

# Deception Bay State School

# Student Code of Conduct 2024 - 2026

## ***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 2019-2023

## Purpose

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

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

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

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## Endorsement

**Principal Name:**

Kit Weeden

**Principal  
Signature:**



**Date:** 22/11/2024

**P&C President**

**Name:**

Natalie Geddes

**P&C President  
Signature:**



**Date:** 22/11/2024

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## Principal's Foreword

Every member of our community plays an important role in ensuring Deception Bay State School remains a safe and happy environment. The safety of our students and staff is one of our highest priorities.

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. We believe strong, positive relationships between all members of our school is the foundation to supporting the success of all students.

Our Student Code of Conduct aims to help shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

We believe positive, respectful behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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

Warm regards



Kit Weeden

Principal

## P&C Statement of Support

As president of the Deception Bay State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Kit Weeden and his team has ensured that all members of the school community have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Deception Bay State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Deception Bay State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Deception Bay State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging.

Any parents who wish to discuss the Deception Bay State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact the Principal or Deputy Principal and/or to join the Deception Bay State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

## Consultation

Deception Bay State School developed this plan in collaboration with our students, staff and school community. Student data, including One School Behaviour records, detention records, School Disciplinary Absence data and School Wide Positive Behaviour SET Survey results and School Opinion Survey data, also informed the developmental process.

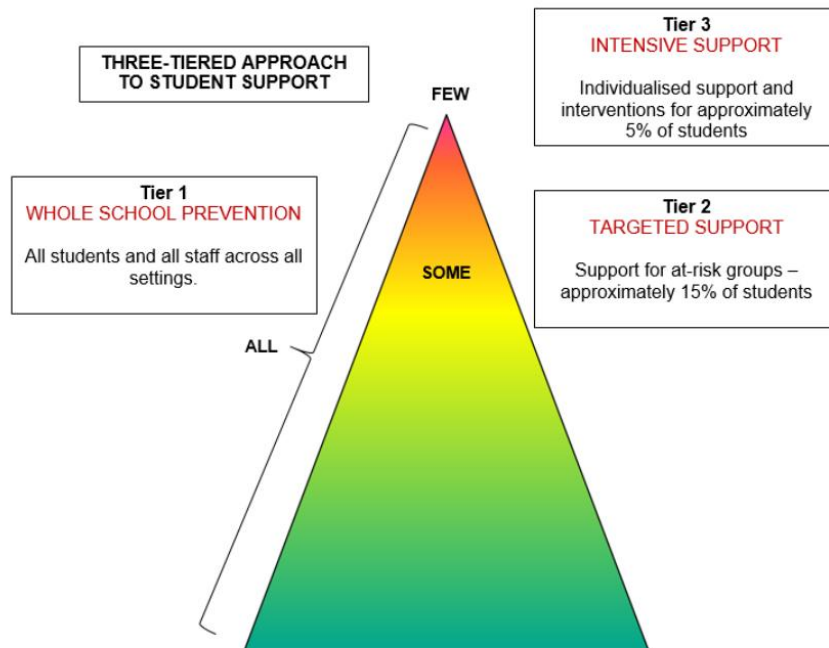
# Learning and Behaviour Statement

At Deception Bay State School, we believe a supportive school environment is one in which:

- all members feel safe, supported and valued
- social and academic learning outcomes are maximised
- acceptable behaviour is defined, modelled and reinforced by all members of the school community.

The Deception Bay State School Community is committed to a positive, proactive process for managing behaviour that leads students towards the ownership of and responsibility for their own behaviour. Explicit and ongoing teaching and modelling is provided through the Positive Behaviour for Learning (PBL) program.

PBL is a three tiered approach to instructional and positive behaviour support:



Deception Bay State School has implemented the PBL program since 2007.

As a PBL school, we:

- developed a clear set of positively stated school rules
- defined clear and positive expectations for student behaviour
- explicitly teach behaviour expectations and skills to all students

- have clear and consistent consequences for problem behaviour
- use meaningful data for decision making

## **School Rules**

Our three school rules (commonly known as the D Bay 3) are:

**Care for yourself and others**

**Do the right thing**

**Speak kindly**

Our school rules have been agreed upon and endorsed by all our staff and school community.

It is acknowledged that **each** student, teacher, parent and other members of the school community has individual rights, but there are corresponding responsibilities which must be recognised and practised.

