMENT	Some repeated incidents of teasing, name calling, taking/damaging of personal items belonging to others (including low level gestures or behaviour to provoke others).
DEFIANT/THREAT/S TO ADULTS	(Defiance/disrespect) Refusal to follow classroom or school rules, or staff directions, talking back and/or socially rude interactions.
DISRUPTIVE	Intentional behaviour causing an interruption in class or activity. Disruption includes loud talk, noise with materials or body parts, or getting out of seat.
DRESS CODE	Not wearing the appropriate school uniform or part of school uniform.
IT MISCONDUCT	Unauthorised and inappropriate use of school technology (e.g., downloading of software, sites, pictures, etc; changing computer settings; or providing personal information to web sites).
LATE	Arriving at school after 8.30am.
LYING/CHEATING	Student delivers message that is untrue and or deliberately violates rules. Unfair play during sporting or academic activities. Forgery - Student modifies or reproduces a document or signature or claims another person made an object and this is found to be untrue.
MISCONDUCT INVOLVING OBJECT	Using objects inappropriately.
NON-COMPLIANT WITH ROUTINE	Failure to follow school routines such as walking in line, standing behind chairs etc.
PHYSICAL MISCONDUCT	Non-threatening physical interactions or rough play.
POSSESS PROHIBITED ITEMS	Skateboards, scooters, marbles, etc.
PROPERTY MISCONDUCT	Stealing small objects from school or other student or teacher. Student participates in an activity that results in damage to property belonging to self, staff, school or other student.
REFUSAL TO PARTICIPATE IN PROGRAM OF INSTRUCTION	Refuses to participate in organised school activities during school hours.
THREAT/S TO OTHERS	Verbal, physical or gestural interactions indicating harm, but without harming another person
TRUANT/SKIP CLASS	Failure to attend a lesson or lessons.
VERBAL MISCONDUCT	(Inappropriate Language) Non-threatening non directed verbal or gestural messages used within conversation that include swearing, name calling, or use of words in an inappropriate way.

MAJOR BEHAVIOUR DEFINITIONS	
BULLYING/ HARASSMENT	Persistent or continual teasing or name-calling, taking/damaging of personal items belonging to others or intimidation/provocation of any kind occurring over a sustained period of time.
DEFIANT/THREAT/S TO ADULTS	Deliberate verbal or physical threats towards any adult member of the school community.
DISRUPTIVE	Behaviour causing an interruption in a class activity where the student is not responsive to repeated directions and after behaviour response steps have been followed. Persistent disruption includes sustained loud talk, yelling, or screaming, persistent noise with materials or body parts, roughhousing, and or sustained out of seat behaviour that is causing disruption to the whole class.
DRESS CODE	Wearing offensive or highly inappropriate items of clothing that cause severe offence to members of the school community.
IT MISCONDUCT	Unauthorised and inappropriate use of school technology targeting another student or staff member through social media, downloading pornography of any sort, causing damage to school network through hacking or deliberate vandalism.
MISCONDUCT INVOLVING OBJECT	Using an object to attempt to cause harm to others or themselves or as a result an injury occurs.
NON-COMPLIANT WITH ROUTINE	Persistent refusal to follow classroom behaviour processes and expectations (e.g. refusal to attend time in, turnaround class)
OTHER CONDUCT PREJUDICIAL TO THE GOOD ORDER AND MANAGEMENT OF SCHOOL	Any behaviour which is extreme by nature and significantly impacts on the management, running or function of the school, and is not covered by any of the categories above. It is preferred that this category not be used as it makes data tracking very difficult and renders our data collection less effective.
PHYSICAL MISCONDUCT	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, kicking, hair pulling, scratching, etc.).
POSSESS PROHIBITED ITEMS	Student is in possession of look-alike or real knives or guns, or other objects readily capable of creating the impression of causing bodily harm.
PROPERTY MISCONDUCT	Student participates in an activity that results in substantial destruction or disfigurement of property belonging to the school, staff or student/s.
REFUSAL TO PARTICIPATE IN PROGRAM OF INSTRUCTION	Persistently refuses to participate in organised school activities during school hours after being provided with agreed Tier I prevention support (may also have been provided with agreed Tier II supports).
SUBSTANCE MISCONDUCT	Student is in possession of, caught using, or under the influence of illegal drugs or alcohol.
SUBSTANCE MISCONDUCT	Student is in possession of or caught using prohibited products.
THREAT/S TO OTHERS	Ongoing threatening verbal, physical or gestural interactions with peers or staff that are directed toward someone indicating the intent to injure or harm physically or emotionally.
TRUANT/SKIP CLASS	Failure to attend school without parent knowledge, persistently leaves classroom without teacher permission and/or leaves school grounds during school hours.
VERBAL MISCONDUCT	Abusive/inappropriate interactions with peers and adults. Threatening verbal interactions with peers or staff that are directed toward someone including swearing, name calling, or use of words or gestures in an inappropriate way.
OTHER	Any behaviour which is extreme by nature and significantly impacts on the safety or opportunity to learn of another member of the school community, and is not covered by any of the categories above. It is preferred that this category not be used as it makes data tracking and analysis ineffective.

