



Redland Bay State School

# Student Code of Conduct 2021-2024

## ***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



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## Endorsement

Principal Name: Alan Bunce

Principal Signature:

Date:

P/C President Name: Mrs Madonna Boon

P/C President Signature

Date:

School Council Chair Name: Mrs Suzie Winter

School Council Chair  
Signature:

Date:

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## Purpose

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

The Redland 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 and respected; a place where all students are enabled to engage in success through learning, both socially and academically.

The Redland Bay State School Student Code of Conduct establishes the parameters for achieving a safe, responsible and respectful workplace for students and staff.

## Principal's Foreword

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

Redland Bay State School has three core expectations: Be Safe, Be Responsible and Be Respectful.

### **BeSafe**

Engage in safe practices by:

- acting safely towards others
- playing safely on the oval and in all play areas
- caring for the safety and well-being of others.

### **Be Responsible**

Take responsibility for your own actions by:

- committing to learning
- following instructions
- being punctual
- displaying sensible behaviour at all times.

### **Be Respectful**

Show respect for staff, fellow students, parents and visitors to our school by:

- speaking politely
- sharing and co-operating with others
- respecting teachers' right to teach
- respecting students' right to learn.

These expectations of positive relational behaviour have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and thoughtful young people. Our school staff believe that respect, co-operation and positive connections with other people are the most valuable attributes our communities need both now and in the future.

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

The interest and views of the school and community that have been shared throughout the process of developing this document have been invaluable. This document provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

## **P&C Statement of Support**

As president of the Redland Bay State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by the Principal and the school team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Redland 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 Redland 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.

Any parents who wish to discuss the Redland Bay State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact me or to join the Redland 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, supported and appropriately supported to meet their individual social and learning needs.

## **School Council Endorsement**

As Chairperson of the Redland Bay State School Council, I endorse the Student Code of Conduct as outlined in this document. The School Council recognizes the consultative and transparent process through which the Principal and the school team have engaged the staff, students, parents and community in this process of developing a comprehensive and clear statement of expectations.

I support the P&C statement above and further encourage any parents who wish to discuss the school's position on Code of Conduct for Students to contact the Council through the Principal or the Chairperson.

## Consultation

The consultation process used to inform the development of the Redland Bay State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between February and June 2020 through the Student Code of Conduct Committee. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We acknowledged and recognized strengths and successes from our previous school behaviour plan, and identified areas for further development.

In the second phase, we provided a survey on school culture and climate to all students, parents and staff. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and positive co-operation in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in October 2020, and the finished version, incorporating amendments and changes, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Redland Bay State School Student Code of Conduct for implementation in 2021.

### **Review Statement**

The Redland Bay State School Student Code of Conduct will undergo annual 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.



## Learning and Behaviour Statement

All areas of Redland Bay State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of educational programs.

Our school community has identified the following school **expectations** to purposely teach and to our high standards of responsible behaviour:

- **Be Safe**
- **Be Responsible**
- **Be Respectful**

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. This assists Redland Bay State School to create and maintain a positive and productive learning and teaching environment, where all school community members have consistent expectations and a clear understanding of their role in the educational process.

In establishing a Student Code of Conduct, our school community is committed to the following **rights** that underpin the Redland Bay State School Code of Conduct:

- **The right of all students to learn**
- **The right of all teachers to teach**
- **The right of all to be safe**

**All members of our school communities are expected to:**

- conduct themselves in a lawful, ethical, safe and responsible manner
- recognise and respect the rights of others
- communicate with and towards the school in a positive, respectful manner.

**Students are expected to:**

- participate actively in the school's educational program
- take responsibility for their behaviour and learning
- demonstrate respect for themselves, for other members of the school community and for the school environment
- behave in a manner that respects the rights of others, including the right for them to learn
- co-operate with staff and others in authority.

**Parents/carers are expected to:**

- show an active interest in their child's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all
- initiate and maintain positive, constructive communication
- contribute positively to behaviour support plans that concern their child.

**Schools are expected to:**

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum
- provide inclusive and engaging teaching
- initiate and maintain positive, constructive communication and
- to build positive relationships with students and parents/ carers
- promote the skills of responsible self-management.

Upon enrolment, all parties are expected to sign an **Enrolment Agreement** [Appendix 1]. This agreement will require all parties to abide by the **Redland Bay State School Student Code of Conduct** and other endorsed conditions stipulated by the school.

## Whole School Approach to Discipline

At Redland Bay State School we believe discipline is about more than action/consequence. It is about developing and purposely teaching appropriate responses to achieve positive behaviour outcomes. It is an integral part of our teaching and learning approach. Staff take responsibility for making their expectations clear by providing consistent, supportive instruction about how to meet these expectations.

Redland Bay State School uses the multi-tiered approach (MTA) in:

- applying the school's expectations in every setting
- understanding that there are consequences for inappropriate behaviour choices.

The language of the school expectations can be used in any environment, including the home setting for students.

The development of the Redland Bay State School Student Code of Conduct is an opportunity to explain the multi-tiered approach to parents and students, and gain their support to implement this consistent approach.

## Multi-Tiered Approach

Redland Bay State School uses multi-tiered approach as the foundation for our integrated approach to learning and behaviour. There are three main layers or Tiers:

- Tier 1 is differentiated and explicit teaching of the school's expectations for all students,
- Tier 2 is focussed teaching for identified groups of students
- Tier 3 is intensive teaching for a small number of students.

Each layer provides progressively more personalised supports for students.

This is a preventative, differentiated model grounded in targeted teaching, practical strategies, and data-informed decision-making. Based on a problem-solving model, school staff match increasingly intensive interventions to the identified needs of individual students.

## Tier 1 Differentiated and Explicit Teaching – All students

An important step in facilitating standards of positive behaviour is communicating those standards to all students. Redland Bay State School has a disciplined school environment that provides differentiated teaching to respond to the learning needs of students. **All students** (100%) in the school receive support through consistent, regular teaching of expected behaviours and opportunities to practise these behaviours.