Shareholder	RESPONSIBILITIES
Teachers	<p>Show CARE by</p> <ul style="list-style-type: none"> <li>• Viewing all people within the school community as unique individuals</li> <li>• Understanding that children develop and learn at different rates</li> <li>• Providing positive learning experiences</li> </ul> <p>Show DO by</p> <ul style="list-style-type: none"> <li>• Continually assessing students' progress and development</li> <li>• Encouraging students to become independent learners</li> <li>• Being aware of students' learning styles</li> <li>• Acting as a role model and reinforcing positive behaviours in students</li> </ul> <p>Show SPEAK by</p> <ul style="list-style-type: none"> <li>• Using positive language to all</li> <li>• Explaining in an appropriate way</li> <li>• Communicating positively and respectfully with members of the school community</li> </ul>
Students	<p>Show CARE by</p> <ul style="list-style-type: none"> <li>• Respecting the rights, property and opinions of other individuals</li> <li>• Understanding that the class is a place of learning</li> <li>• Actively participating</li> </ul> <p>Show DO by</p> <ul style="list-style-type: none"> <li>• Doing their best</li> <li>• Accepting responsibility for their own behaviour and learning</li> <li>• Following staff instructions</li> </ul> <p>Show SPEAK by</p>



	<ul style="list-style-type: none"> <li>• Using manners</li> <li>• Speaking at an appropriate volume</li> <li>• Communicating in a positive way</li> </ul>
Community Members	<p>Show CARE by</p> <ul style="list-style-type: none"> <li>• Encouraging their children to respect the rights, property and opinions of others</li> </ul> <p>Show DO by</p> <ul style="list-style-type: none"> <li>• Being aware of the educational programs being implemented in the classroom</li> <li>• Showing an understanding of the school's responsible behaviour plan</li> </ul> <p>Show SPEAK by</p> <ul style="list-style-type: none"> <li>• Communicating with their children and children's teachers openly and sincerely</li> </ul>

## Student Wellbeing and Student Support Services

Deception Bay State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher if they are having concerns with wellbeing. Teachers can then refer to the Student Support Services (SSS) committee to put actions in place if deemed necessary. The school is able to access support both within the Department of Education and through the community. The following is a list of available support:

School Based Services	District and Other Education Queensland Services	Community Services
<ul style="list-style-type: none"> <li>• Administration team</li> <li>• Guidance Officer</li> <li>• Learning Engagement Teachers</li> <li>• School Chaplain</li> <li>• Student Support Services Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous Support Services</li> <li>• Advisory Visiting Teachers</li> <li>• Guidance Officer Student Engagement and Wellbeing</li> <li>• Peninsula Positive Learning Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Local medical practice</li> <li>• Behavioural optometrist</li> <li>• Paediatric services</li> <li>• Yourtown</li> <li>• Early Years Place</li> <li>• Local churches</li> <li>• D Bay Alliance</li> <li>• Police Liaison Officers</li> <li>• Neighbourhood Centre</li> <li>• PCYC</li> </ul>

		<ul style="list-style-type: none"><li>• Child Youth Mental Health Service</li><li>• Department of Child Safety</li><li>• Mindle Bygul</li><li>• IUIH</li><li>• Younity</li></ul>
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## Whole School Approach to Discipline

### Consideration of Individual Circumstances

Staff at Deception Bay 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, including 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.

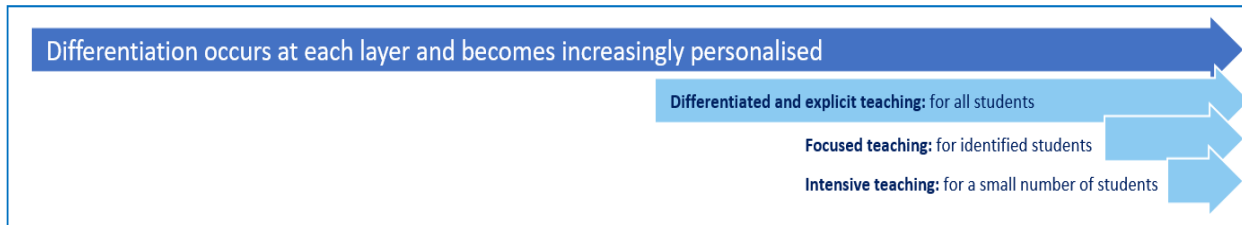
### Differentiated and Explicit Teaching

Deception Bay State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves explicitly teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practice.

Teachers at Deception Bay 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 outcome; 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 focused 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.

## 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.

## 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 support will be assigned a Complex Case Manager (Guidance Officer) at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Deception Bay State School uses Positive Behaviour for Learning (PBL) as the 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.

Deception Bay State School also maintains a focus on clearly communicating the school's expectations to all students. We emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of Universal Behaviour Support – a strategy directed towards all students and designed to prevent problem behaviour.

The following are a set of agreed upon behavioural expectations in specific school settings within the school environment.