Disciplinary Consequences

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

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

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

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Selective attending
- Cueing through others
- Curriculum refocus
- Proximity

- 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")
- 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
- Beyond the classroom actions (e.g. referral to other staff, detention, loss of privileges).

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review

- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Berrinba East 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 Berrinba East State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's

behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as the Guidance Office or Student Support Worker may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Berrinba East 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 Berrinba East 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 Berrinba East State School:

- do not require the student's consent to search school property such as 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 Berrinba East 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 Berrinba East 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 Berrinba East 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 Berrinba East State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Berrinba East State School has decided that students are permitted to bring phones and other devices to school. This decision was made to ensure the safety of students as they transfer to and from school.

Students who choose to bring their phones and/or other devices are required to follow the steps below –

1. Upon entry to the school grounds, students are to turn off their phone or other devices.
2. As soon as practically possible, students are to hand their phone and/or device to the school's front office staff. School staff will label the property and store in in a lockable location.
3. Students are only to access their phone and/or devices upon leaving the school for the day. If students require to make a phone call they are to report to the office and make this request.
4. The student's phone and/or device is not to be switched back on until the student has left the school grounds.

Responsibilities

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

It is **unacceptable** for students at Berrinba East State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- 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 Berrinba East 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.

Berrinba East State School

Technology Policy

The use of personal technology devices at school



This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods and devices of a similar nature.

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Mobile Phones

While not encouraged, the school respects a family's decision to allow a student to carry a mobile phone on their person to and from school.

In these instances, students must comply with the following procedure –

- The phone is switched off upon entry to the school grounds.
- The phone is taken to the school office at the first available opportunity.
- The phone is stored in the school office for the duration of the student's attendance.
- Upon collection, the phone is only allowed to be switched on once the student exits the school grounds.

Confiscation

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

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Berrinba East State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony. Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording private conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special circumstances arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Preventing and responding to bullying

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Berrinba East 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 Berrinba East 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.

Berrinba East 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 (in consultation with their line manager/DP)

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

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

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

Students enrolled at Berrinba East 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.

Berrinba East 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](#).