At Redland Bay State School we emphasise the importance of:

- explicitly teaching students the behaviours we want them to demonstrate at school.
- teaching behaviours in the setting they will be used
- providing whole school focussed learning on parades
- providing refresher lessons and targeted recognition throughout the school year so skills are known and likely to be used when students need them
- being consistent when addressing inappropriate behaviour, while taking developmental norms and behavioural function into account

Students need to know that their teachers care about them, believe in their ability to achieve and learn and help them develop and create positive relationships with others. As part of the differentiated approach to behaviour at Redland Bay State School, we vary the way students learn expectations and provide a variety of ways and settings for them to apply this knowledge.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The '**Schoolwide Expectations' - Teaching Matrix**' (see below) outlines our agreed specific behavioural expectations for our school settings.

### Classroom Management Planning – all year levels

A consistent approach to addressing behaviour assists in developing acceptable behaviour standards across the school. A consistent classroom management approach is discussed and agreed upon as a year level at the commencement of the year. The expectations and class rules are discussed with each class to ensure all students understand these expectations and the process for managing inappropriate behaviour. Throughout the year teachers teach, reinforce and discuss these school wide expectations with their classes and with individual students as required.

Each year level discussion and planning includes:

- Schoolwide Expectations – Teaching Matrix (*see below*)
- Positive School Citizen Levels (see Appendix 2)
- Appropriate Consequences for inappropriate behaviours/actions

Each class implements the year level plan, based on the premise that teachers have the right to teach and students have the right to learn in a safe and supportive environment.

### Focus 20 – Positive Behaviour Skills – Whole School Approach

Focus 20 is a sequential teaching program aimed at improving positive, pro-active behaviour strategies across the school. There are 20 focus lessons each year. There are 10 skills applicable for the whole school and the remaining 10 have a junior and senior school focus. Skills are taught every 2 weeks and referred to when necessary.

### Positive School Citizen

This program identifies and promotes targeted behaviours that create positive working relationships. The 3 components are:

- **Classroom Behaviours**
- **Playground Interactions**
- **Pride in Me, Pride in my School.**

It is supported by the **Positive Citizen Behaviour Identification Tool** [Appendix 2] to assign appropriate levels for overall behaviour. This table outlines the colours and behaviour expectations. The Behaviour Identification Tool has been developed by the Student Code of Conduct Committee to assist teachers to track student behaviour and encourage students to achieve the highest level they can. Levels are determined twice a term. A behaviour assessment is included within each semester's report. Students displaying appropriate behaviours are recognised through the awarding of certificates and a reward day each term. A range of support needs are identified to assist students who are displaying inappropriate behaviour.

Gold	Silver	Bronze	Amber	Red
Behaviour demonstrated is of an exemplary standard more than 90% of the time.	Behaviour demonstrated is of a consistently high standard.	Behaviour demonstrated is an acceptable standard.	Teacher assistance is required to maintain behaviour at an acceptable standard.	Considerable teacher assistance is required to maintaining behaviour at an acceptable standard.

## Positive Recognition Awards

- **Class Certificates**

Each week, class teachers select a student from their class and acknowledge his/her efforts or appropriate behaviour. The certificate is presented to the student at parade.

- **Getting Along Gotcha.**

Gotcha tickets are given out to students who are observed following the school rules in both classroom and non-classroom areas. This reinforcement occurs continuously. Students drop the 'gotcha' in the designated collection point in the school administration block. On parade, a selected number of 'Gotchas' are drawn from the collection box. These students are issued with a voucher that can be redeemed at the tuckshop.

- **Pride in Me, Pride in My School**

Staff members issue 'Pride in me, Pride in my School' when they observe students displaying appropriate behaviours in the school. These are placed in a collection box in each classroom. At the end of each term, a 'Pride in me, Pride in my School' parade is held where all entries from each year level are collected, a draw is conducted and one student from each year level is awarded a prize.

- **Reward Days – Positive Citizen Levels**

Students are encouraged to improve their behaviour levels and always strive to be the best version of themselves. To this end we encourage students to strive for higher levels through special events and activities. These activities provide differentiated structured activities that reward and recognize students efforts towards improvement and are held on a year level basis each term. These events are organized once a term with combined support of Leadership Team and Year level Teams. Principal approval also needs to be sought to ensure continuity and consistency across the whole school.