## Expectations Matrix

Deception Bay State School Expectations for All Learners							
ALL LEARNERS HAVE THE RIGHT TO LEARN ALL TEACHERS HAVE THE RIGHT TO TEACH WE ALL HAVE THE RIGHT TO FEEL SAFE							
All Settings							
<ul style="list-style-type: none"> <li>Keeping hands and feet to self</li> <li>Following instructions from ALL staff</li> <li>Doing your best</li> </ul>				<ul style="list-style-type: none"> <li>Being positive to others</li> <li>Using the right noise level</li> <li>Finding help</li> </ul>			
Learning Areas	Before & After School	Play Areas	Eating Areas	Lining Up/ Transitions	Toilets	Electronic Devices	
<b>WE CARE BY</b>  <ul style="list-style-type: none"> <li>Letting others learn</li> <li>Actively learning</li> <li>Using all property safely</li> <li>Respecting others property</li> </ul>	<ul style="list-style-type: none"> <li>Watching out for others</li> <li>Being alert to traffic</li> <li>Respecting our school environment</li> </ul>	<ul style="list-style-type: none"> <li>Playing fairly</li> <li>Taking turns</li> <li>Respecting others</li> </ul>	<ul style="list-style-type: none"> <li>Eating <u>only</u> the food provided for you</li> <li>Respecting our belongings</li> <li>Cleaning up any rubbish</li> </ul>	<ul style="list-style-type: none"> <li>Waiting quietly in correct areas</li> <li>Considering others' learning</li> <li>Moving quietly in line</li> </ul>	<ul style="list-style-type: none"> <li>Moving safely to and from the toilets</li> <li>Using the toilets, soap and toilet paper appropriately</li> <li>Allowing others to have privacy</li> <li>Returning quickly to class</li> </ul>	<ul style="list-style-type: none"> <li>Storing iPads, chargers and headphones safely</li> <li>Asking permission to record or take photos of others</li> </ul>	
<b>WE DO BY</b>  <ul style="list-style-type: none"> <li>Actively listening</li> <li>Asking to leave the classroom</li> <li>Taking turns</li> </ul>	<ul style="list-style-type: none"> <li>Sitting under the office, waiting for further instructions</li> <li>Walking bikes and scooters to and from the compound</li> <li>Moving to learning areas quickly once the bell rings</li> </ul>	<ul style="list-style-type: none"> <li>Staying in the correct areas</li> <li>Following instructions</li> <li>Wearing hats and shoes</li> <li>Using equipment safely</li> <li>Returning equipment</li> </ul>	<ul style="list-style-type: none"> <li>Sitting down while eating</li> <li>Waiting for staff guidance to put rubbish in bins</li> <li>Responding to whistle blows by listening quietly and following instructions given</li> <li>Raising a hand to ask to go to the toilet and get a drink</li> </ul>	<ul style="list-style-type: none"> <li>Staying with the class</li> <li>Moving sensibly in line</li> <li>Stopping where and when instructed</li> </ul>	<ul style="list-style-type: none"> <li>Sitting on the toilet</li> <li>Using toilet paper to wipe</li> <li>Flushing the toilet</li> <li>Washing hands with soap</li> <li>Using the toilet during break time when possible</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal mobile phones to the office before school</li> <li>Using devices for learning tasks</li> </ul>	
<b>WE SPEAK BY</b> 	THINK: Is it True? Is it Helpful? Is it Inspiring? Is it Necessary? Is it Kind? <ul style="list-style-type: none"> <li>Using encouraging words</li> <li>Using kind, respectful language and gestures</li> <li>Using the appropriate volume for the area</li> <li>Greeting and farewelling others</li> <li>Asking for help</li> </ul>						

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons and the expectations matrix on school assemblies and during active supervision by staff during classroom and playground activities.

## Whole School Positive Behaviour Strategies

Other proactive strategies are used at Deception Bay State School to create a climate of positive relationships. These include:

- **On enrolment**, the Student Code of Conduct is outlined and all parties are expected to sign the 'enrolment agreement'.
- **New staff** participate in an induction process which clearly outlines the school rules and behavioural expectations.
- **Development of positive, respectful relationships** with students by all school staff.
- **Engaging, inclusive curriculum** and effective teaching practices which are current and appropriate for all students.
- **D Bay 3 Tickets** - Students are rewarded in the playground and in classrooms with a ticket when they are demonstrating our school rules - CARE, DO and SPEAK with the emphasis being on the focus rule and setting.

- **Student of the Week Awards** - Certificates are presented on parade to one person in each class who is nominated by the teacher.
- **Class Attendance Award** – The Commitment Cup of Cupcakes is presented to classes with attendance of 95% or higher for the week.
- **Cleanest Class of the Week Award** – The Golden Dustpan is presented at parade to the cleanest class in the previous week.
- **Presentation Parade** – a special parade is held at the end of each term to celebrate individual student achievements.
- **Super Star badges** – Students who receive a minimum of 20 positive behaviour entries per term will receive a badge at the end of term. Parents receive an invitation to the Presentation Parade to see their child/ren receive the badge.
- **Principal’s lunch**- Twice per term students are drawn from the D Bay tickets at random to have lunch with the principal.
- **Parent involvement** is encouraged in school celebratory events.
- **Social skilling and anti-bullying** are embedded across all areas of learning, explicitly taught through focused classroom lessons and addressed incidentally as needs arise.
- **Specific policies** – may be developed to address specific issues such as bullying and cyber-bullying (See Appendix B).