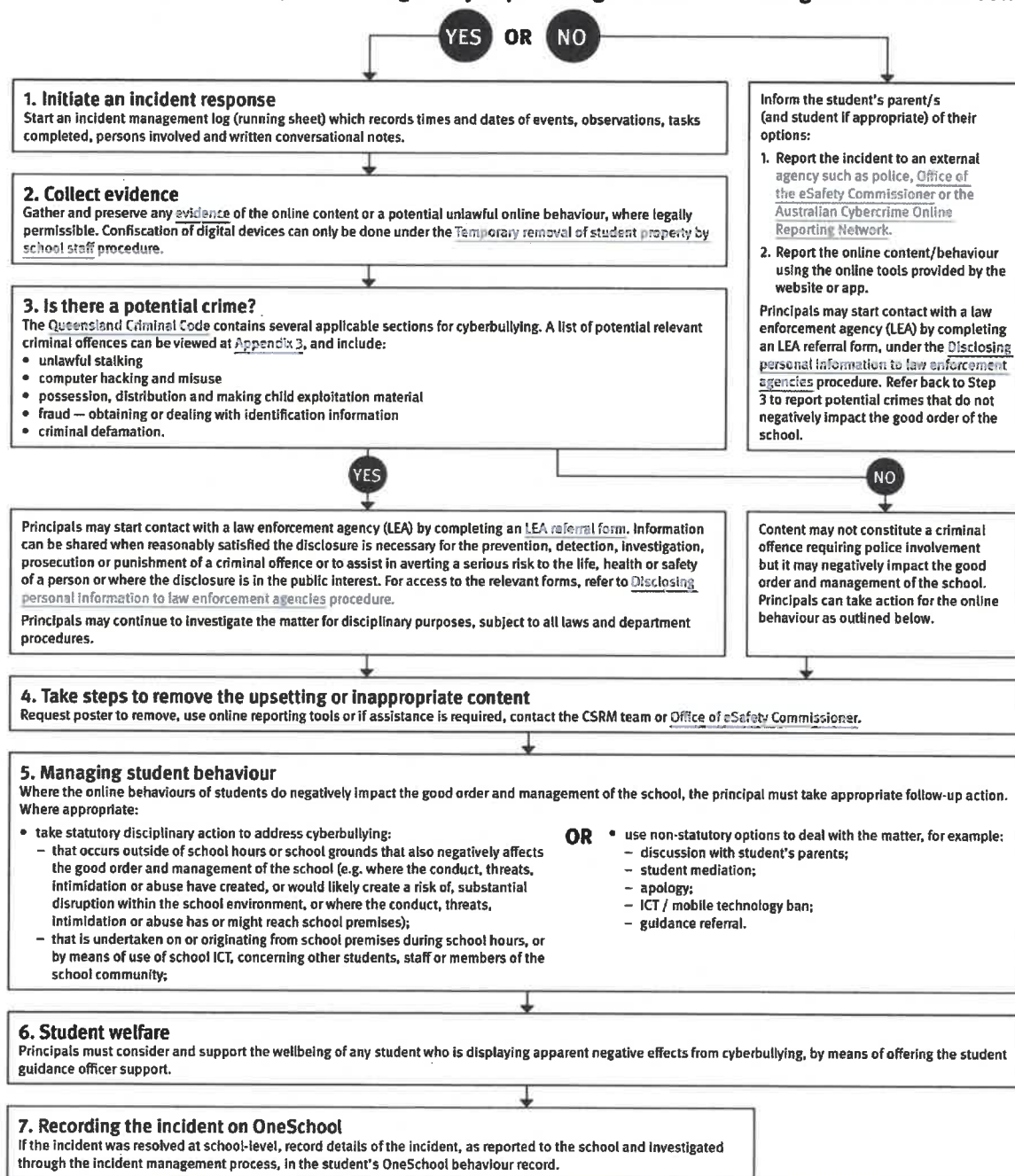
Explicit images

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

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

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Berrinba East 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 punishments such as suspension or exclusion from school.



BERRINBA EAST STATE SCHOOL

ANTI-BULLYING and HARASSMENT POLICY

Vision

Berrinba East State School aspires to be an environment free of bullying, discrimination and harassment. We aim to develop the ability of all members of our school community to be resilient, empathetic and to engage in appropriate self-protective behaviours. Berrinba East State School acknowledges that all stakeholders within the school community have a responsibility to achieve this vision.

School Definition of Bullying and Harassment

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have 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.

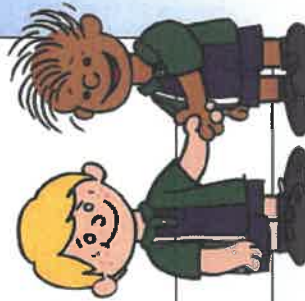
Bullying has three main features:

- It involves a misuse of power in a relationship.
- It is ongoing and repeated.
- It involves behaviours that can cause harm.

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 still need to be addressed and resolved.

Responsibility of the School	Responsibility of Staff	Responsibility for Students	Responsibilities for Bystanders	Responsibility for Parents
<ul style="list-style-type: none"> To make every effort to create a safe and supportive school environment for all students. To embed inclusive practices in all aspects of the school. To communicate efficiently and effectively when made aware of an allegation of bullying and/or harassment. To engage responses outlined in the Berrinba East State School Responsible Behaviour Plan for Students to address students responsible for behaviour perceived as bullying and/or harassment. These responses can include suspension or exclusion. To provide support and intervention strategies for all students involved in incidents of bullying and/or harassment (including both victim and perpetrator). To provide support and resources to staff to explicitly teach expected behaviour, appropriate responses and the skills of empathy (kindness), gratitude and mindfulness. 	<ul style="list-style-type: none"> To create a safe and supportive classroom environment for all students. To embed inclusive practices within all aspects of their teaching. To actively listen to and investigate all student and/or parent complaints of bullying and/or harassment. To record all allegations of bullying and/or harassment through Education Queensland processes (OneSchool). To refer all confirmed or suspected instances of bullying and/or harassment to school leadership through the school's behaviour referral process. To contribute to the development, and be responsible for the implementation of support plans for all parties involved in bullying/harassment. To explicitly teach expected behaviour, appropriate responses and the skills of empathy (kindness), gratitude and mindfulness. 	<ul style="list-style-type: none"> To interact with others in a manner that is free from bullying, harassment or violence. Engage in the school's 'High Five' range of options (Ignore, Talk Friendly, Walk Away, Talk Firmly and Report) when encountering bullying and/or harassment. Report all instances of bullying and/or harassment to a staff member. Avoid responding to the bully whether it be in person or on line. Talk to an adult (teacher or parent) who can help stop the bullying and/or harassment. Keep asking for support until the bullying and/or harassment stops. Leave negative online conversations and block and report anyone who is engaging in bullying or harassing behaviour. 	<ul style="list-style-type: none"> At Berrinba East State School we encourage students to be 'Up Standers' when they witness any incidents of bullying and/or harassment. Being an up stander involves – <ul style="list-style-type: none"> Be a Buddy – this involves providing friendship and support to students who are experiencing bullying and/or harassment. Interrupt – try strategies to interrupt the bullying and/or harassment. This might include inviting the victim to play elsewhere or by changing the topic of conversation. Speak Out – this involves an up stander to use their voice and tell the person engaging in bullying behaviour to stop. Tell an Adult – this involves the up stander reporting incidents of bullying and/or harassment to a staff member. 	<ul style="list-style-type: none"> Listen calmly to your child and get the full story. Contact the school to discuss the concern with the Teacher or Administrative staff. Work collaboratively with the school and respect their processes, actions and findings. Do not approach the alleged perpetrator and/or their family. Reassure your child that they are not to blame. Check in regularly with your child.



Resources

- Berrinba East State School engages the following range of resources to support our actions in achieving our vision of creating an environment free of bullying, discrimination and harassment.
- Bullying No Way website - <https://bullyingnoway.gov.au/>
 - 'Take a Stand Together' App available on the Apple App Store and Google Play
 - HeadSpace - www.headspace.org.au or 1800650890
 - The Resilience Project - <https://theresilienceproject.com.au/>
 - Kids Helpline - www.kidshelp.com.au or 1800551800
 - Online Bullying - www.esafety.gov.au

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 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.

Berrinba East State School

Social Media Policy



Appropriate use of social media

Berrinba East State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Berrinba East State School is committed to promoting the responsible and positive use of social media sites and apps.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Berrinba East State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Berrinba East State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Berrinba East State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends.

Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Berrinba East State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
 - Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
 - Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.
- If inappropriate online behaviour impacts on the good order and management of Berrinba East State School the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.
- Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Berrinba East State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995 (Cth)* and the *Criminal Code Act 1999 (Qld)* contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Berrinba East State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Berrinba East State School expects its students to engage in positive online behaviours.

Restrictive Practices

School staff at Berrinba East 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 situation.