	SCHOOLWIDE EXPECTATIONS – TEACHING MATRIX						
	ALL AREAS (Including on/off campus)	CLASSROOM	MOVEMENT AROUND SCHOOL	TOILETS	EATING AREAS	PLAYGROUND	TRAVEL ARRANGEMENTS Bus Bike 2min Zone Walk
BE SAFE	<ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>Keep hands, feet and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Sit sensibly on chairs</li> <li>Enter and exit room in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>Ensure you have a buddy with you</li> <li>Keep hands, feet and objects to yourself</li> <li>Walk only</li> <li>Enter and exit rooms in an orderly manner</li> <li>Stay on paths</li> </ul>	<ul style="list-style-type: none"> <li>Ask permission to leave classroom</li> <li>Ensure you have a buddy with you</li> <li>Respect privacy of others</li> <li>Use toilets appropriately</li> <li>Be hygienic – wash and dry hands after use</li> <li>Use soap and water appropriately</li> <li>Walk only</li> </ul>	<ul style="list-style-type: none"> <li>Sit to eat food</li> <li>Eat <u>your</u> food only</li> <li>Keep food near you</li> <li>Follow hygienic eating practices</li> <li>Ask permission to go to the toilet</li> </ul>	<ul style="list-style-type: none"> <li>No Hat, No Play for all areas</li> <li>Wear shoes and socks at all times</li> <li>Participate in school approved games</li> <li>Use equipment appropriately</li> <li>Play sensibly and calmly</li> <li>Walk on concrete areas</li> <li>Stay in approved areas</li> <li>Report unacceptable behaviour to duty person immediately</li> </ul> <p><b>Covered Areas</b></p> <ul style="list-style-type: none"> <li>Use hand-sized balls only</li> <li>No bats or hard balls</li> </ul>	<ul style="list-style-type: none"> <li>Use own bike/scooter only</li> <li>Walk bike/scooter to the gate</li> <li>Wear appropriate safety gear</li> <li>Place bikes/scooters in correct area and secure</li> </ul> <p><b>Bus</b></p> <ul style="list-style-type: none"> <li>Wait for teacher direction for bus arrangements</li> <li>Follow transport and Bus Code of Conduct guidelines</li> <li>Sit in seats</li> </ul> <p><b>2 min zone</b></p> <ul style="list-style-type: none"> <li>Wait sensibly</li> <li>Follow given directions</li> </ul>
BE RESPONSIBLE	<ul style="list-style-type: none"> <li>Ask permission to leave the classroom</li> <li>Be on time</li> <li>Be in the right place at the right time</li> <li>Follow instructions straight away</li> <li>Take responsibility for your own actions</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Complete set tasks</li> <li>Take an active role in classroom activities</li> <li>Keep your work space tidy</li> <li>Be honest</li> </ul>	<ul style="list-style-type: none"> <li>Move quietly and sensibly from class to class</li> <li>Make way for others – stay to the left on walkways</li> <li>Place bags in port racks</li> <li>Pick up your belongings</li> <li>Use the stairs closest to your classroom</li> </ul>	<ul style="list-style-type: none"> <li>Display sensible behaviour at all times – <b>no play</b></li> <li>Use water sensibly to conserve water</li> <li>Leave the toilet area promptly and return to class/playground</li> <li>Leave food/drinks outside of toilets</li> </ul>	<ul style="list-style-type: none"> <li>Put lunch box in right place when finished</li> <li>Eat in the correct area</li> <li>Dispose of your litter appropriately</li> <li>Clean up your own area – if you drop it pick it up</li> <li>Do not waste food</li> </ul>	<ul style="list-style-type: none"> <li>Play in approved areas for your Year level</li> <li>Be a good role model</li> <li>Inform an adult if animals or strangers are in school grounds</li> <li>Return equipment to appropriate place at the bell</li> <li>Return to class on time</li> </ul>	<ul style="list-style-type: none"> <li>Leave school promptly</li> <li>Assemble sensibly at meeting point for bus / 2-min zone</li> <li>Follow transport and Bus Code of Conduct guidelines</li> <li>Follow instruction of the driver (car, bus, ferry)</li> </ul>
BE RESPECTFUL	<ul style="list-style-type: none"> <li>Conform to <b>all aspects</b> of School Dress Code</li> <li>Respect others' personal space, feelings and property</li> <li>Care for equipment</li> <li>Clean up after yourself</li> <li>Use polite language</li> <li>Wait your turn</li> <li>Share and co-operate with others</li> </ul>	<ul style="list-style-type: none"> <li>Raise your hand to speak</li> <li>Respect others' right to learn</li> <li>Respect teacher's right to teach</li> <li>Talk in turns</li> <li>Speak respectfully and kindly to others</li> <li>Be a good and active listener</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly and sensibly so that others are not disturbed</li> </ul>	<ul style="list-style-type: none"> <li>Use toilet equipment properly</li> <li>Allow for privacy</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Hand up to leave when the bell rings – wait for instructions from teacher</li> <li>Follow given directions</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly – take turns, invite others to join in</li> <li>Follow rules of game</li> <li>Keep hands, feet and objects to yourself</li> <li>Care for the environment</li> <li>Stay away from 'Out of Bounds' areas</li> </ul>	<ul style="list-style-type: none"> <li>Show respect to others who use the walkways and road.</li> <li>Wait your turn</li> <li>Keep your belongings nearby</li> <li>Have your bus pass ready</li> </ul>

## Tier 2 Focused Teaching and Behaviour Support

Tier 2 support builds on Tier 1 lessons and is *provided to small groups of students* with similar needs (approx. 15%). Where required, adjustments are made to the learning program through academic support, adult mentoring or social skills training. This involves more detailed instruction and guided practice on school expectations to assist them to achieve success.

This may include:

- Rule reminders and focussed instruction on specific expectations through class teacher and year level assistance and administration interventions
- Supervised instruction in Support Zone
- Inclusion Support Team intervention

Students who display inappropriate behaviours in their **classroom** can be given '**Time Out**'

- **The classroom 'time out area'** provides a quiet space where a student is given the opportunity to:
  - reconsider the unacceptable behaviour and
  - develop a plan that includes demonstrating more appropriate behaviours.
- If the inappropriate behaviour is ongoing the student accesses the '**Time Out**' area in a **buddy class**. This is an area away from the student's classroom. This is where the student has the opportunity to:
  - complete a **class reflection form** [Appendix 3] and discuss this with their teacher and
  - formulate a plan outlining more appropriate behaviour choices.

Students who display inappropriate behaviours in the **playground** are given '**Time Out**' by:

- Using the '**Playground Time Out**' card to withdraw the student for 5 minutes. This involves remaining beside the teacher or sitting in a designated area to reflect on the inappropriate behaviour.

When student's inappropriate behaviours continue to disrupt the class, interrupt safe play, or move to more serious breaches, teachers '**refer this to an administrator**' using **OneSchool**. Details of the incident should be recorded on Oneschool as soon as possible and the line manager notified.

Students whose behaviour does not improve, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support through

- supervised play,
- playground monitoring and/or restrictions and
- negotiated time in the Support Zone.

## **Tier 3 Intensive Teaching and Behaviour Support**

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. The amount of support varies for each student.

Decisions about the type and duration of the support will be made by the 'Inclusion Support Team', based on student information and data collected from teacher/s and parents. Teachers and parents must complete an 'Inclusive Learning Referral Form' for this process to occur. Interventions for these students may involve other agencies and support personnel.

