



Barkly Highway 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

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## Endorsement

Principal Name:	Fiona Kropp
Principal Signature:	
Date:	
P&C President Name:	Mischa Grummitt
P&C President Signature:	
Date:	

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Amended March 2022

## Purpose

Barkly Highway State School is committed to providing a safe, supportive and disciplined learning environment in which all persons have:

- the right to feel safe;
- the right to be respected;
- the right to achieve; and
- the right to feel supported.

The school's vision is, *'Every day, in every classroom, every child is learning'*.

We learn well at Barkly Highway State School because we aim to:

- arrive prepared and on time for all our classes;
- use our resources and equipment appropriately;
- listen to and follow directions;
- stay on task;
- ask for help when we need it;
- work to achieve our personal best;
- allow others the right to learn without disruption; and
- acknowledge diversity.

Our students should then be able to:

- engage in purposeful learning activities;
- develop effective communication skills;
- develop high self-esteem;
- fulfil their potential;
- value diversity; and
- develop qualities of leadership and citizenship.

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

## Principal's Foreward

Barkly Highway State School is committed to providing a safe, respectful and disciplined learning environment for our school community. We believe strong, positive relationships between all members of our school is the foundation to supporting the success of all students. We all have different beliefs, expectations and experiences, so there are inevitably going to be times where conflicts or disagreements occur in schools. How we handle those conflicts can make a significant difference to the learning and development of our students and the positive environments we aim to foster.

The Barkly Highway 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. It also provides an overview of our school's local policies on removal of student property, use of mobile phones and other technology including social media, and the approach to preventing and addressing incidents of bullying.

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.

Thank you to the students, teachers, parents and other members of the community for their work in bringing together this Barkly Highway State School Student Code of Conduct.

## Consultation

Barkly Highway State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle. This process will ensure consistency and continuity across the school in regards to acknowledgement of appropriate behaviour and the correction of inappropriate behaviours.

Barkly Highway State School has formed a School Behaviour Committee that meets to review behavioural issues across the school and organise recognition and reward initiatives.

The Principal, the Positive Behaviour for Learning (PBL) Team Leader and the Barkly Highway State School P&C President have endorsed this plan.

# Whole School Approach to Discipline

Barkly Highway 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
- only evidence-based practices are to be used by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Barkly Highway 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 they strive to use behavioural incidents as opportunities to re-teach.

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

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

## Universal behaviour support

Barkly Highway State School believes that our entire school community owns our behavioural performance and further believes that we self-promote through active demonstration of appropriate behaviour and positive reinforcement of good habits. We utilise a number of strategies to develop and reward positive behaviour choices and to support students who are involved in minor behavioural incidents. Evidence of our school based shared approach is outlined in this section.

### Reinforcing expected school behaviour

At Barkly Highway State School, communication of our key messages about behaviour is supported through:

- Barkly Bs – overt display of the Barkly Highway State School values in each classroom and other key areas of the school, student awards based on these values and discussion on parade.

Behavioural expectations are regularly presented on school parade, are included in the school newsletter and are discussed in classrooms. Programs and processes for behavioural expectations are addressed at designated staff meetings.

We also utilise a number of programs and strategies to support students in the development of capacity to adopt a positive behaviour approach including:

- A classroom behaviour reminder / redirection system
- A school-wide social skills program –
  - Weekly presentations on school parade performed by teachers,
  - Social skill focus, based on data from OneSchool, to be taught in classes through lessons and activity ideas developed by teachers.
- The Barkly Highway State School 'Problem Solving Steps' are for students to use independently when trying to resolve conflict. They are:
  - 'You are...' (Tell the person what he or she did.)
  - 'It makes me feel...' (Tell the person how it made you feel.)
  - Wait. (Allow for a response.)
  - 'Do not do \_\_ again.' (Ask the person not to do it again.)
  - Tell the teacher. (Follow it up with a teacher if needed.)
- Lunchtime clubs – a range of alternative lunchtime activities supervised by staff members during first break play. Activities/clubs change regularly depending on the interests of staff and students.
- Social Skills - a program for targeted students to build their skills in relation to interpersonal interactions.
- An Anti-Bullying Approach - Participation in the National Day Against Bullying and Violence and regular anti-bullying messages presented on parade, in the school newsletter and in the classroom environment.
- Implementation of The Essential Skills for Classroom Management
  - establishing expectations;
  - giving instructions;
  - waiting and scanning;
  - cueing with parallel acknowledgement;
  - body language encouraging;
  - descriptive encouraging;
  - selective attending;
  - redirecting to the learning;
  - giving a choice; and
  - following through

