Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

Purpose

Our purpose is to create in partnership with parents, students and the community, a safe and supportive learning environment where academic achievement and effort, school spirit, and self-discipline are highly valued. First languages and cultures are respected and the ability to think critically and creatively is fostered.

Vision: As individuals and as a community, we aim to become successful inspired lifelong learners and global citizens.

- We inspire our students to develop a life long love of learning.
- All our students are known by name – they won't be lost in a crowd.
- We are family; we promote belonging.

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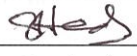
Principal Signature:	
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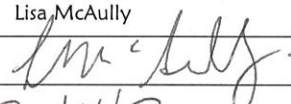
P/C President Signature:	
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Principal's Foreword

Established in 1916, Darra State School provides high-quality education to students from Darra and surrounding suburbs. Our school is small, diverse and harmonious. Staff and students know each other by name - no child is lost in the crowd. Our school is an extended family, and our students have a strong sense of belonging.

Our school motto is 'Steering a Course Together', where staff, students and families work collaboratively together to achieve high educational outcomes for our students. We are committed to our school vision - as individuals and as a community, we aim to become successful inspired lifelong learners and global citizens.

Our staff are happy, caring and dedicated. Working together, we stay current in our professional knowledge, and apply this in our daily work. Our school team includes Teachers, Inclusion Teachers, Teacher Aides, a Guidance Officer, a Speech Language Pathologist, Chaplain, Administrative staff and the staff who care for our facilities.

Families are encouraged to be actively involved in school life and the development of their children. Families are always welcome at school.

At Darra State School, we inspire our students to develop a lifelong love of learning.

Our school expectations - Be Respectful, Be a Learner, Be Safe and Be Resilient - are embedded across the school community. These expectations are the same for students, staff and families when they enter the school grounds. Within this Student Code of Conduct, these expectations are explained along with our proactive and reactive strategies. Policies about the use of mobile phones, anti-bullying Temporary removal of student property and appropriate use of social media is included in this document.

I look forward to working collaboratively with the school community to provide a learning environment where our students can be learners, respected, resilient and safe.

Gayle Healey

Principal

Learning and Behaviour Statement

At Darra State School, we consider behaviour management an opportunity for valuable social learning as well as a means of maximising the success of academic education programs and wellbeing.

Darra State School uses Positive Behaviour for Learning (PBL) as our whole-school framework and approach to student learning and behaviour. PBL is a proactive, preventative and differentiated multi-tiered system of support, grounded in practical strategies, targeted planning and data informed decision making.

Our Student Code of Conduct outlines our framework for facilitating positive behaviours, preventing and supporting challenging behaviours, and responding to unacceptable behaviours. Student outcomes are monitored so identified students can receive additional learning and behaviour support when needed.

Our school community has identified the following four Positive Behaviour for Learning expectations:

- be respectful
- be a learner
- be safe
- be resilient.

Our whole school Positive Behaviour for Learning expectations assist Darra State School to create and maintain a positive, productive and inclusive learning and teaching environment. Staff at Darra State School are committed to delivering high quality education for every student. All members of our school community, including adults, whether visiting or working, will display our Positive Behaviour for Learning expectations.

Student Wellbeing

Darra State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Staff at Darra State School understand the varied background of the students attending our school, including those from non-English speaking backgrounds, refugees, students who have experienced trauma, those with disabilities, those in out of home care etc.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Darra State School, we provide education about personal safety in line with the Australian Curriculum.

Trauma Sensitve School

At Darra State School, we are a Trauma Sensitive School. That is a school in which all students feel safe, welcomed and supported and where the impact of trauma is understood and addressed by the whole staff. Staff understand that challenging classroom behaviour can be a symptom of trauma and have the skills to manage this behaviour effectively and compassionately.

We define trauma as: 'The exposure to a stressful event or situation of exceptionally threatening or catastrophic nature which would be likely to cause pervasive distress in almost anyone' [Dr Judith Howard, 2013].

A school with a 'trauma informed lens' looks at a student's problematic behaviour and asks why it might be occurring and what the child needs in order to alleviate the need to enact the behaviour. The practices of a 'trauma informed school' support children who have been affected by the consequences of trauma and toxic stress. It begins by building or strengthening the relational base around trauma children. Through positive relationships, trust is built, children feel safe and valued and are capable of their best learning. School becomes a therapeutic environment for students and their families. As a school we believe all children can learn in a trauma sensitive school, because their positive connections to others are fostered and they experience a sense of safety throughout the school, allowing them to calm their emotions and behaviour so they can engage appropriately with the curriculum and school community.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

Darra State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Darra State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school administration can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.