### **Proactive and Preventative Behaviour Management Strategies**

All members of staff at Deception Bay State School are encouraged to use the following proactive and preventative behaviour management strategies:

- + **Preparation and thought** can pre-empt difficulties. When preparing activities, materials, resources etc. consider areas where disruption could occur and be prepared. This can be achieved through small group co-operative learning where the product, rules, resources and space to work in, are all planned to maximise group cohesion and on task behaviours.
- + **10 Essential Skills for Classroom Management**
  - Establishing expectations
  - Instruction giving
  - Waiting and scanning
  - Cuing with acknowledgement
  - Body language encouraging
  - Descriptive encouraging
  - Selective attending
  - Giving choices
  - Following through
  - Defusing

- + **Establish a Time Out Area** that is relatively withdrawn from the group and as free from stimulation as possible.
- + **Flexibility.** If a lesson is not working to plan, be prepared to change. Continuing may lead to behaviour problems.
- + **Sense of humour.** Be aware of how students feel about what is happening in the classroom. Early intervention may prevent problems occurring.
- + **Be Fair.** Redirect and move on.
- + **Consider factors that may have triggered the incident.** Is the incident worth making into a major issue?
- + **Build on strengths and recognise weaknesses.** Ensure all students experience success in their work. **Adjust** activities, curriculum and expectations to the needs of the child.
- + **Use encouragement rather than criticism.** Be quick to praise good behaviour and make comments about positive social interactions. Keep feedback constructive.
- + **Keep lessons interesting and of an appropriate time span.** Keep students' attention focused. Change the activity if it appears to be dragging on too long.
- + **Model appropriate behaviour.** Always model the behaviour you expect from your students.
- + **Vary teaching strategies.** This helps cater for various learning styles.
- + **Check for students' learning and motivational styles** and cater for these.
- + **Look for causes not just symptoms.** Sometimes misbehaviour is a result of outside influences. These do not excuse misbehaviour. (This may be an explanation – it is not an excuse, but it does help to develop positive rapport with behaviourally difficult students.)
- + **Use a variety of behaviour management techniques.** Giving choices can help students take responsibility for a situation e.g. *You can put your game in your bag OR on my table.* Make students aware of their behaviour by asking questions e.g. *What are you doing? Is that okay? What should you be doing?*
- + **Reflective Thinking Questions.** Encourage student self evaluation of behaviours.
- + **Give instructions clearly.** Make sure students know exactly what they should be doing. Review instructions to check they are understood and clarify if necessary.
- + **Create an environment which is conducive to good behaviour.** Be supportive, caring, warm and friendly. Take an interest in the student's home life and family circumstances. Take time to talk to parents. If a rapport has been developed with parents, it is often easier to discuss any concerns.
- + **Put the preferred before the reward** e.g. When you have finished this task, you may have your choice of activity as per the Classroom Positive Behaviour Plan.



- + **Be interested.** Make sure your behaviour and attitude reflect interest, support and encouragement. Avoid confrontation if possible, but still be assertive.
- + **Explore with and support** students in gaining success with individual behaviour management plans where appropriate.
- + **Encourage the use of conflict resolution strategies,** especially assertive language and active listening.
- + **Provision of professional development** for teachers and support staff to assist in developing positive behaviour strategies.

## Disciplinary Consequences

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

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

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

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

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

### Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")

- Proximity control
- Tactical ignoring of inappropriate behaviour
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Calm 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 in an area determined by staff.
- 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
- Private discussion with student about expected behaviour
- Reminder of flow chart process for behaviour (e.g. removal from classroom)
- Reflection

## Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Individual Behaviour Support Plan)
- Targeted skills teaching in small group
- Reflection
- Counselling and guidance support
- Check in Check Out Strategy
- Referral to Student Support Services for team based problem solving
- Stakeholder meeting with parents and external agencies
- Individual Behaviour Risk Assessment

## Intensive

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

- Functional Behaviour Assessment based Individual Behaviour Support Plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. scissors)
- 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.
- Individual Student Support Plan

## 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 Deception Bay State School, the use of any SDA is considered a very serious decision. Decisions around suspension are made at the principal's discretion.

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 Deception Bay 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 discuss with the students and parent/s positive steps forward in relation to student behaviour. This allows school staff to set the student up for future success and strengthen home/school communication.

### Arrangements

The invitation to attend the re-entry meeting will be communicated verbally and/or in writing. 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.