These underpin all teaching and student/staff interactions and give teachers a powerful structure for reflecting on a range of professional responses to classroom and playground incidents. They are reviewed by all staff annually and professional development opportunities for staff to participate in 'classroom profiling' is available.

At Barkly Highway State School we explicitly teach, model and practise behavioural expectations. Our school rules are visible around the school. Our rules and expectations have been developed collaboratively, are fair, applied consistently and modelled by all.

## Targeted behaviour support

Our school places extraordinary emphasis on providing support for a student body of varied and diverse needs. We believe that any student in need of assistance should be supported and that we are flexible enough to assist from the most minor of support incidents through to the most major. We work with our families for the benefit of our students. Given that a student may need targeted behavioural support, our school will develop Individual Behaviour Support Plans which will usually incorporate responses from:

- the classroom teacher;
- administration team members;
- support personnel (E.g. Guidance Officer, Head of Special Education Services, Support Teacher: Literacy and Numeracy); and/or
- parent/guardian.

### Stage 1 – Initial Awareness of Concern

- Student/Staff Conversation – Rule and consequence reminders
- Application of appropriate consequences
- Documentation of concerning behaviours and conversations in One School

### Stage 2 – Formal Consultation

- Student/Staff/Parent Communication – Rule and consequence reminders
- Application of appropriate consequences
- Individual Behaviour Management File established (example - Functional Behaviour Analysis, Reflection Sheet, Anecdotal Record, Learning Contract, etc.)

### Stage 3 – Support Plans

- Student/Staff/Parent/Administration Communication
- Application of appropriate consequences
- Summary of Individual Behaviour Management File recorded in One School by Administration
- Support Plan developed to ensure continued learning engagement



## 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 four Positive Behaviour for Learning (PBL) expectations in place for students - Be Responsible, Be Respectful, Be Resilient and Be a Learner.

### Students

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

#### Be Respectful

- Respect others' space and belongings.
- Wear the correct uniform.
- Speak in a kind and positive manner.
- Walk sensibly, safely and silently (SSS).
- Allow others to learn.

#### Be Responsible

- Be organised for class.
- Keep hands and feet to self.
- Be in the right place at the right time.
- Be accountable for your actions.
- Follow teacher directions.
- Ask for help when it is needed.

#### Be Resilient

- Do your own work.
- Accept mistakes as a part of learning.
- Follow agreed rules.
- Be honest.
- Be open to change of routines and procedures.

#### Be a Learner

- Try your best.
- Be prepared to return to learning.
- Provide and receive feedback.
- Seek and offer help.
- Follow correct hygiene procedures.

## Consideration of Individual Circumstances

Staff at Barkly Highway 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.

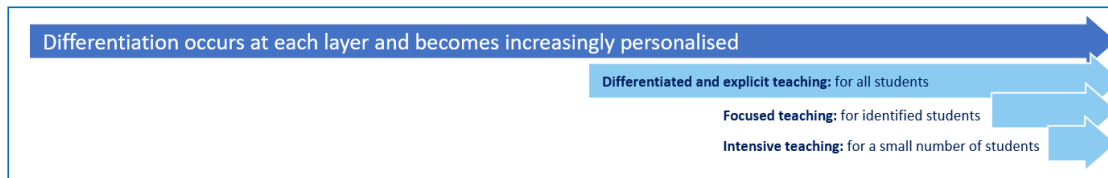
In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not 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. While we understand other parents, students and staff are interested in knowing what punishment the student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

## Differentiated and Explicit Teaching





Barkly Highway 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 and provide feedback, correction and opportunities for practice.



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.