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

- Learning and Social Development support in classroom
- Social Skills Programs
- Support Zone assistance
- Supervised or negotiated Play
- Chaplaincy/Cage Engage Program

## **Consideration of Individual Circumstances**

Staff at Redland 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.

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 obligated 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, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.



## Disciplinary Consequences

The disciplinary consequences model used at Redland Bay State School follows the same differentiated tiered 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 and playground corrective feedback, sanctions and rule reminders may be used by teachers to respond to Tier 1 behaviour lapses.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class/ playground corrective feedback, and rule reminders continue to display Tier 2 behaviour. A continued pattern of Tier 2 behaviour can interfere with teaching and learning for the whole class, and can place the student themselves or other students in an unsafe position during play. A decision may be needed by the supervising staff member or 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 (Tier 3) 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 so serious 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.

### Tier 1 Differentiated

Class teacher provides in-class or playground disciplinary responses to **low-level or minor problem behaviour**. Strategies 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 (Movement around the school)
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Reflective questioning
- 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
- Time out – classroom or playground
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention – Class teacher hosted

These corrective measures need to be consistent across the school and are reviewed each semester term through Inclusion Support Team meetings.

## **Tier 2      Focussed**

Class teacher/ supervising staff member is supported by other school-based staff to address in-class/ playground problem behaviour. Strategies may include:

- Targeted skills teaching in small group
- Time Out – buddy classroom and reflection sheet
- Time out playground
- Supported Play
- Restricted access to play areas – temporary with rule re-learning
- Detention – administration determined
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Support Zone coaching and debriefing
- Referral to Inclusion Support for team based problem solving
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Meeting with parents and stakeholders

## **Tier 3      Intensive**

School leadership team work in consultation with Inclusion Support Team to address persistent or ongoing serious problem behaviour. Strategies may include:

- Temporary removal of student property (e.g. mobile phone)
- Loss of privileges - modified excursion attendance
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Longer term restricted access to playground
- Behaviour Plan
- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- 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)

### Minor and Major behaviours

The majority of student behaviour is positive and when minor breaches (Tier 1 and Tier 2) do occur, these can be redirected or addressed at the time of the incident.

- **Minor problem behaviours** are intermittent behaviours. These could occur in the playground or be behaviours that disrupt the learning process in classrooms.
- **Tier 1 and Tier 2 behaviours are considered Minor concerns** as they can be corrected with appropriate strategies and interventions.

### WHEREAS

- **Major problem behaviours** are dangerous, ongoing, highly disruptive and/or deliberate behaviours that result in disruption to learning or physical harm to self, others or property
- **Tier 3 behaviours are considered major concerns** because of the high level of irresponsible, disrespectful and/or unsafe behaviour exhibited by the student.

**Minor problem behaviours in the classroom or playground level are to be dealt with at the time of the incident.**

Behaviour examples	Tier 1 and Tier 2 Disciplinary Responses
Work Refusal <ul style="list-style-type: none"> <li>• low intensity</li> <li>• failure to respond to an adult request</li> <li>• not completing set tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Redirection – allow ‘thinking/processing’ time</li> <li>• Corrective feedback verbal and non-verbal</li> <li>• Rule reminder – Code of Behaviour</li> <li>• Class detention</li> <li>• Time Out in classroom → Time Out in Buddy Class → Reflection form → Time out in Office</li> <li>• Before returning to class – teacher and student develop an action plan</li> <li>• Plan monitored by Class teacher</li> </ul>
Unsafe Behaviour <ul style="list-style-type: none"> <li>• playing in/near toilets,</li> <li>• running on walkways</li> </ul>	<ul style="list-style-type: none"> <li>• Rule Reminder – Code of Behaviour</li> <li>• Short term withdrawal - from playground:-walk with me, sit on seat</li> <li>• Develop short term plan for student monitored by teacher on duty</li> </ul>
Verbal Outburst – Class disruption <ul style="list-style-type: none"> <li>• Calling Out</li> <li>• Inappropriate Language</li> </ul>	<ul style="list-style-type: none"> <li>• Rule Reminder – Code of Behaviour</li> <li>• Time Out in classroom → Time Out in Buddy Class</li> <li>• Time Out in playground for repeated poor language during play</li> <li>• Negotiated Behaviour Plan monitored by Class Teacher</li> </ul>
Playground Disagreements	<ul style="list-style-type: none"> <li>• Rule Reminder – Code of Behaviour</li> <li>• Encourage students to identify “How big is the problem? Is it something the student can solve themselves? Is it something they can ask friends for help with?” Is it something the student needs an adult to help with?</li> <li>• Encourage student to STOP. THINK. Make a Good CHOICE</li> <li>• Ideas the students may consider:               <ul style="list-style-type: none"> <li>○ High Five Process</li> <li>○ Talk it Out</li> <li>○ Apologise</li> <li>○ Share and Take Turns</li> </ul> </li> <li>• Short term withdrawal from playground:- walk with me, sit on seat,</li> <li>• Referral to Supported Play</li> </ul>

### Major problem behaviours result in:

- Immediate attention by supervising staff with support from administration if required.
- **An entry on One School, and referral to the administration team for action.**
- The incident being recorded by that staff member on Oneschool as soon as possible.

Disciplinary responses for Tier 3 apply to all major behaviours. These responses should:

- Be relative to the behaviours at the time of the incident
- Provide the opportunity for all students to learn
- Ensure the safety of staff and students
- Assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions and develop strategies to manage behaviour.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and the rights of school community members will be considered at all times.

Parent notification, and if necessary, liaison with parents to establish an appropriate re-entry program are undertaken by an administration officer.