### **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.

### **Data Use**

Behavioural data is collected and analysed to accurately identify students requiring targeted behaviour support as well as for evaluation of targeted behaviour support programs. Sources of data may include:

<b>Source of Data</b>	<b>Use</b>
OneSchool Behaviour Records	Teachers and administrators can access information and monitor student behaviour incidences. Information can also be used to identify patterns of behaviour, triggers and possible target locations.
School Opinion Survey Data	Administrators can monitor and use the results to inform the school priorities.
PBL SET Survey Data TFI – Tiered Fidelity Inventory EBS – Effective Behaviour Support	Administrators can monitor and use the results to inform the school priorities each year for inclusion in the SWB Committee Action Plan.

Other targeted behaviour support strategies may also be used to support students in following the school rules and expectations matrix. These may include:

- **Supervised Social Skills Program**  
Students are supervised by a staff in a designated area to allow scaffold skills such as:
  - sharing
  - co-operation
  - turn taking
  - games etiquette
  - conflict resolution
  - anger management
  - respect
  - group skills
- **Flexible timetabling** - Students are supported by administration through daily contact, check-in program, parent communication, negotiated activities, accessing learning co-teachers, one-on-one teacher aide support and social skilling programs.
- **Mentoring Program**
- **Counselling** with the school Guidance Officer or outside agencies
- **Social Skills** or anti-bullying programs
- **Pastoral care** with the School Chaplain
- **Access** to the **Student Wellbeing Centre**
- **Making adjustments** as required to address individual student needs
- **Referral** to Student Support Services Committee as a team approach to supporting student needs.

## **Intensive behaviour support**

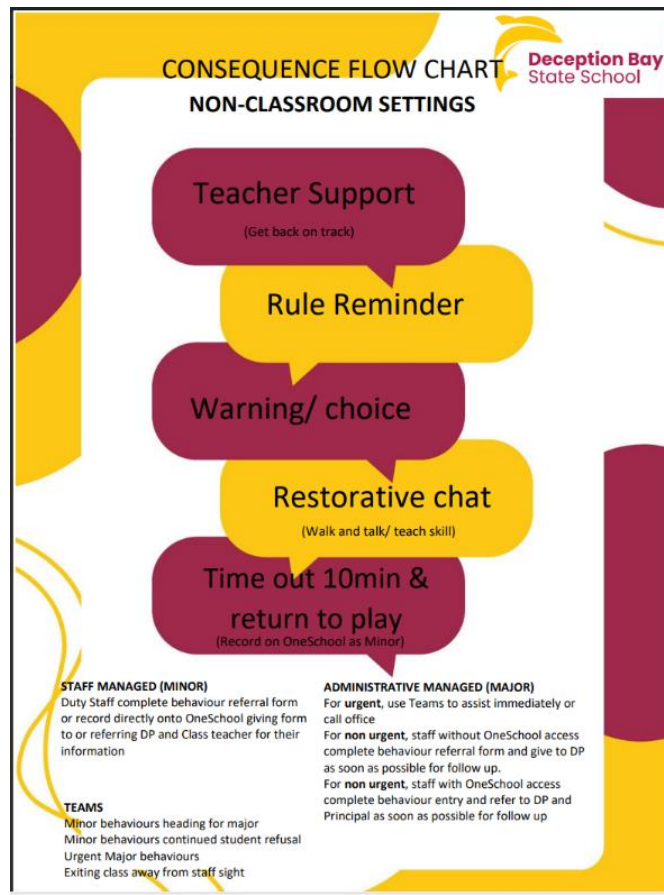
Students, who are consistently having difficulty managing their own behaviour as identified through behavioural data, will be referred to the Student Support Services Committee by the class teacher or administration. The following support strategies may be recommended by the committee:

- An Individual Behaviour Support Plan to be developed in consultation with parents, class teacher, administration and student.
- Guidance Officer assessment or counselling.
- GOSEW referral
- Peninsula Positive Learning Centre referral.
- Paediatric review.
- Functional Behaviour Assessment
- Flexible / alternate learning options
- CARE program
- Early Years referral
- MAPA support

# MINOR AND MAJOR BEHAVIOURS

### QUICK BEHAVIOUR MATRIX GUIDE

	Non Reportable Corrected through staff processes	Minor Corrected through staff processes <b>and/or</b> additional staff support	Major Corrected through requiring additional staff support
<b>Defiance</b>	Not following instruction/s e.g [name] return to class	<b>and/or</b> demonstrating unsafe behaviours (others/self/equipment) e.g [name] return to class and student continued to throw ball over fence	<b>and/or</b> demonstrating unsafe behaviours (others/self/equipment) resulting in damage or injury e.g [name] return to class and student continued to throw ball over fence at passing cars/windows
<b>Disruption</b>	Not using equipment appropriately e.g [name] using ruler as a sword  Behaviours that disrupt teaching/learning corrected through in class processes e.g [name] calls/yells out or walks around classroom distracting others.	<b>and/or</b> disrupting or impacting safety of others e.g [name] using ruler as a sword hitting desk and pretending to harm others  <b>and/or</b> continual disruption requiring buddy class/reset process e.g [name] repeated calls/yells out or walking around classroom distracting and interrupting learning	<b>and/or</b> deliberately causing injury e.g [name] using ruler as a sword hitting others
<b>Verbal</b>	Calling a name once to tease/make fun of (excluding explicit language) e.g [name] called me dumb	<b>and/or</b> continuing to tease/make fun of using explicit language e.g [name] called me a dumb [swear] head	<b>and/or</b> continuing to tease/make fun of using explicit language resulting in use of explicit language at staff member e.g [name] called me a dumb [swear] head and told the teacher to shut the [swear] up
<b>Physical</b>	Student hands on by accident or as part of a game non deliberate e.g [name] pushed past me in the line  Student throws object by accident and or on purpose e.g [name] threw pencil across the room to get it in the bin	<b>and/or</b> being deliberate not resulting in injury or students becoming unsafe e.g [name] pushed me into the door when they went past me into the classroom  <b>and/or</b> being deliberate not resulting in injury or students becoming unsafe e.g [name] threw pencil across the room at the window	<b>and/or</b> being deliberate resulting in an injury <b>and/or</b> students becoming unsafe e.g [name] kicked me in the leg and it hurts to walk  <b>and/or</b> being deliberate resulting in an injury <b>and/or</b> students becoming unsafe e.g [name] threw pencil across the room and hit another student in the face to hurt them
<b>TEAMS</b>	Student self regulates (exits class/ walks away from class and or staff) e.g [name] got angry and ran off from class	<b>and/or</b> being physical/ verbal or disruptive at the Minor level e.g [name] got angry swearing at students and ran off from class	<b>and/or</b> being physical/ verbal or disruptive at the Major level e.g [name] got angry swearing at staff/students damaging property running off from class and being unsafe



## School Policies

Deception Bay 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 and 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 property can be returned to the student, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Deception Bay 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.

\*\* 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**). **All medication is to be handed into the school office.**

## Responsibilities

### State school staff at Deception Bay State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

### Parents of students at Deception Bay 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 Deception Bay 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 Deception Bay 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 Deception Bay 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, Deception Bay State School has determined that explicit teaching of responsible use of digital devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

**Personal mobile phones and electronic devices (including smart watches)** must be handed into the office when arriving at school and collected from the office at the end of each day. Students are not to use mobile phones during the day.

### **Responsibilities**

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

It is **acceptable** for students at Deception Bay State School to:

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

- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device at the office before going to class,
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Deception Bay State School to:

- use a mobile phone or other devices in an unlawful manner
- keep their mobile phone or other devices with them throughout the school day
- 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
- 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 Deception Bay 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.

## **Procedures for Preventing and Responding to Incidents of Bullying and Cyber-Bullying**

Deception Bay State School strives to provide quality education and is committed to providing a supportive school environment that maximises the educational opportunities for all. There is no place for bullying in Deception Bay State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying is defined as **repeated** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying can be face to face, at a distance (i.e. spreading rumours or excluding someone) or through ICTs (SMS, email, chat rooms or social media).

- For behaviour to be identified as bullying:
  - There is a clear imbalance of power
  - The person being bullied generally feels that they are unable to stop it.
  - It is a deliberate attempt to harm, frighten or threaten another person or group of people.
  - It can be done by one or more people.
  - Bullying is something that occurs at all age levels.
  - It is usually repetitive.
  
- Bullying may be related to:
  - Race, religion or culture
  - Disability
  - Appearance or health conditions
  - Gender
  - Children in care
  
- What bullying isn't:

- Social bantering with minor insults and jokes
  - Mutual arguments and disagreements with no power imbalance
  - Not liking someone or a single act of social rejection
  - One off acts of meanness and spite
  - Isolated incidents of aggression, intimidation or violence.
- Bullying behaviours that will not be tolerated at Deception Bay State School include:
    - name calling
    - taunting
    - mocking
    - making offensive comments
    - kicking
    - hitting
    - pushing
    - punching
    - spitting
    - taking belongings
    - inappropriate text messaging
    - sending offensive or degrading images or texts by phone or internet
    - uploading defamatory language or pictures onto Social Networking Sites
    - producing offensive graffiti
    - gossiping
    - excluding people from groups
    - spreading hurtful and untruthful rumours
    - positioning to block the path of others
    - hand gestures
    - facial gestures
    - throwing objects
    - interfering in other student's incidents
  - Research also indicates that many problem behaviours are peer maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve encouraging students to respond to problem behaviours in such a way that those who bully are not socially reinforced for demonstrating it.
  - Research further shows that when bystanders intervene effectively:
    - Verbal bullying stops within 10 seconds
    - Students are less likely to assign blame to victimised students
    - Students have a more positive perception of school climate
    - Students have a greater sense of safety at school
    - Students experience reconciliation between each other
    - Students have less social and mental health problems.