**Barkly Highway State School Positive Behaviour for Learning Matrix PBL**

	All Areas	Classroom	Electronic Devices	Transition	Playground	Toilets/Bubblers	Eating Area	Enter / Exit
Be a Learner	Be prepared for lessons	Provide and receive feedback Try your best Seek and offer help	Access appropriate sites for educational purposes	Be prepared to return to learning	Learn new games and activities	Follow correct hygiene procedures		Be aware of road and safety rules and follow them at all times
Be Respectful	Wear the correct uniform Speak in a kind and positive manner Use whole body listening Accept difference	Allow others to learn 	Use appropriate online communication	Walk SSS (Sensibly, Safely, Silently) Line up quickly and quietly	Take turns and include others Share equipment and areas with others Use appropriate touch	Keep the area and facilities clean Give privacy to others Patiently wait your turn Use appropriately	Use quiet voice Keep areas clean	Positively acknowledge community members
Be Resilient	Be open to change of routines and procedures Work towards repairing harm	Work towards goals Accept mistakes as a part of learning	Be tolerant of technical difficulties and disruptions		Follow agreed rules Report issues to staff on duty Be a good sport		Wait patiently	
Be Responsible	Keep hands and feet to self at all times Be in the right place at the right time Follow all adult instructions the first time Be accountable for your actions	Be organised Have the right equipment Use all equipment appropriately Obtain late slip and walk directly to class if late	Check-in personal electronic devices on arrival at school Use electronic devices appropriately Report concerns Store passwords securely	Get a drink and go to the toilet before the second bell Return equipment and collect belongings Remain seated in the parade area until the 8am bell	Wear a hat Play in the right area Play safe games 	Minimize the use during learning time Report any problems or breakages Keep play to the playground and eating to eating areas	Sit down until dismissed by staff Hand up for staff attention Eat your own lunch	Enter and exit all vehicles promptly and safely Walk safely to pick up areas Remain in school grounds until collected Walk all scooters, bikes etc. within the school grounds

Every classroom in our school uses the PBL Expectations Matrix, illustrated, 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.

## Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Barkly Highway 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.

Barkly Highway State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations, including the school PBL Team and the Student Services 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 case managed by the classroom teacher, Principal, Parents, Guidance Officer and the PBL Leader. A team approach is adopted and all staff work collaboratively. The team:

- collaborates with one another to develop appropriate behaviour support strategies;
- monitors the impact of support for the individual students through continuous data collection;
- makes adjustments as required for the student; and
- works with parents and staff to achieve continuity and consistency.

# Legislative Consequences

## Legislation

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

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

## Delegations

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

Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

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

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

# Disciplinary Consequences

It is important that any unacceptable behaviours are responded to with appropriate consequences and that these consequences range from least intrusive to most intrusive. The consequence will provide the opportunity for a student to learn, ensure the safety of others and lead to the notion of accepting responsibility for one's actions.

If an item of student property is confiscated due to unacceptable behaviour, the item will be returned to the student at the end of the school day (for minor breaches) or may be required to be collected by a parent or carer (for major breaches).

OneSchool will be used to record all unacceptable behaviours. Unacceptable behaviours can be identified as minor or major. A summary of those behaviours is listed below. This list is not exhaustive but, rather, provides an indication of the levels associated with different types of behaviour.

Minor Behaviour could include, but is not limited to:

- Disruptive
- Dress code
- IT misconduct
- Late
- Lying/Cheating
- Misconduct involving object
- Non-compliant with routine
- Physical misconduct
- Property misconduct
- Refusal to participate in instruction of program
- Truant/skip class
- Verbal misconduct

Major behaviour could include, but is not limited to:

- Bullying/harassment
- Disruptive
- IT misconduct
- Misconduct involving object
- Physical misconduct
- Possess prohibited items
- Property misconduct
- Substance misconduct involving illicit substance
- Substance misconduct-tobacco/other legal substances
- Threat/s to others
- Truant/skip class
- Verbal misconduct

Movement through the following three stages will be determined by consideration of individual circumstances.