### Examples of **major behaviours for all students**:

- Repeated deliberate non-compliance
- Continuous high level bullying/harassment
- Verbal misconduct – abusive language towards staff or students
- Defiant/Threats to others
- Physical misconduct – aggressive, unsafe
- Severe aggression – fighting/assault
- Major disruption to class
- Repeated refusal to participate in a program of instruction
- Other conduct prejudicial to the good order and management of school
- Patterns of anti-social behaviour (theft, lying)
- Possess prohibited items
- Bringing inappropriate and/or dangerous objects to school
- Property misconduct
- Vandalism / wilful property damage
- Substance abuse
- Smoking/drug offences
- IT misconduct
- Inappropriate online behaviour, including out of school behaviour that affects the school's good order and management
- Misuse of personal technology devices in any part of the school for voicemail, email, text messaging or filming purposes without authorisation

## School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school. It is a consequence applied by the Principal to address serious, inappropriate behaviour from a student. 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).

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 Redland Bay State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The arrangements for this meeting are communicated to the parent and student through the suspension letter or through verbal contact.

The main purpose of this meeting is to welcome the student, with their parent/s, back to the school, to set the student up for future success and to strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting, however the school may request a meeting to support better communication. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school.

The structure of the re-entry 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. 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

Redland 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.

State school staff, in consultation with the Principal or Delegate, determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Redland Bay State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. knives or sharp objects used as a weapon)
- aerosol deodorants or cans
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- inappropriate or offensive material
- Drugs (including tobacco)

## **Responsibilities**

### **State school staff at Redland Bay State School:**

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

### **Parents of students at Redland Bay State School**

- should ensure their 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 Redland Bay State School Student Code of Conduct
  - 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;
- should 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 Redland Bay 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 Redland Bay State School Code of Conduct
  - 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;
- should 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

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 and i-pads. 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, Redland 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.

### **Recording voice and Images**

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

We uphold the value of trust and the right to privacy at Redland Bay State School. Students using technology devices to record inappropriate behaviours (such as vandalism, fighting, bullying, staged fighting or pranks etc) or incidents involving other students, staff or parents, for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would reasonably be considered inappropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher. So too recording of or using images that depict the school (including but not limited to staff, students, school uniform, school logo or school premises) is not permitted without permission of the school Principal.

A student/ parent/ or community member who uses a personal technology device to record private conversations, school activities/ events (apart from own child only) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

### **Responsibilities for using the school's ICT facilities and devices**

Students are expected to demonstrate safe, lawful and ethical behaviour when using the school's ICT network. The school will educate students regarding cyber bullying, safe internet and email practices, and health and safety regarding the physical use of ICT devices. Students have a responsibility to behave in line with these safe practices.

Parents/guardians are also responsible for ensuring students understand the school's ICT access and usage requirements, including the acceptable and unacceptable behaviour requirements. Parents/guardians are responsible for appropriate internet use by students outside the school environment.

Use of the school's ICT network is secured with a username and password. The password must be difficult enough so as not to be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students). Students cannot use another student or staff member's username or password to access the school network. This includes not browsing or accessing another person's files, home drive, email or accessing unauthorised network drives or systems.

Additionally, students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.

Students need to understand that copying of software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.

### **Acceptable and unacceptable behaviours involving mobile phones, smart watches and devices**

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

#### **At Redland Bay State School students must:**

- switch off and present mobile phones and smart watches to office administration before school and collect promptly at end of day
- ONLY use BYOD devices during class time as directed by the class teacher. BYOD devices are to be stored away in a school bag before school and after school.
- be courteous, considerate and respectful of others when using a mobile device
- use ICT devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment

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

- use a mobile phone (including those with Bluetooth functionality) during the day
- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures



- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- knowingly download viruses or any other programs capable of breaching the department's network security
- 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

### **Responsibilities for using a personal mobile device on the department's network**

- Prior to any personally-owned digital device being used, approval must be sought from the school to ensure it reflects the department's security requirements.
- Students are responsible for the security, integrity, insurance and maintenance of their personal mobile devices and their private network accounts.
- All files are to be scanned using appropriate virus software before being downloaded to the department's ICT network.
- Follow any advice provided on best security requirements e.g. password protection (see [iSecurity](#) website for details).
- Students and parents are to employ caution with the use of personal mobile devices particularly as these devices can store significant numbers of files some of which may be unacceptable at school e.g. games and 'exe' files. An 'exe' file ends with the extension '.exe' otherwise known as an executable file. These files can install undesirable, inappropriate or malicious software or programs.
- Any inappropriate material or unlicensed software must be removed from personal mobile devices before bringing the devices to school and such material is not to be shared with other students.
- Unacceptable use will lead to the mobile device being confiscated by school employees, with its collection/return to occur at the end of the school day where the mobile device is not required for further investigation.

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 Redland 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:
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - 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
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Preventing and responding to bullying

The national definition of bullying for Australian schools says:

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

Using mobile devices to bully (known as **cyberbullying**) and threaten other students is unacceptable and will not be tolerated. In some cases, it can constitute criminal behaviour. It is a criminal offence to use a mobile phone to menace, harass or offend another person and almost all calls, text messages and emails can be traced.

Redland Bay State School aims to provide an environment where every child feels safe, happy and respected. Countering bullying involves the whole school community. Each person in the school community has an important role and is dependent on all members having the perspective on countering bullying.

**Bullying has three main features:**



There are three types of bullying behaviour:

- **Verbal bullying** which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion
- **Physical bullying** which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings
- **Social bullying** which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.

Verbal, physical and social bullying can occur in person or online, directly or indirectly, overtly or covertly. If any of these behaviours occur only once, or are part of a conflict between equals (no matter how inappropriate) they are not bullying. The behaviours alone don't define 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.

At school, we actively promote the '**Bullying. No Way**' campaign and utilize the range of lessons and discussion starters created. We support the National Day of Action - 'Bullying No Way Day'. All parents/carers and students are required to sign the Redland Bay SS Anti Bullying Agreement upon enrolment.(Appendix 4).