Darra State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health
Darra State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention
Darra State School staff who notice suicide warning signs in a student should seek help immediately from the Principal, school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Darra State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention
In the case of a suicide of a student that has not occurred on school grounds, Darra State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Darra State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Darra State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Darra State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact class teacher or Principal.

Role	What they do
Guidance Officer	• Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. • Assists students with specific difficulties, acting as a mediator or providing information on other life skills. • Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
School Chaplain	• Provides breakfast club for 2 mornings a week. • Monitors students as identified by SSC committee. • Provides emotional support to students. • Offers support to families as required. • Runs 'Drum Beat' and Radience Program with identified students, to build resilience and communication skills.
Inclusion Teachers	• Supports students verified or identified through SSC. • Differentiates for students and supports teachers to differentiate for students. • Supports 'Drum Beat' Program.
Adopt-a-cop	• Visits school for different events and is welcome to visit when available. • Speak to classes about how the police can support members of the community. • When appropriate and with parental permission, the adopt-a-cop will have individual discussions with students.
SSC (Student Support Committee)	• Students will be referred to the SSC committee to co-ordinate a wrap around support for academic, emotional, social or well being need.
Class Teacher	• Provides daily support and emotional co-regulation to students.
School Principal	• Coordinates SSC committee. • Speaks with and supports students needing additional emotional support and co-regulation.
Positive Behaviour for Learning Team	• Identifies and discusses support options for students experiencing difficulty demonstrating DSS expectations. • Refers students to 'Drum Beat' Program.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak to the Principal.

Whole School Approach to Discipline

Darra State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Darra State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

In the PBL framework, Tier 1 is the universal support (differentiated and explicit teaching) for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students. Below is a summary of the multi-tiered system of support at Darra State School.

Tier	Prevention Description
1	Universal support: *All students* (100%) at Darra State School receive differentiatied and explicit support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations.
2	Focussed instruction and support: *Some students* (10-15%) require more targeted interventions and supports that are more intensive than our Tier 1 supports. These students require more time and specialisation in services from a range of school-based staff to enable students to meet both the required academic and behavioural standards.
3	Intensive intervention: *Few students* (2-5%) who require the most individualised and intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

PBL Expectations

Below is our Whole School Behaviour Matrix, which demonstrates what our four PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Darra State School.

The matrix is used as the basis of explicity teaching expectations throughout the year and is revisited regularly to address any new or emerging issues identifed in the school behaviour data. In these lessons, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom and other context specific areas of the school. Visual reminders of the PBL expecatations can be found in all classrooms and in various settings around the school. PBL expectations, key messages and reminders are also communicated to our school community at our weekly Parade and in the fortnightly school Newsletter.

	Be a learner	Be safe	Be respectful	Be resilient
All Settings	• Be prepared • Come to school every day - Every Day Counts • Demonstrate whole body listening	• Be in the right place at the right time • Model appropriate behaviour • Keep hands and feet to self • Drink water to stay hydrated	• Choose kind and polite words about self and others • Walk in two careful lines around the school • Respect own and others' property	• Bullying – No Way! • Use the High Five to Solve problems with words Know when to report a problem • Be mindful of others
Learning Areas	• Participate actively in all learning • Do your best every time • Follow instructions straight away	• Have an adult present when inside a learning area.	• Take turns speaking • Take turns for activities	• Take academic risks • Demonstrate a Growth Mindset
Playground and Outside Areas	• Try new games • Respond to the bell quickly	• Wear a hat and sunscreen • Walk on pathways	• Share and use equipment appropriately • Invite others to join in • Play by the rules	• Be a good sport
Toilets	• Use the toilet during break times	• Flush toilet • Wash hands	• Use the toilet appropriately • Respect the privacy of others • Keep toilet clean and tidy	
Eating Areas	• Eat healthy food first	• Sit down while eating • Eat my own food • Walk when in the eating area	• Put rubbish in the bin after the whistle • Take care of class baskets	