### **Stage 1 – Initial Awareness of Concern**

- Student/Staff Conversation – Rule and consequence reminders
- Application of appropriate consequences
- Documentation of concerning behaviours and conversations in OneSchool

### **Stage 2 – Formal Consultation**

- Student/Staff/Parent Communication – Rule and consequence reminders
- Application of appropriate consequences
- Individual Behaviour Management File established (example - Functional Behaviour Analysis, Reflection Sheet, Anecdotal Record, Learning Contract, etc.)

### **Stage 3 – Support Plans**

- Student/Staff/Parent/Administration Communication
- Application of appropriate consequences
- Summary of Individual Behaviour Management File recorded in OneSchool by Administration
- Support Plan developed to ensure continued learning engagement

### **Re-directing low-level and infrequent problem behaviour in the playground**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of the behavioural expectations. If the behaviour is not rectified, or escalates, our preferred way of re-directing low-level problem behaviour is for staff to refer the student to a 'Barkly Bs' visual. The visuals are located in shaded areas around the playground with a visual reminder of the school expectations. This break from play allows for an immediate consequence for a low-level behaviour and is used for short periods of time. If behaviours continue when the student re-enters the playground, they will be referred to the Reflection Zone.

The Reflection Zone is a quiet place for supervised reflection following behaviours not aligned to the Barkly B's and school expectations. The Reflection Zone is available at first break during play time. Students are referred to the Reflection Zone by staff members on playground duty or by members of Administration via the 'Referral to Reflection Zone' slip. If playground behaviour is major, students can be referred directly to Administration via 'Referral to Administration' slip. Student attendance at the Reflection Zone is communicated to parents via the notification form 'Reflection Zone Attendance Advice'. Whilst in the Reflection Zone, students reflect on their behaviour choices.

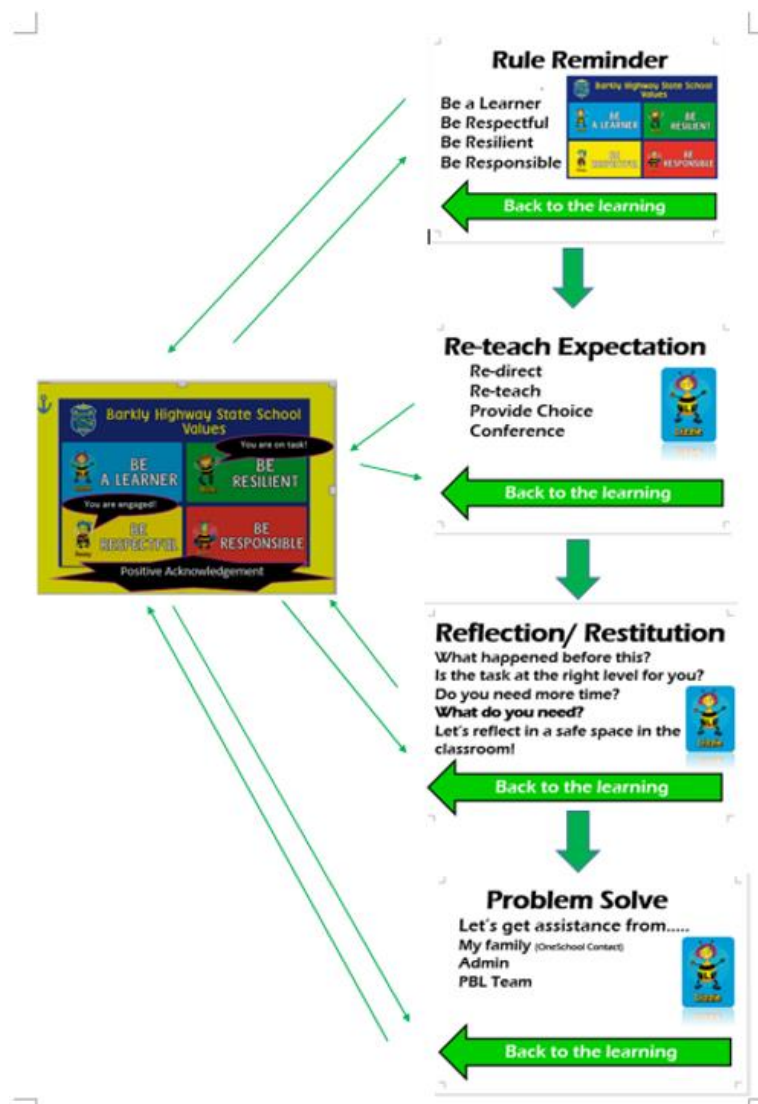
## Re-directing low-level and infrequent problem behaviour in the classroom

When a student exhibits low-level and infrequent problem behaviour in the classroom, the first response of school staff members is to remind the student of the expected classroom behaviour. A rule reminder is provided along with the corresponding visual (Classroom Rule Chart).