Students undertake ongoing programs designed to give them the understanding, skills and confidence to respond appropriately when faced with behaviours which threaten or intimidate them in any way. Talking and teaching about bullying through everyday opportunities make it clear that bullying is 'NEVER OK'. Students are taught about the role of bystanders and how, by being an 'active bystander', safe and supportive environments are created.

The school considers bullying in any form to be unacceptable behaviour, and it will respond appropriately to any and all instances which are brought to the attention of teachers, the administration, and other staff.

When bullying is suspected or reported, the member of staff who has witnessed the incident or has been approached must ensure the student's safety and deal with the incident immediately. The staff member investigates by:

1. Acknowledging the report and letting the student know that it will be investigated. e.g. *'Thank you for telling me. I will see ..... and deal with it.'*
2. Investigate and determine an outcome (e.g. discussion with student/s, timeout with teacher, playground behaviour referral, referral to Admin) → **Record on Oneschool**
3. **Repeat Offenders** → Record on Oneschool → Refer to Admin for action.

## Process for reporting bullying

### 1. Listen

- Let the student share their experience and feelings without interruption
- Reassure the student that you have listened to them

### 2. Document

- Write a record of your communication with the student on Oneschool
- Include additional information – handwritten notes, screenshots...
- Notify the parents that the student has raised a concern and it is being investigated

### 3. Clarify and Check

- Gather additional information
- Clarify information with the student
- Check on their wellbeing

### 4. Evaluate and discuss

- Evaluate the information to determine if bullying has occurred
- Discuss with the student and engage them as part of the solution
- Provide feedback to student and their parent
- Refer to Administration for disciplinary action if repetitive

### 5. Monitor and refer

- Monitor student and check in regularly on their wellbeing
- Seek assistance from Inclusion Support Team if needed

### 6. Review and Follow-Up

- Continue to check-in with the student
- Add additional notes on Oneschool if the problem persists.
- Refer to administration or Inclusion Support Team if problems escalate

## “High Five” Process

The High Five process is an effective strategy to develop problem solving strategies. It provides a consistent whole school approach that can be used to help students deal with inappropriate behaviour from others and address bullying issues.

### High Five Process

Make no eye contact and try to ignore

1. **Ignore**

Treat everyone with respect. Ask them to ‘Stop’

2. **Talk Friendly.**

Move away from them - Walk Away

3. **Walk Away**

Make eye contact, talk firmly and tell them to ‘Stop’

4. **Talk Firmly**

- Report to a Teacher or Duty Person

5. **Report**



## Cyberbullying

Cyberbullying is treated at Redland Bay State School with the same level of seriousness as in-person bullying. In the first instance, students or parents who wish to make a report about cyberbullying that is occurring through the use of school devices or the school network should approach the regular class teacher. Deputy Principals and Principal may also be contacted if there is a serious concern. Where students are engaging in inappropriate behaviours online at home, the school works with parents to redirect students.

It is important for students, parents and staff to know that state school principals also 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 Redland Bay State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. 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 Dean of Students, Malcolm Smith.

### **Cybersafety and Reputation Management (CRM)**

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes. This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology. The team also 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.