Consideration of Individual Circumstances

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

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

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

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

Tier 1: Differentiated and explicit teaching (Universal)

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

Reinforcing expected behaviour

At Darra State School, communication of our key messages about behaviour is promted through recognition and reinforcement, which provides students with feedback for engaging in expected school behaviour. Positive behaviour is recognised and reinforced through a number of strategies:

- *Ara Awards.* Ara Awards are used as our 'free and frequent' method to reinforce expected behaviours. Students are verbally acknowledged and given an Ara Award for a behaviour that displays our school expectations.
- *Positive Post Cards.* When students reach certain milestones (e.g. 10 Ara Awards, 20 Ara Awards etc), the class teacher sends home a Positive Post Card to inform parents of their achievement. This is recorded as a positive behaviour on One School.

- *Darra Prize Shop.* Students save and spend Ara Awards on a variety of levelled tangible and non-tangible rewards. They are acknowledged at Parade during this process.
- *Student of the week.* Each week, class teachers select two students who have demonstrated outstanding behaviour to receive an award at Parade. These awards are recorded as a positive behaviour on OneSchool.
- *Internal Class Monitoring.* All classrooms have a behaviour clipchart that teachers use to verbally acknowdge positive behaviour. Students start the day on 'Ready to Learn' and move up the chart when demonstrating positive behaviours, to 'Great Choices' and then 'Super Student'.
- *Use of the Essential Skills for Classroom Management (ESCM).* Staff at Darra State School use the ESCM to encourage, praise, recognise and prompt students to demonstrate positive behaviours:
    - Establishing expectations
    - Giving clear instructions
    - Waiting and scanning
    - Cueing with parallel acknowledgment
    - Body language encouraging
    - Descriptive encouraging
    - Selective attending
    - Redirect to learning (not behaviour)
    - Giving a choice
    - Following through.

Teachers at Darra State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

Support for *all students* includes:

- teaching behaviours in the setting they will be used
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them

Tier 2: Focused teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Darra State School to provide focused teaching and intervention. Focused teaching is aligned to the PBL Expectations, and student progress is monitored by the classroom teacher/s to identify those who:

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

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

- Zones of Regulation
- Drum Beat
- Breakfast club
- Clubs at lunchtime – art club, gardening, computer, dance
- Functional Behaviour Assessment

For more information about these programs, please speak with Principal, Inclusion teachers or GO.

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

Tier 3: Intensive teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues. Intensive Teaching (Tier 3) supports are based on the underlying reasons for a student's behaviour (the function of the behaviour) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

If the school data indicates that more than 5% of students require intensive services, then a review of Tier 1 and Tier 2 supports is needed to ensure PBL is being implemented with fidelity across the school.

Disciplinary Consequences

Students come to school to learn. Behaviour support represents an important opportunity for learning how to be a learner and get along with others. Staff members at Darra State School manage unacceptable or problem behaviours in a consistent way, while understanding and taking into account the individual needs and circumstances of each learner while responding to the behaviour.

The disciplinary consequences model used at Darra State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours. Please refer below (Minor and Major Behaviour Definitions) for more information on what may be considered a minor problem behaviour.

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

- Essential Skills for Classroom Management, including:
    - Pre-correction (e.g. "Remember, walk quietly to your seat")
    - Non-verbal and visual cues (e.g. posters, hand gestures)
    - Ratio of 4 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)
    - Give 30 second 'take-up' time for student/s to process instruction/s
    - Redirection
    - Individual positive reinforcement for appropriate behaviour
    - Low voice and tone for individual instructions
    - Reduce verbal language
    - Provide positive choice of task order (e.g. "Which one do you want to start with?")
    - Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Whole class practising of routines
- Revised seating plan and relocation of student/s
- Class wide incentives
- Reminders of incentives or class goals
- Break down tasks into smaller chunks

- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Natural consequence
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Walk and talk with teacher (if behaviour occurs during play time)
- Reflection time in classroom or playground
- Time away in buddy class or office

Focussed

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

At Darra State School all staff are involved in the support of students who many need more targeted support. Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Responsible Thinking Room OR Time Away in buddy class or office
- Behavioural contract
- Playground pass
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Committee for team based problem solving
- Referral to Guidance Officer
- Referral to School Chaplain
- Stakeholder meeting with parents and external agencies

Intensive

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal (or delegated Officer in Charge) may determine that an out of

school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the major problem behaviour. Please refer below (Minor and major behaviour) for more information on what may be considered a major problem behaviour.

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Referral to Guidance Office for assessment
- Referral to Regional Behaviour Support Team
- Team collaboration to develop an Individual Behaviour Support Plan or Crisis Management Plan
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Minor and major behaviours

Staff manage unacceptable behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully. The staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

Minor – behaviour incidents that are handled by staff members, typically but not always at the time it happens, and do not require Leadership Team involvement.

Major – behaviour incidents that are referred directly to the school Leadership Team. Referrals may be immediate (e.g. for highly unsafe or severe behaviours) or as a result of a pattern of repeated minor behaviour that has not ceased with repeated intervention and support.

Category	*Minor behaviours*	*Major behaviours*
Further clarification	• Are minor breaches of the school expectations • Do not seriously harm others (or cause suspicion that the student may be harmed) • Do not violate the rights of others in any serious way • Are not part of an ongoing pattern of inappropriate behaviours	• Are major breaches of school expectations • Put others / self at risk of harm • Significantly violate the rights of others • May warrant removal from learning/play environment • Require immediate referral to school Leadership Team because of their seriousness.
Support and management	• Strategies outlined in the 'Differentiated Universal Support' section above, e.g: • Staff member strategically uses 'Essential Skills for Classroom Management' to support student to re-direct their behaviour • Staff member guides student through Behaviour Management / Consequence Flow Chart (using prompts as scaffold) • Record behaviour incident on OneSchool according to Flow Chart (at Reflection Time in class stage)	• Strategies outlined in the 'Focussed and Intensive Support' section above. • Staff member contacts the school Leadership Team to escort the student to Administration. • Record behaviour incident on OneSchool

*Examples of minor and major behaviours **

Category	*Minor behaviours*	*Major behaviours*
Bullying / Harassment	*All bullying is considered Major.*	• Engaging in a pattern of repeated behaviour directed to upset, embarrass or isolate an individual or group (e.g. repeated teasing and/or verbal/physical intimidation) • Continued saying, gesturing or writing disrespectful or threatening messages to others.
Defiant / threat to adult	• Brief or low intensity failure to respond to reasonable adult directions in any setting e.g.: o Hiding o Poor attitude (e.g. saying 'you can't make me', 'no', 'I don't care', 'this is stupid') o Slow to respond (but responds eventually) o Refusal to complete work o Refusal to sit in instructional area. o Writing on task 'I don't want to', 'I'm not doing this', 'No'. o Refusal to go to the nominated 'time away' in class area to reflect on choices and be ready to make appropriate choices (after being given reasonable take up time)	• Continued refusal to follow directions, may be combined with an attitude to challenge adult • Continued talking or yelling back to adult • Continued walking away when adult addresses you • Continued poor attitude • Continued refusal to complete work • Leaving the classroom without permission • Hiding and then not responding to adult when called. • Not moving onto Buddy Class when directed to do so. • Not attending RTR
Disruptive	• Engaging in low intensity, brief, but inappropriate interference that takes away from learning environment e.g.: o Talking to friends	• Persistent / sustained disruptive behaviour causing a major interruption to learning time e.g.: o Yelling / persistent calling out