If the behaviour is not rectified, or escalates, our preferred way of redirecting low level problem behaviour is for staff members to re-teach the rule using strategies such as re-direction, providing choice and conferencing.

If the behaviour continues, staff members are expected to allow the student time to reflect on their behaviour in a quiet space and also for the staff member to reflect on the student's behaviour (e.g., What happened before? Is the task at the right level? What do you need?)

If the behaviour continues further, a problem solving approach is required where assistance is obtained from parents, the admin team and the PBL team. Outside agencies may be required if this behaviour is an ongoing concern. This behaviour is recorded on OneSchool and the teacher keeps records in the classroom of each step. The following posters are displayed in every classroom:





## 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 Barkly Highway 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 his/her 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 Barkly Highway State School will 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 his/her 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 his/her 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 his/her parents to attend a re-entry meeting. It may be offered as a support for the student to assist in his/her 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 his/her 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 meeting should follow a set agenda, shared in advance with the student and his/her 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

Barkly Highway 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 and 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.

Examples of property that may be temporarily removed: bags, jewellery, smart devices (an electronic device generally connected to other devices or networks via different wireless protocols). Smart devices include, but are not limited to – mobile phones, tablets, smart watches, smart bands (fitness trackers)

The following items are explicitly prohibited at Barkly Highway 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, e-cigarettes, podvapes, vape pens, box mods & vaporizers)
- alcohol
- spray lollies
- 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

### Barkly Highway State School staff:

- 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;
- require consent from the student or parent 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);
- require consent from the student or parent 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 Barkly Highway State School:

- Must 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 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;
- must 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 Barkly Highway State School

- must not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
  - is prohibited according to the 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;
- must 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

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, on arrival they must be turned off and handed in to the office. Phones and other devices are not to be used in the school grounds. If staff find items on students, they will be directed to follow school expectations and have them handed in to the school office. Breaches may result in discipline.

## Preventing and responding to bullying

Barkly Highway 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 find it 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.

Barkly Highway State School has a **Student Council Body** with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Council Meeting are the core elements of the Australian Student Wellbeing Framework:

### 1. Leadership

Principals and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

### 2. Inclusion

All members of the school community actively participate in building a welcoming school culture that values diversity and fosters positive, respectful relationships.

### 3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

### 4. Partnerships

Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.

### 5. Support

School staff, students and families share and cultivate an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018 and, at Barkly Highway State School, we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.