### **Student Intervention and Support Services**

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

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



# Redland Bay State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

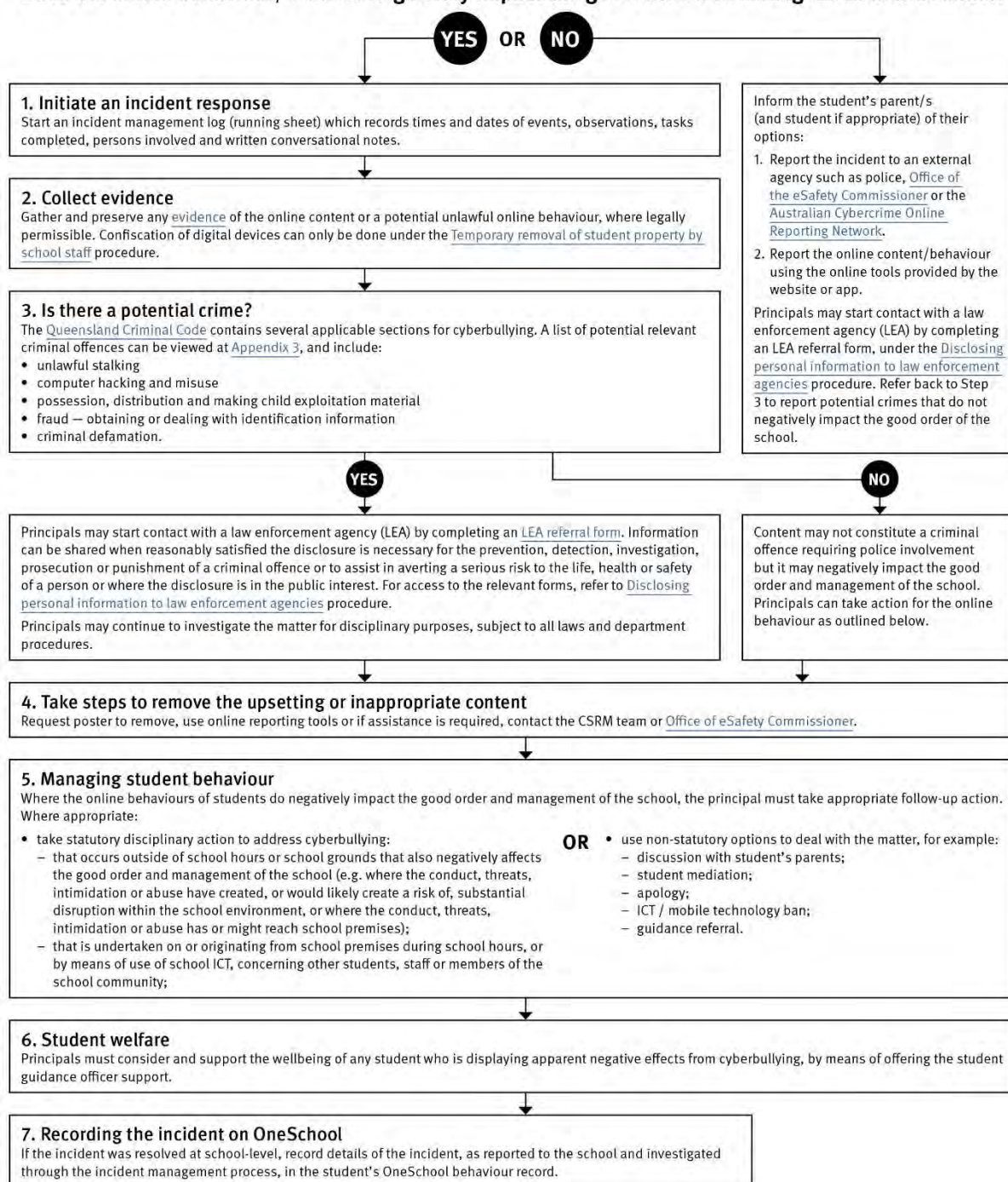
### Explicit images

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

### Report

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

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



## Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities 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.

This guide (informed by the Department of Education) 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?
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

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

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

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

## What about other people's privacy?

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

## What if I encounter problem content?

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

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

## Occupational Violence

*"Occupational violence is any action, incident or behaviour that departs from reasonable conduct in which a person is threatened, harmed, injured by another person in the course or as a direct result of their work."*

*DoE procedure – Occupational Violence Prevention p6*

Occupational violence injuries or near misses are generally caused by three major groups of perpetrators:

- students
- adults (non-Departmental employees) i.e. parents, carers, community members
- colleagues ( Departmental employees)

Examples include but are not limited to:

- physical or verbal intimidation and threatening behaviour
- spitting, biting, hitting, kicking, punching
- malicious damage to an individual's property
- gendered or racial violence
- online/ virtual harassment

The Departments OVPP (Occupational Violence Prevention Procedure outlines the MINIMUM expectations for the prevention and management of occupational violence, and outlines a ZERO TOLERANCE stance.

The DET policy outlines three steps in the procedure:

1. **RECOGNISE** occupational violence when it occurs in the workplace.
2. **REPORT** all major instances of occupational violence. Reporting should be done both on Oneschool as a student behaviour report and **ALSO** on MyHR WHS as an incident report.
3. **RESPOND**. All instances of reported occupational violence will be followed up through the MyHR Incident Response process. This may include a risk management assessment. Whilst some instances may incur school based behaviour consequences, the MyHR process will be used to determine actions to address the situational response and staff well-being.



## Restrictive Practices

School staff at Redland 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 positive and proactive strategies aimed at supporting the student to manage their emotional response 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 skills/ mechanical restraint/ clinical holding) which are based upon individual behaviour risk and safety assessment or clinical health need and are recorded.

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 be conducted. This will assist staff to understand how they responded to the risk in any incident and make any future changes to responses and strategies used. 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.

## Emergency or critical incident responses

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Risk Assessments are used to ensure that Redland Bay State School's duty of care to protect students, staff and others from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of students, staff or others is threatened and other strategies such as the removal of the class is not appropriate. This strategy is used by staff to prevent injury.

Inclusion Support Staff who are trained and current in Restraint as per the **Restrictive Practices Guidelines** will be called to intervene where physical intervention is required and/or student behaviour places the student and/or others at risk of harm. In all cases where physical restraint was involved, *the parent of the student/s is notified of the actions taken.*

For unexpected critical incidents, staff should use basic defusing techniques:

1. **Avoid escalating** the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. **Approach in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. **Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Legislative Delegations

### Legislation

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

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

## 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](#)

## Appendix 1.



# Redland Bay State School

125-141 Gordon Road, Redland Bay, Qld. 4165 Phone: (07) 3479 4222 Fax: (07) 3479 4200

Website: [www.redlandbayss.eq.edu.au](http://www.redlandbayss.eq.edu.au) Email: [admin@redlandbayss.eq.edu.au](mailto:admin@redlandbayss.eq.edu.au)

## Enrolment Agreement

*This enrolment agreement sets out the responsibilities of the student, parents or carers and the school staff about the education of students enrolled at Redland Bay State School.*

### ***Responsibility of student to:***

- attend school regularly, on time, ready to learn and take part in school activities
- act at all times with respect and show tolerance towards other students and staff
- work hard and comply with requests or directions from the teacher and principal
- abide by school rules, meet homework requirements and wear school's uniform
- respect the school environment.

### ***Responsibility of parents to:***

- attend open evenings for parents
- let the school know if there are any problems that may affect your child's ability to learn
- inform school of reason for any absence
- treat school staff with respect and tolerance
- support the authority and discipline of the school enabling your child to achieve maturity, self discipline and self control
- abide by school's policy regarding access to school grounds before, during and after school hours
- advise Principal if your child is in the care of the state or you are the carer of a child in the care of the state
- inform school if your child's living arrangements change and provide details of new home address and phone number

### ***Responsibility of school to:***

- develop each individual student's talent as fully as possible
- inform parents and carers regularly about how their children are progressing
- inform students, parents and carers about what the teachers aim to teach the students each term
- teach effectively and to set the highest standards in work and behaviour
- take reasonable steps to ensure the safety, happiness and self-confidence of all students
- be open and welcoming at all reasonable times and offer opportunities for parents and carers to become involved in the school community

- clearly articulate the school's expectations regarding the responsible behaviour plan for students and the school's dress code policy
- ensure that parents and carers are aware of the school's insurance arrangements and accident cover for students
- advise parents and carers of extra-curricular activities operating at the school in which their child may become involved, for example, Program of Chaplaincy Services; religious instruction
- ensure that the parent is aware of the school's record-keeping policy including the creation of a transfer note should the student enrol at another school
- set, mark and monitor homework regularly in keeping with the school's homework policy
- contact parents and carers as soon as is possible if the school is concerned about the child's school work, behaviour, attendance or punctuality
- deal with complaints in an open, fair and transparent manner
- consult parents on any major issues affecting students
- treat students and parents with respect and tolerance.