	○ Calling out, causing interruption ○ Using equipment incorrectly or unsafely (consider intent) ○ Leaving chair without permission ○ Playing with objects ○ Banging on desk and tidy tray	○ Turning over furniture ○ Sustained out of seat behaviour ○ Continual banging on desk and tidy tray
IT Misconduct	• Using another students password • Playing online game without permission	• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school, e.g.: ○ Writing swear words in processing documents ○ Using inappropriate images in documents • Continued playing online games without permission • Deliberate rough use of equipment (e.g. pulling out cords, banging keyboard or mouse etc).
Lying / cheating	• Engaging in low intensity lying/cheating not involving another person, e.g.: ○ Student denies, over exaggerates, or makes up stories ○ Student doesn't play fairly	• Repeated or major lying and/or cheating that impacts on others e.g.: ○ student intentionally delivers message that is untrue ○ student deliberately violates rules
Non-compliant with routine	• Being in the wrong place (e.g. out of bounds area) • Not sitting down during eating time • Playing outside without a hat • Running around in classroom • Running on concrete or around buildings	• Leaving school grounds without permission • Continued being in the wrong place (e.g. out of bounds area) OR non-compliant when staff member re-directs • Not arriving to learning on time • Continued playing outside without a hat after reminders • Continued running around on concrete
Physical misconduct	• Engaging in non-serious but inappropriate physical conduct, with the potential to cause injury e.g.: ○ Rough play or pretend fighting ○ Pushing in game (playful manner) ○ Flicking hats ○ One off sexual body actions ○ Rude hand-signs ○ Pushing others to get ahead while lining up ○ Poking	• Actions involving serious physical contact with *intention to hurt*, where injury may occur, eg: ○ Punching ○ Pushing (aggressive or forceful manner) ○ Pinching ○ Hitting (with body or object) ○ Scratching, biting, hair pulling ○ Throwing stones / sticks / object at someone to injure ○ Continued sexual body actions
Property misconduct	• Engaging in low intensity misuse of property not intended to harm / not directed at person, e.g.: ○ Breaking or chewing on pencil / rubber ○ Rough handling of school property	• Deliberate damage to property, e.g.: ○ Purposefully drawing on school property (vandalism) ○ Making serious weapon out of school property

	○ Using or moving teacher's or others equipment without permission	○ Student engages in activity that destroys or disfigures property ○ Throwing of property to intentionally damage it ○ Throwing of objects (rocks, sticks etc.) to cause damage and or harm to self, property and others.
Prohibited items	• Student possess on their person or in their bag an item declared by school as banned, e.g.: ○ Permanent markers ○ Water bombs ○ Toys ○ Trading cards	• Student possess on their person or in their bag an item declared by school as prohibited, e.g.: ○ Weapons such as knives ○ Items that could be considered as a weapon ○ Drugs: including tobacco, alcohol (possession or selling) ○ Pornography
Verbal misconduct	• Using low intensity / one off instance of inappropriate language not directed at a person (e.g. this is sh..) • Using low intensity / one off instance of inappropriate tone • One off incident of minor name calling to other student (e.g. you are stupid).	• Using offensive language or swearing directed towards others (e.g. f... you) • Repeated and intentional inappropriate verbal messages that include swearing and name calling, sexual language • Continued use of inappropriate tone • Student directs verbal threat towards other student
Other	• Engaging in low level theft e.g.: ○ Stealing pencil/book • Littering • Lack of care for school environment e.g. walking in gardens • Playing games that are non-approved by school (e.g. tackle football) • Playing in toilets (e.g. being silly, taking too long, hanging out, wasting time)	• Continued taking others or classroom property without permission for personal gain • Stealing a class object • Misuse of toilet facilities / misconduct in toilets (e.g. turning lights on and off, leaving taps running, making mess with water and/or toilet paper, looking over the stalls)

** Note: The following are examples of possible minor and major behaviours. Please note this list is not exhaustive. Other behaviours will be managed as appropriate. 'Continued' behaviour refers to when a student has been supported to correct their behaviour using the DSS behaviour management flow chart and after returning from 'Reflection Time in Class' continues showing same behaviours. See Flow Chart.*

Behaviour response flow chart: classroom and learning environments

Observe Problem Behaviour

Determine if behaviour is minor or major (refer to 'definitions and examples document').

Minor

Reminder

- Reminder of expected behaviour and expecation.
"Your job is.... do you need assistance?
- Verbal / non verbal praise when desired behaviour shown.

Warning

- Re-direct and re-teach... ask "What is your job?"
- Problem solve ... "Your job is to... How can I help you?"
- Verbal / non verbal praise when desired behaviour shown.

Reflection time in class

- Student directed to thinking area in classroom for period of 5-10 mins and are to complete reflection.
- Debrief with student once reflection complete.
- Verbal or non-verbal praise when desired behaviour shown.
- T: Record Minor Behaviour on OneSchool.

Major

Ensure safety of others

- Consider vacating or moving class if required and safe to do so.

Buddy Class

- If a minor behaviour is continued following reflection time in class, student is sent to buddy class for a period of 15 mins with refelction template.
- De-brief with teacher upon return to re-establish positive connection and expectation.
- If student is disruptive at BC, same behaviour is repeated following buddy class or de-breif is unsucessful refer student to Principal/Office.
- T: Major behaviour is entered on OneShool.
- T: Parent / carer informed.

Office Referral

- Phone 420 for immediate assistance, or:
- Complete Red Slip and send student to office.
- T / P: Major behaviour recorded on OS.
- T / P: Parent / carer to be informed.

At DSS, our PBL system is designed to teach (not punish) and to assist students to co-regulate behaviour. **Essential Skills for Classroom Management** are used to manage minor behaviours and function of behaviour is considered.

1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgement
5. Body language encouraging
6. Descriptive encouraging
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

Please note that this flow chart corresponds to the visual behaviour 'clip-chart' displayed in classrooms.
All students start the day (or re-set for each session for the early years) on 'Ready to Learn'. For recognising positive behaviours, student's names can be moved up the clip chart to 'Great Choices' and then to 'Super Student'.

Legislative Delegations

Legislation

- 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)

School Policies

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all school staff, students and visitors to the school. 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.

Items prohibited from being bought to school include:

- Mobile phones (must be handed into the school office on arrival at school and collected at the end of the school day or when leaving for the day).
- Toys
- IT devices
- Items that put the wellbeing of others at risk, (e.g. weapons, knives, firearms, etc)
- Items that are illegal
- Items that do not preserve a care, safe, supportive or productive learning environment (e.g. printed material with offensive language)
- Jewellery not endorsed in the uniform policy or worn for religious significance (Principal approval is required).

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

School staff do not require consent to search school property that are supplied to the student through the school, e.g. school desk/tidy tray, use of school computer or iPad, etc. However, under normal circumstances, school staff are not permitted to search student property unless they have consent of the student or parent. If:

- an item has been temporarily removed from a student, consent is required to search the item (e.g. school bag, mobile phone).
- it is suspected the student has a weapon or other dangerous or illegal item in their possession, the school staff are to seize the bag immediately and remove from the student's possession prior to seeking consent to search or calling the police.

In an emergency, only, is a staff member permitted to search a school bag without consent from parent or student, e.g. to retrieve an EpiPen for an anaphylactic emergency.
Please see Temporary removal of student property by school staff procedure for more information.

Use of mobile phones and other devices by students

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

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

Confiscation

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed into the school office when the student arrives at school and collected by the student at the end of the school day.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent. We uphold the value of trust and the right to privacy at Darra State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony. Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher. A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying, including racial and sexual harassment,

or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion). Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Special Circumstances Arrangement

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

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* *Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Please see Advice for state schools on acceptable use of ICT facilities and devices and Use of IT systems for more information.

Preventing and responding to bullying

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Darra State School has an Inclusion Team, School Chaplain, Guidance Officer, Student Support Committee and Student Council. Along with classroom teachers, the Positive Behaviour for Learning team and the school leadership team, these groups promote strategies to improve student wellbeing, safety and learning outcomes.

Darra State School uses 'Bullying. No Way!' (an online resource for Australian schools, managed by the Safe and Supportive School Communities Working Group) as resource to promote positive relationships and the wellbeing of all students, staff and visitors at the school. This resource also allows members of our community to have a shared understaning of the national definition of bullying. https://bullyingnoway.gov.au/.

The High Five is also explicitly taught to all students to support them to solve problems in the classroom and playground. The High Five is a problem solving strategy that involves: Ignoring, Talking Friendly, Talking Firmly, Walking Away and Reporting.

National Definition of Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Darra State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Bullying response flowchart for teachers

The following flowchart explains the actions Darra State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Classroom teacher is the first point of contact for reporting a concern.

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

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

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

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

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

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

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

Appropriate use of social media

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

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

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

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

Is it appropriate to comment or post about schools, staff or students?
Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.
While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. 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.

Please see cybersafety and reputation management for more information.

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.

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud – obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Restrictive Practices

School staff at Darra 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 emotions and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's Restrictive practices procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive practices procedure.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with Departmental Policy.

Critical Incidents

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

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

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

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

1. Ensure safety and wellbeing of other students and staff, and notify Administration.

2. 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. Consider providing access to a preferred activity that will support student to self-regulate, feel safe and calm.

3. 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, refer to Zones of Regulation if appropriate, avoid humiliating the student, be matter of fact and avoid responding emotionally.

4. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

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.

6. At an appropriate time, parents will be contacted by a member of school staff.