## 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:

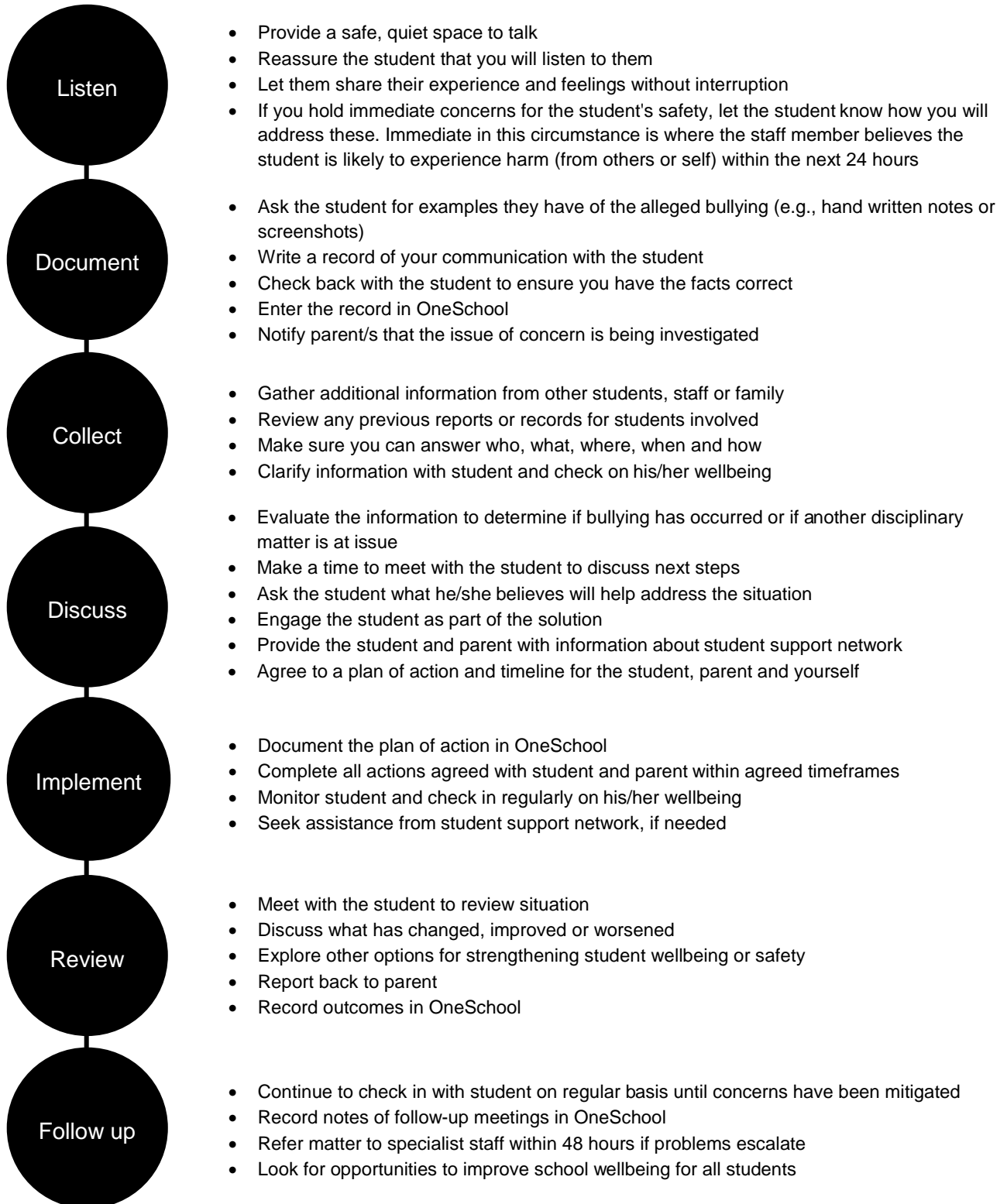
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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

## Barkly Highway 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 by student and family.





## Cyberbullying

Cyberbullying is treated at Barkly Highway 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.

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 Barkly Highway State School may face in-school disciplinary action, such as 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 students inappropriate online behaviour that is directed towards other community members or students from other school sites.