At Deception Bay State School we:

1. Create a caring, respectful, inclusive and supportive school culture
2. Establish a clear whole school definition of bullying
3. Establish a clear anti-bullying process developed in collaboration with staff, students and parents which addresses all forms of bullying
4. Collaboratively develop procedural steps to respond appropriately to bullying incidents that are clearly documented
5. Establish teaching and learning programs that promote personal development and address all forms of bullying through the teaching of language skills, social-cognitive abilities, social skills, assertiveness, coping strategies, group mechanisms, motives for bullying and being effective bystanders
6. Provide professional development to assist school staff to understand the anti-bullying process, implement teaching and learning programs and to provide support for students at high risk times and in high risk settings
7. Consult students regularly to monitor and determine the types of bullying behaviour and in what school and social contexts bullying (including cyberbullying) occurs
8. Create physical environments in the school and staff supervision practices that limit the incidents of bullying and cyberbullying
9. Support and engage families by maintaining regular, clear communication and through systematic parent awareness raising and skill building
10. Establish a process for regularly reviewing and celebrating the effectiveness of school policies, programs and procedures.

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide, universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the D Bay 3 School Rules and have been taught the expected behaviours attached to each rule in all areas of the school.
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision areas of the school.

Deception Bay State School uses behavioural data for decision-making. This data assists administration in identifying students who require Individual Behaviour Management Plans and make necessary adjustments to school procedures.

## **DEALING WITH BULLYING**

### **IMMEDIATE RESPONSES**

When a teacher is faced with a bullying incident, the following steps will be followed:

- Remain calm. Reacting emotionally may encourage the child to continue and give them control of the situation.
- Take the incident or report seriously.
- Take action as quickly as possible.
- Think hard about whether your action needs to be public or private.
- Reassure the victim(s). Don't make them feel inadequate or foolish.
- Offer concrete help, advice and support to the victim(s).
- Make it plain to the bully that you disapprove. Explain that according to this policy, harassment of any type is not permitted. The behaviour management support teacher must be informed.
- Encourage the bully to appreciate the victim's point of view.

#### **Don't:**

- Be over-protective and refuse to allow the victim to help him/herself.
- Keep the whole incident a secret because you have dealt with it.

### **THE RESPONSIBILITY OF STUDENTS**

All students must:

- Be encouraged to be assertive if bullied. These examples illustrate assertiveness:-
  - a) Walk tall and straight in a confident way, rather than hunched over, looking scared or uncertain.
  - b) Practise looking in a mirror and saying "No" or "Leave me alone" or "I do not like what you are saying or doing" in a firm voice. Look the bully straight in the eye. Don't cower. A firm rebuff often deters a bully looking for signs of weakness.
  - c) Walk away from bullying quickly and confidently. Don't fight to keep possession of anything e.g. toys, sporting equipment.
- Be encouraged to speak out if bullied. Tell teachers, staff, administrators, fellow students and parents.
- Report instances of classmates or friends being bullied to teachers, administrators or parents;

## **THE RESPONSIBILITY OF TEACHERS**

All teachers must:

- Be aware of the procedures to follow as part of the "Immediate Responses" section of this plan.
- Listen to students who claim to be the victim of bullying.
- Be watchful for the more cunning forms of bullying i.e. unfavourable use of body language and exclusion of students from groups.
- Inform administration if they believe a particular student is being subjected to continual harassment.
- Provide practical instruction in assertiveness, self-esteem building and problem solving.

## **THE RESPONSIBILITY OF ADMINISTRATORS**

The administrators must:

- Encourage students, teachers and parents to approach bullying in a proactive manner.
- Check behaviour management database regarding previous incidents.
- Contact the parents of victims who are the subject of continued bullying.
- Contact the parents of bullies who are making a habit of the practice.
- Cooperate with teachers and parents who believe they have a bullying problem with their children or students.

## **THE RESPONSIBILITIES OF PARENTS**

Parents must:

- Watch out for signs which might suggest that their children are being bullied i.e.
  - (a) sudden reluctance to go to school
  - (b) truancy
  - (c) taking a longer route home from school
  - (d) falling behind in class
  - (e) nightmares, bed-wetting, crying themselves to sleep
  - (f) money or toys going missing at home
- Encourage their children to be assertive.
- Encourage their children to speak out if they are bullied.
- Contact the school if there is a belief that a child is being bullied. Speak out.
- Be willing to co-operate with school personnel if their child has been caught bullying.

## **CONSISTENT BULLYING**

If instances of bullying continue, the Principal or Deputy Principal will contact the parents of the student to attend a meeting at which the instances will be discussed and an appropriate



course of action will be taken according to the individual and the situation. These options could include:

- full or partial withdrawal from play,
- supervised play in a particular play area,
- family involvement through a parenting program,
- counselling by the school Guidance Officer,
- participation in a social skill-building program.

## **AIDING THE VICTIM**

In all cases, parents and teachers must listen to the victim. Reassure them. Do not make them feel inadequate or foolish. Offer concrete help, advice and support.

If parents or teachers believe that a particular victim needs extra support, the following options could be tried:

- family involvement through a parenting program;
- counselling by the school Guidance Officer;
- participation in a social skill-building program concentrating on assertiveness training.

## **CYBERBULLYING**

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff

will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

## Bullying response flowchart for teachers

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

Prep to Year 6 – Class teacher

Principal/Deputy Principal

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
- 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 the 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

## Appropriate use of social media

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

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

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

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

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

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

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

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

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

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

## 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](#).

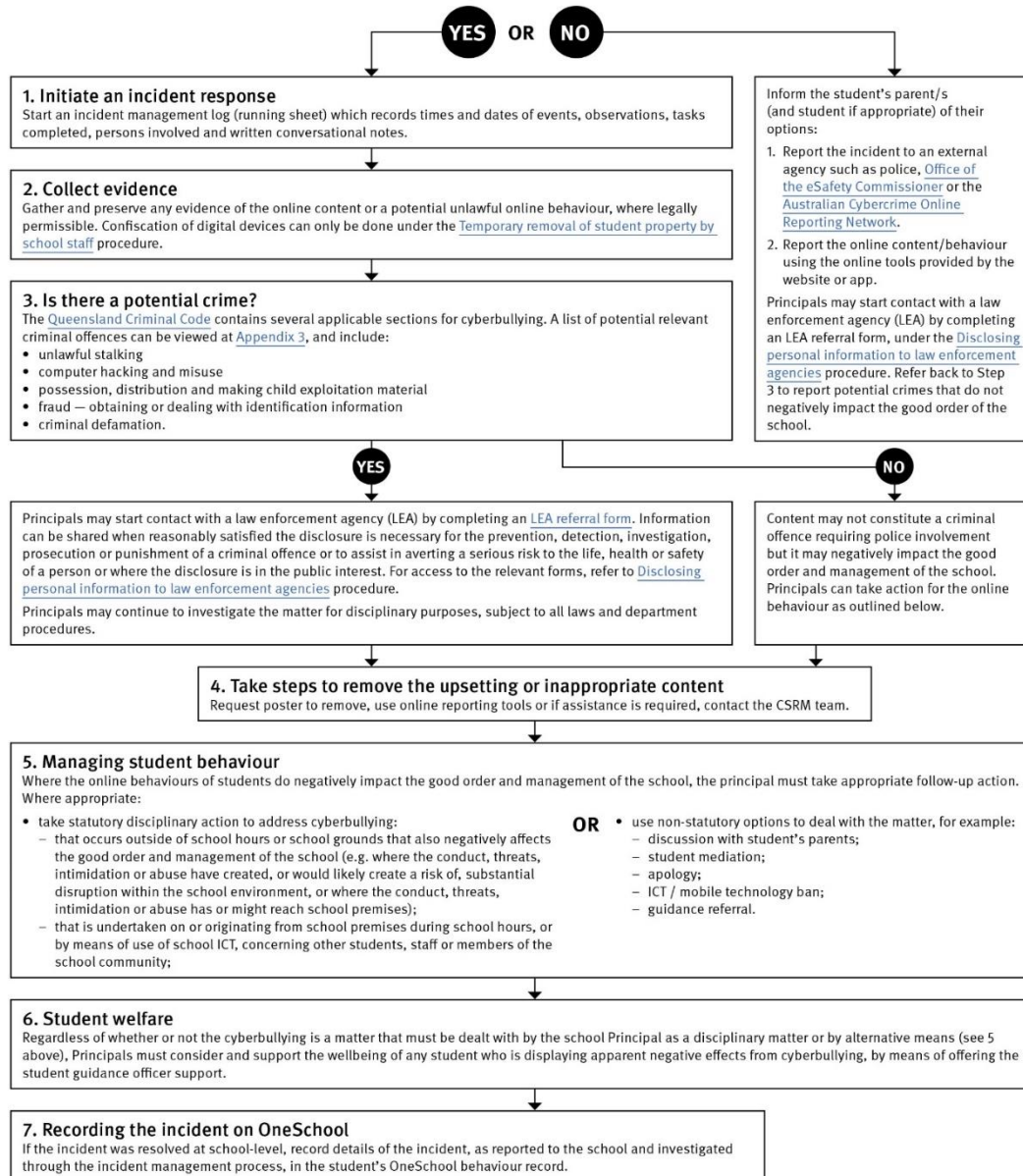
### Explicit images

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](#).

### Help

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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## Restrictive Practices

School staff at Deception Bay 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 strategies aimed at supporting the student to manage their emotional regulation 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 to punish or discipline the student; it is a crisis management period only.

## Related Procedures and Guidelines

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

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



## Resources

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

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can

ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

### 3. External review:

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

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

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