**Child's Full Name:** \_\_\_\_\_ **D.O.B:** \_\_\_\_\_

**By signing below I acknowledge that information about the school's current programs and services has been provided to me (Enrolment handbook).**

**I also accept the rules and regulations of the Redland Bay State School as stated in the school policies that have been provided to me as follows:**

- ☐ Responsible Behaviour Plan for Students
- ☐ Student Dress Code
- ☐ Homework Policy
- ☐ School Charges and Voluntary Contributions
- ☐ Student usage of Internet, Intranet and Extranet
- ☐ Absences
- ☐ Health and Safety
- ☐ School Excursions
- ☐ Complaints Management
- ☐ Department Insurance arrangements and Accident Cover for Students
- ☐ Consent to use Copyright Material, Image, Recording or Name
- ☐ Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

**Student Signature**

**Parent/Carer Signature**

**On behalf of Redland Bay**

**State School**

.....

.....

.....

Date: .....

Date: .....

Date: .....

## RBSS POSITIVE SCHOOL CITIZEN

Steps to Success	Be respectful	Be Responsible	Be Safe
<b>GOLD</b> students <i>independently &amp; consistently:</i>	<input type="checkbox"/> Listen politely <input type="checkbox"/> Raise their hand to speak, in the classroom <input type="checkbox"/> Speak respectfully	<input type="checkbox"/> Follow instructions the first time <input type="checkbox"/> Accept responsibility for their choices and actions	<input type="checkbox"/> Follow school rules <input type="checkbox"/> Play fairly <input type="checkbox"/> Keep their hands and feet to themselves
<b>SILVER</b> students <i>consistently:</i>	<input type="checkbox"/> Cooperate with teachers and peers <input type="checkbox"/> Respect the property of themselves, the school and others	<input type="checkbox"/> Arrive on time and have their equipment organised <input type="checkbox"/> Participate in lessons and complete set tasks	<input type="checkbox"/> Stay in correct areas <input type="checkbox"/> Walk on pathways <input type="checkbox"/> Use furniture and equipment correctly and safely
<b>BRONZE</b> students <i>usually:</i>	<input type="checkbox"/> Wear the correct uniform and hat <input type="checkbox"/> Care for the environment	<input type="checkbox"/> Demonstrate honesty <input type="checkbox"/> Use appropriate conflict resolution strategies, such as <i>High 5</i>	
<b>AMBER</b> students <i>sometimes (with regular reminders) :</i>	<input type="checkbox"/> Care for the environment	<input type="checkbox"/> Learn from their mistakes	
<b>RED</b> students <i>need frequent reminders to:</i>			





## My Behaviour Reflections — Junior

Where did this incident occur?

- ☐ Playground    ☐ Classroom  
☐ PE/ Music    ☐ Eating Area

What did you do?

School expectations I forgot to follow.

How did I make others feel?

1.

2.

I chose this behaviour because:

Why did you do this?

1.

2.

Play Areas	Eating Area
<input type="radio"/> Display safe behaviours <input type="radio"/> Follow Instructions <input type="radio"/> Be Responsible <input type="radio"/> Use appropriate language <input type="radio"/> Play games safely	<input type="radio"/> Display safe behaviours <input type="radio"/> Use eating manners <input type="radio"/> Be responsible <input type="radio"/> Care for our environment
<b>Walkways</b> <input type="radio"/> Display safe behaviours <input type="radio"/> Walk sensibly <input type="radio"/> Be responsible	
<b>Toilet Area</b> <input type="radio"/> Respect the privacy of others <input type="radio"/> Act sensibly <input type="radio"/> Keep toilet area clean and tidy	
<b>Other:</b>	
<b>Classroom</b> <input type="radio"/> Display safe behaviours <input type="radio"/> Follow Instructions <input type="radio"/> Be responsible <input type="radio"/> Use appropriate language <input type="radio"/> Do my work <input type="radio"/> Be respectful	

How do I feel now?

How do I feel now?

What do I need to do next time?

Teacher's Signature: \_\_\_\_\_





## My Behaviour Reflections

Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Description of inappropriate behaviour \_\_\_\_\_

I didn't follow these school expectations.

Where did this incident occur?

☐ Playground      ☐ Classroom  
☐ PE/Music/LOTE      ☐ Eating Area

How did my behaviour affect others?

Was it following school rules?

Did it interrupt the class program? How?

Was it fair to the teacher or other students?  
Why not?

Other :

What do you think is an appropriate consequence?

What will you do next time.

What did you do?

1.

2.

3.

Reasons for my inappropriate behaviour

Why did you do this?

1.

2.

**Play Areas**

- ☐ Display safe behaviours
- ☐ Follow instructions
- ☐ Be Responsible
- ☐ Use appropriate language
- ☐ Play games safely

**Eating Area**

- ☐ Display safe behaviours
- ☐ Use eating manners
- ☐ Be responsible
- ☐ Care for our environment

**Walkways**

- ☐ Display safe behaviours
- ☐ Walk sensibly
- ☐ Be responsible

**Toilet Area**

- ☐ Respect the privacy of others
- ☐ Act sensibly
- ☐ Keep toilet area clean and tidy
- ☐ Be considerate to others (noise level)

**Other:**

**Classroom**

- ☐ Display safe behaviours
- ☐ Follow Instructions
- ☐ Be responsible
- ☐ Use appropriate language
- ☐ Do my work
- ☐ Be respectful

Teacher's Signature: \_\_\_\_\_

#### Appendix 4.

### Redland Bay State School – Anti Bullying

We agree to work together to improve the quality of relationships in our community at Redland Bay 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