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

# Barkly Highway 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](#).

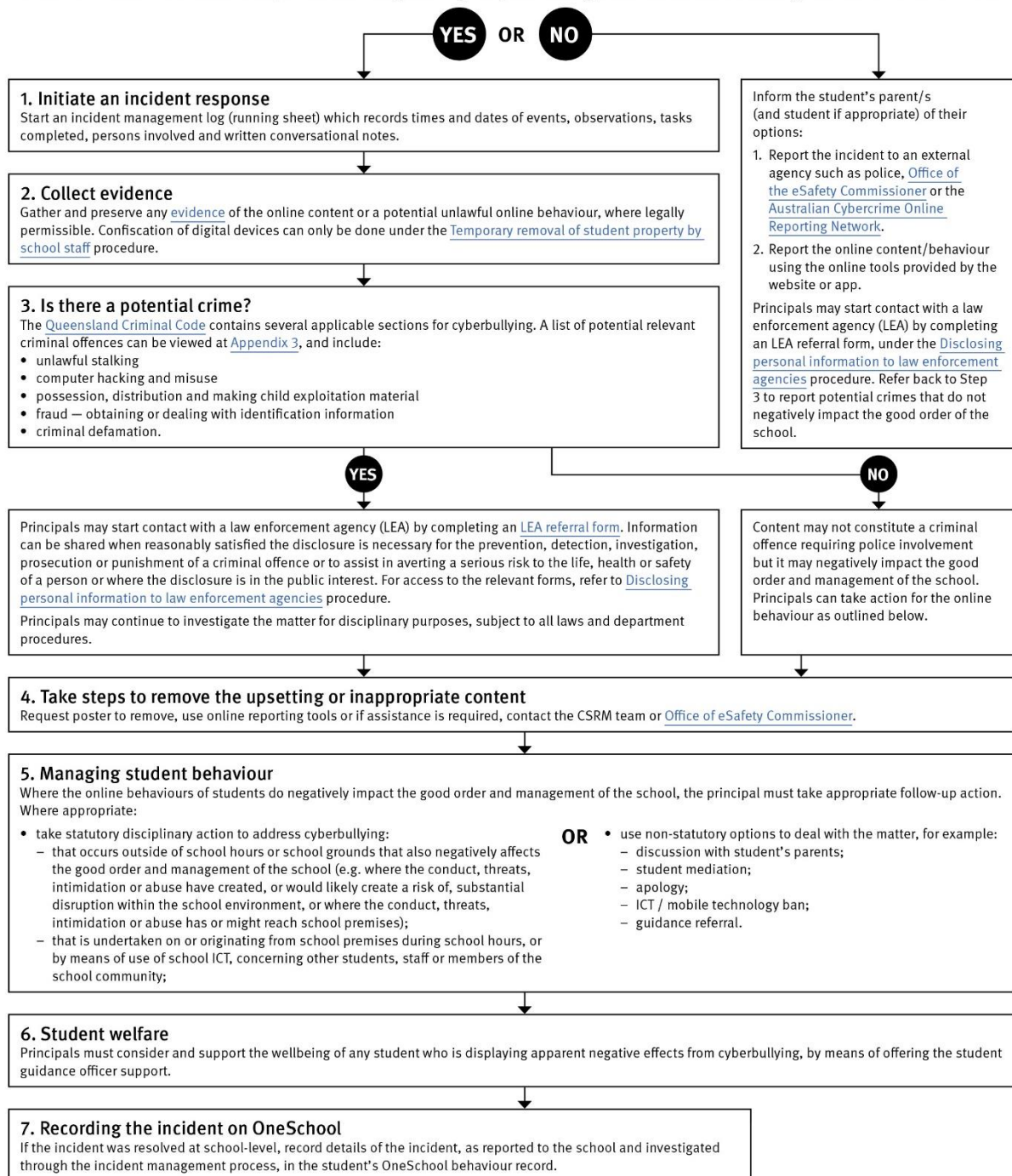
### Explicit images

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 to 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

Barkly Highway 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 Barkly Highway 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.

## **Barkly Highway State School – Anti-Bullying Compact**

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

### **Barkly Highway State School – Anti Bullying Compact**

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

- treat everyone with kindness and respect.
- abide by the school's anti-bullying policies and procedures.
- support individuals who have been bullied.
- speak out against verbal, relational, physical bullying and cyber bullying.
- notify a parent, teacher, or school administrator when bullying does occur.

Student's signature:

Parent's signature:

School representative signature:

Date:

## Appropriate use of social media

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

It is 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 be 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 the child 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 online negative or derogatory content which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

## **Possible civil or criminal ramifications of online commentary**

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

## **What about other people's privacy?**

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

## **What if I encounter problem content?**

Taking the following steps may help resolve the issue in a constructive way:

- Refrain from responding.
- Take a screen capture or print a copy of the concerning online content.
- If you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns.
- Block the offending user.
- Report the content to the social media provider.

## Restrictive Practices

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. Regards 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 punish or discipline the student; it is a crisis management period only.

For any student involved in regular critical incidents, staff should follow the documented plan 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 and/or 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 and withdraw if the situation escalates.
4. **Follow through:** If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. **Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations.