Baringa State Secondary College

Student
Code of Conduct

2021-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

Postal address:	10 Griffith Place, Baringa QLD 4551
Phone:	
Email:	principal@baringassc.eq.edu.au
School website address:	www.baringassc.eq.edu.au
Contact Person:	Matt Samson – Principal

Endorsement

Principal Name:	Matt Samson
Principal Signature:	
Date:	2020

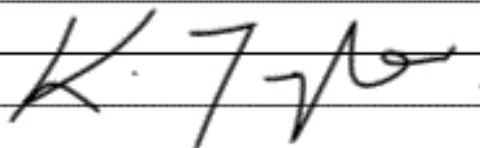|	
P/C President and-or School Council Chair Name:	Kristy Taylor-Rose
P/C President and-or School Council Chair Signature:	
Date:	2020

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Purpose

Baringa State Secondary College is committed to providing a safe, respectful and engaging learning environment for all students, staff, parents and visitors.

The Baringa State Secondary College Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to student behaviour.

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

Positive and Productive relationships form the foundation of our supportive learning environment, our processes and our structures. We aim to provide a remarkable range of academic, sporting and cultural opportunities so that students can achieve our vision that Baringa State Secondary College is a place for everybody, where everyone is valued and respected, where people have positive relationships and where everyone is empowered to become confident, creative and aspirational about their chosen future. Baringa State Secondary College is a place where everyone has deep sense of pride in who we are and what we do and where we are learning today and leading tomorrow.

Baringa State Secondary College is committed to providing a safe and respectful learning environment for students and staff, where students have opportunities to engage in quality teaching and learning experiences and acquire values supportive of their lifelong wellbeing. We acknowledge that the first step in facilitating standards of positive behaviour is communicating those standards to all students. College staff will live and breathe our three school values **respect, integrity and courage** through their daily actions and interactions with students and colleagues and will do this by role modelling the metacognitive skills associated with decision making.

Our Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective, ensuring students can participate positively within our school community.

Principal's Foreword

Baringa State Secondary College is committed to providing high quality education to students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. Our College is a place that inspires our community. A place for everybody, where everyone is valued and respected. A place where people have positive relationships, where excellence in teaching and learning empowers everyone to be confident, creative and aspirational about their chosen future. A place where everyone has a deep sense of pride in who we are and what we do.

Our College has three core values:

Respect
due regard for the feelings, wishes, or rights of others.

Integrity
act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

Courage
the ability to do something that frightens one; bravery.

These values 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 kind young people. Our college staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Baringa State Secondary College staff take an educative approach to discipline, 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 also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to our college community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each educational facility. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this college.

Multi-Tiered Systems of Support

Baringa State Secondary College uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS college staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	**All students** (100%) in the college receive support for their academic and behavioural development. Focus is on the whole-college implementation of both the Australian Curriculum and a culture that promotes learning. This involves: 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 asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to sma

		groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of a culture that promotes learning. The types of interventions offered at this level will vary according to the needs of each college's student body, but all have certain things in common: there is a clear connection between the skills taught in the interventions and the college-wide expectations interventions facilitated by the classroom teacher and in a manner that is sustainable variations within each intervention are limited interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). If the college 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.
	3	Individualised services for <u>few students</u> (2-5%) who require the most intensive support the college can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's 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. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.

Consideration of Individual Circumstances

Staff at Baringa State Secondary College 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 enither demonstrates equity nor equality. 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 consequence 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 to discuss the matter.

Student Wellbeing

Baringa State Secondary College 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.

Curriculum and pedagogy

Baringa State Secondary College builds 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.

The College acknowledges 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 Baringa State Secondary College, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

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.

Drug education and intervention

Baringa State Secondary College implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Baringa State Secondary College 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

Baringa State Secondary College 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 College 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.

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

Mental health

Baringa State Secondary College 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

Baringa State Secondary College school staff who notice suicide warning signs in a student should seek help immediately from the 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, Baringa State Secondary College 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 prevention

In the case of a suicide of a student that has not occurred on school grounds, Baringa State Secondary College enacts a prevention 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, staff of Baringa State Secondary College 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

Baringa State Secondary College 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 Baringa State Secondary College 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 the *Head of Department - Student Support & Engagement* on the school phone number.

Role	What they do
Deputy Principal – Student Support Growth Coach	Leadership of Student Support Network to promote an inclusive and positive school culture Monitors behaviour and academic data to identify areas of additional need. Lead role for implementation of a culture that promotes learning Liaises with all stakeholders to support students who require additional support for learning and wellbeing Coordinates with parents/carers, students, staff and external providers to support students with disability, cultural and linguistically diverse students, and Aboriginal and Torres Strait Islander students
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 Base Nurse	Provides support within a medical context and can refer students to external prvoders for futher medical care.
Chaplain	Provides support to students through a range of programs and one on one mentoring.
Head of Department - Junior Secondary	coordinate transition to secondary for students moving from Year 6 to Year 7. monitors student attendance data, arranges intervention for students in Years 7 to 9.
Head of Year	responsible for student welfare at each year level provides continuity of contact for students and their families. ensures students feel safe and comfortable and want to come to school nurtures a sense of belonging to their base camp group, year level and college. Manages attendance and behaviour.

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Future Student Support Networks

As Baringa State Secondary College is committed to continue to develop student support networks responsive to the needs of our students and community. These networks will continue to grow as we grow, and be included in yearly updates as appropriate.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the college 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 with the Head of Student Services.

Whole School Approach to Discipline

At Baringa State Secondary College our whole of College approach to discipline is founded on a restorative approach to problem solving. Our College staff are committed to a relational approach to discipline. Our college staff are committed to using Essential Skills for Classroom Management as a proactive approach to establish a successful learning environment in their classrooms. We place a strong emphasis on using new knowledge to employ empathetic response to students who are trauma-exposed and avoid approaching our students from a deficit perspective when they exhibit behaviour that considered problematic or disruptive. We will adopt the following six principles for compassionate instruction and discipline in the classroom: (a) always empower, never disempower; (b) provide unconditional positive regard; (c) maintain high expectations; (d) check assumptions, observe, and question; (e) be a relationship coach; and (f) provide guided opportunities for helpful participation. Our college staff are also committed to using restorative practice as a strategy that seeks to repair relationships that have been damaged. This is a whole-college approach, used in all classrooms and programs offered through the college, including sporting activities and excursions.

- 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 Baringa State Secondary College we believe it is important to outline expectations explicitly. It is our belief that student behaviour is a part of the overall teaching and learning approach in our college. Our staff take responsibility for making their expectations clear, for providing supportive and explicit instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The Baringa State Secondary College Student Code of Conduct is an opportunity for parents and students to be clear about our values of Respect, Integrity and Courage. The language and expectations of a culture that promotes learning can be used in any environment, including the home setting for students, because doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the *Deputy Principals – Student Support* or make an appointment to meet with the *College Principal.*

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A culture that promotes learning

Our staff are committed to delivering a high quality of education to and for every student, we believe that all adults in the College, whether visiting or working, should meet the same expectations for all people.

These expectations are underpinned by the notion that every member of the College community, through every action, will foster pride and confidence to achieve success through:
- embracing positive and respectful relationships.
- being present, connected and accepting of others and self.
- aspiring for and celebrating growth.

All members of the community are expected to:
- conduct themselves in a lawful, ethical, safe and responsible manner that;
- recognises and respects the rights of others.

Students are expected to:
- participate actively in the college's education program;
- take responsibility for their own behaviour and learning;
- demonstrate respect for themselves, other members of the college community and the college environment;
- behave in a manner that respects the rights of others, including the right to learn;
- cooperate with all members of the college community.

Parents are expected to:
- show an active interest in their child's schooling and progress;
- cooperate with the college to achieve the best outcomes for their child;
- support college staff in maintaining a safe and respectful learning environment for all students;
- initiate and maintain constructive communication and relationships with college staff regarding their child's learning, wellbeing and behaviour;
- contribute positively to behaviour support plans that concern their child.

The College will:
- provide safe and supportive learning environments;
- provide inclusive and engaging curriculum and teaching;
- develop positive relationships with students and parents through purposeful and meaningful communication and partnerships;
- promote the skills of responsible self-management;
- communicate high expectations for individual achievement and behaviour;
- ensure consistency and fairness in implementing the college values.
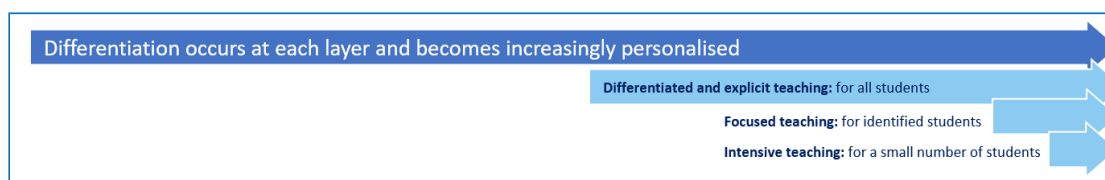 Baringa State Secondary College is committed to developing a shared understanding of the expectations that underpin the Baringa State Secondary College Student Code of Conduct, and how they align to our vision of creating a community of exceptional people of whom consistently demonstrate the values of *Respect, Integrity* and *Courage.*

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Differentiated and Explicit Teaching

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

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

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our college displays our College Expectations, which are deeply underpinned by the values illustrated in the table below, inherently acting to facilitate positive learning environments and behaviour standards for all members of our college community. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The R.I.C. Values proforma, of *Respect, Integrity & Courage* and are on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

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RESPECT

- I respect and engage with the opinions of others.
- I respect others' right to learn.
- I respect the right of the teacher to teach to the best of their ability.
- I respect others time and space.
- I respect the privacy of others.
- I use polite and positive language.
- I treat others in the manner in which I wish to be treated.
- I follow directions of all members of the college community.
- I demonstrate and endeavour to build school spirit with pride & passion.
- I leave the learning environment in the same manner in which I found it.
- I move quietly and with purpose during transitions.
- I am punctual and respectful of the time of others.
- I respect the space of others and the activities that they are engaging in.
- I use facilities and equipment with care and for its intended purpose.
- I promote positive school image before and after school.
- I actively seek the benefits of collaboration.
- I welcome and appreciate constructive criticism from others.

INTEGRITY

- I manage my own behaviour.
- I am patient and tolerant of others.
- I am honest with myself and others.
- I always actively participate to the best of my ability.
- I am tolerant of difference and endeavour to demonstrate it as a strength.
- I always try to empathise with others.
- I accept responsibility for my own words and actions.
- I keep any usernames and/or passwords private.
- I obtain appropriate consent before sharing or posting.
- I communicate positively and politely in all online interactions.
- I use ICT equipment only as directed and with care.
- I wear my uniform correctly and with pride.
- I always come to lessons with the appropriate learning materials.
- I endeavour to promote the values of the Positive Relationships Policy.
- I always encourage fair play and sportsmanship.
- I use humour appropriately and in the right context.
- I seek to learn from my mistakes, whilst being accepting of the mistakes of others.

COURAGE

- I endeavour to be resilient in the face of all challenges.
- I show persistence and have confidence in my ability.
- I ask for assistance when required.
- I call out problem behaviours when I witness them.
- I stick up for others.
- I admit when I am wrong.
- I resolve conflicts in a reasonable and responsible manner.
- I reach out and seek help when I feel down.
- I have the courage to report unsafe or hurtful behaviour.
- I engage in appropriate conflict resolution skills
- I react to situations reasonably and with consideration of others.
- I cope with change, and adapt to be the best that I can be.
- I am a positive role model for others in our college community.
- I value diversity and actively seek to promote the strengths of others.
- I seek positive relationships with all that I encounter, irrespective of our differences.
- I always strive to be the best that I can be.
- I seek out challenges to better my learning.
- I accept that there will be times when others are better at something than I am.

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Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at to Baringa State Secondary College provide focused teaching. Focused teaching is aligned to our expectations matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Baringa State Secondary College has a range of student support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in multiple evidence-informed programs to address specific skill development for some students.
For more information about these programs, please speak with our Deputy Principal, Student Support and Growth Coach.

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.

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For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual case manager at the school, under consultation with *Deputy Principal – Student Support & Engagement,* who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

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Legislative Delegations

Legislation

In this section of the Baringa State Secondary College 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, however, delegable powers to assist them to meet this obligation, including delegation of the authority to notify of suspenions, exclusions and/or the cancellation of enrolment of a student at the school. These decision-making responsibilities may be delegated to the *Deputy Principal's, HOSES, HODS/or Head of Year's* within the College.

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

Department of Education

Baringa State Secondary College

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, (MATT SAMSON), Principal of (BARINGA STATE SECONDARY COLLEGE), **authorise** the persons who are from time to time the holders of the position of (Deputy Principal, Head of Student Support, Head of Year) at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of (Deputy Principal, Head of Student Support, Head of Year) to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A (Deputy Principal, Head of Student Support, Head of Year) who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:
- a suspension of a student under section 293 of the EGPA will start when a (Deputy Principal, Head of Student Support, Head of Year) tells the student about my decision, as per section 293(3) of the EGPA;
- when a (Deputy Principal, Head of Student Support, Head of Year) tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

Matt Samson
Baringa State Secondary College
Queensland Department of Education

Date: Monday 7 November 2022

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Baringa State Secondary College

Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')

I, (Matt Samson), Principal of (Baringa State Secondary College), **authorise** the persons who are from time to time the holders of the position of (Deputy Principal, Head of Student Support, Head of Year) at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A (Deputy Principal, Head of Student Support, Head of Year) who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a (Deputy Principal, Head of Student Support, Head of Year) tells the student about my decision, as per section 283(2) of the EGPA.

Matt Samson
Baringa State Secondary College
Queensland Department of Education

Date: Monday 7 November 2022

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Disciplinary Consequences

The disciplinary consequences model used at Baringa State Secondary College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (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
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reflection – see section titled *Reflection* for further information regarding school policies regarding relections, including those outside of school hours.

Focussed

Class teacher is supported by other college-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

- Reflection sessions
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check-In/Check-Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

College leadership team work in consultation with the Student Support Team to address persistent or ongoing serious problem behaviour. This may include:
- Short term Growth Hub referals Assessment based individual support plan
- Long term Growth Hub referals Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Reflection Sessions

In certain circumstances where positive support strategies have not been successful in remedying undersiable student behaviour, teachers may issue a reflection session before escalation to Tier 2 Support strategies are applied. Such instances where a reflection session has been issued, the duration of this reflection session **will not** exceed 50% of the duration of the break in which it has been set.

In exceptional circumstances, an outside-of-school hours reflection session may be issued in response to prolonged and/or major student behaviour. If an out-of-school hours reflection session is considered an appropriate disciplinary consequence, the principal or delegated officer will notify parents to negotiate, within parameters, the day, time and duration of the

reflection and the responsibilities of the student, parent and school in relation to reflection supervision arrangements. In such circumstances, the following provisions will be adhered to –

- parents will be notified verbally and in writing of the proposed reflection at least 24 hours before the reflection is scheduled to occur and have given consent
- parents have been consulted about suitable times for the reflection to be completed within the parameters set by the school and
- parents will be informed of:
- location and duration of the reflection
- their responsibility to arrange travel/supervision to and from the reflection, where appropriate.

School Disciplinary Absences

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

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

At, Baringa State Secondary College the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools' 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

Baringa State Secondary College adopts a restorative approach to managing students who are suspended. Students may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student back to the college and to have a restorative conversation with the student. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the meeting is to restore the situation and to move forward with one or two goals for sucess. It is not mandatory for the student or their parents to attend a re-entry meeting, however we see this as an opportunity to strengthen home to school communication. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

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

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

Structure

The structure of the re-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. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

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

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as *Guidance Officers*, *Head of*

Department – Student Support, and/or *Head of Year* may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Baringa State Secondary College has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The <u>Temporary removal of student property by school staff procedure</u> outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

The following items are explicitly prohibited at Baringa State Secondary College and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)

- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- Vapes and e-cigarettes

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

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

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Parents of students at Baringa State Secondary College
- ensure your children do not bring property onto college grounds or other settings used by the college (e.g. camp, sporting venues) that:
- is prohibited according to the Baringa State Secondary College Student Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or college staff that the property is available for collection.

Students of Baringa State Secondary College
- do not bring property onto school grounds or other settings used by the college (e.g. camp, sporting venues) that:
- is prohibited according to the Baringa State College Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;

collect their property as soon as possible when advised by the Principal or college staff it is available for collection.

Use of mobile phones and other devices by students

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

Baringa State Secondary College has determined that explicit teaching of responsible use of technology 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. Mobile phones are **not permitted** at Baringa State Secondary College during the nominated hours of the school day, including instances where students are required to leave the college campus for school representative or curriculum purposes, including, but not limited to, excursions, cultural events, sporting or physical activities, and/or school representative endeavours. If students choose to access their mobile phones during the nominated hours of the school day, the mobile phone will be confiscated. The first offence will result in the student handing the mobile phone to the office where the student may collect the mobile phone at the end of the school day. The second offence will result in the student's parent/guardian having to collect it from the office at the end of the school day. Continued breaches of our colleges policy will require parent collection at the end of the day that

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the phone is confiscated as well as a proactive intervention for the student to navigate the appropriate use of mobile phones.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. To this point, it has been determined that all devices, including student iPad's and/or computers, are **not permitted to be accessed during Lunch 1 and Lunch 2**, unless under the directive of a member of the college staff. Please respect the community agreed expectations for these spaces and behaviours.

Responsibilities

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

It is **acceptable** for students at Baringa State Secondary College to:
- use approved 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 schoolwork
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment.

It is **unacceptable** for students at Baringa State Secondary College to:
- use a mobile phone during the nominated hours of the school 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
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets

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- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

Students will use ICT facilities and their personal devices in accordance with the requirements of the Baringa State Secondary College Code of Conduct. In addition, students and their parents should:
- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
    - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
    - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
    - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
    - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
    - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
    - teachers will always exercise their duty of care but avoiding or reducing access to harmful information also requires responsible use by the student.

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Preventing and responding to bullying – A positive relationships Policy

Baringa State Secondary College uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education 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.

Baringa State Secondary College has a **Student Leadership Forum,** with representatives to meet with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

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

2. **Inclusion**
   All members of the school community actively participating in building a welcoming College culture that values diversity, and fosters positive, respectful relationships.

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

4. **Partnerships**
   Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. **Support**
   School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

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

Our Baringa State Secondary College Respectful Relationships policy is in line with the agreed national definition of 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 Baringa State Secondary College our staff will work quickly to respond to any matters raised of this nature in collaboration with students and parents to come to a positive outcome for all.

The following flowchart explains the actions Baringa State Secondary College teachers will take when they receive a report about ongoing and disrespectful behaviours, 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.

Baringa State Secondary College - Response flowchart for teachers to address bullying:
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family. Conversely, parents and students are encouraged to report any and all concerns regarding bullying to the relevant Head of Year and/or the Head of Department – Student Support & Engagement.

First hour listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day one Document

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

Day two collect

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network

Day three discuss

- 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 student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day for implementing

- 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

Day five review

- 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 student

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Cyberbullying

Cyberbullying is treated at Baringa State Secondary College with the same level of seriousness as in-person bullying. The major difference with cyberbullying, however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays. Our College supports students to make anonymous notifications about themselves or peers through a program called Stymie. Stymie is an anonymous reporting platform that we offer to offer to our students to proactively support them to speak out about an issue.

In the first instance, students or parents who wish to make a report about cyberbullying should approach their *Base Camp teacher* and their *Head of Year*. The Deputy Principal and Student Sipport , who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

Baringa State Secondary College - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
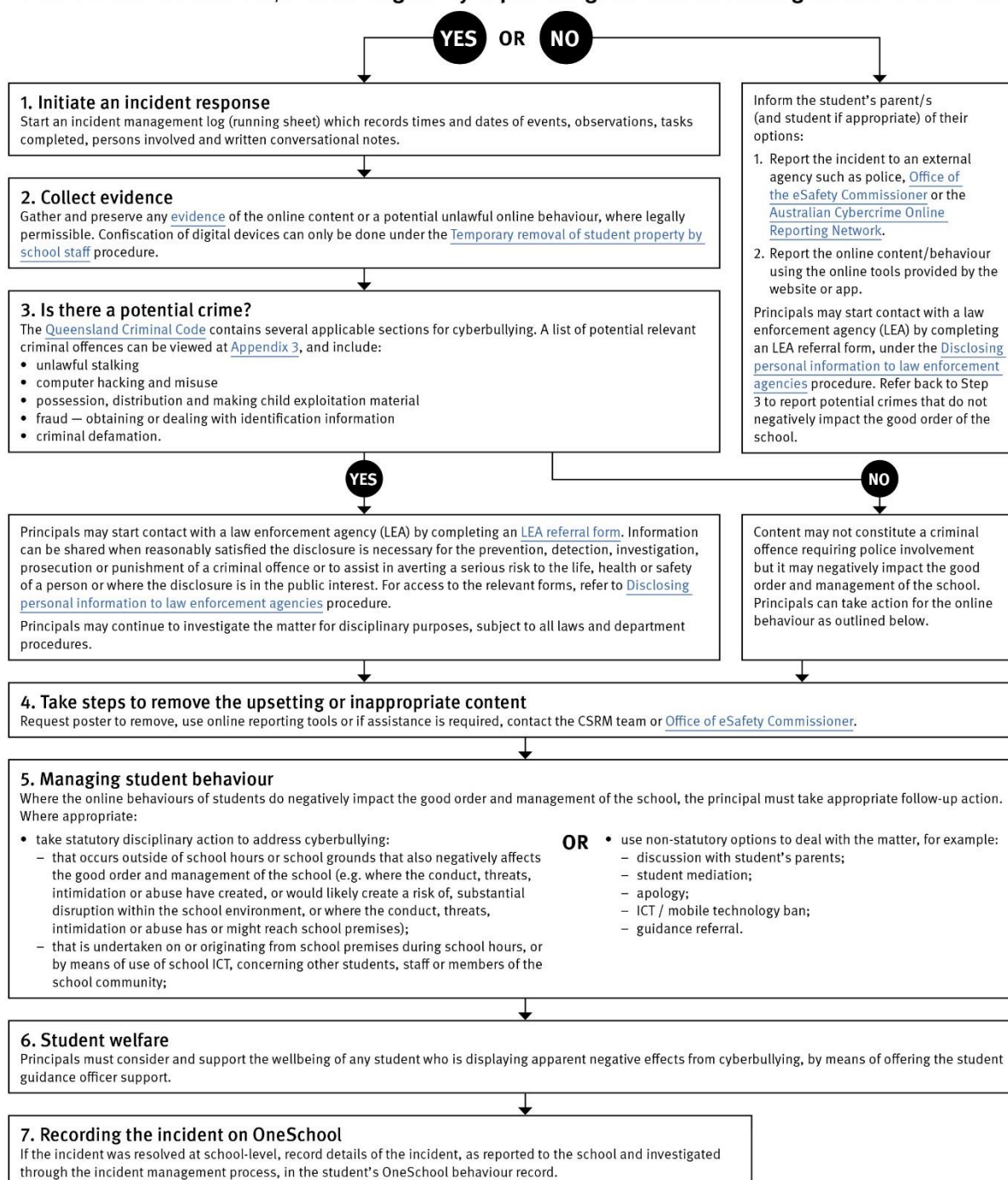
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

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.

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.

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

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 or Office of eSafety Commissioner.

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
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.

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Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

Baringa State Secondary College recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support team section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Baringa State Secondary College are familiar with the response expectations to reports of bullying and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school. Students are offered our bullying incident tracker process as a means of support.

Positive Relationships Policy

Baringa State Secondary College – Positive Relationships Policy

At Baringa State Secondary College our Positive Relationships Policy is about working together to establish a safe and supportive school environment. We greet people and are present and personal in our conversations. We base all relationships on mutual respect and mutual accountability and say please and thank you as often as possible. Staff, students, parents and the community will endeavour to model understanding and tolerance. We insist on an agreement between all parties to honour this policy and provide a copy to all students and their parents upon enrolment. This document may be revisited with individual students if particular problems arise regarding positive relationships and reads as follows –

We agree to work together to support quality relationships within our community at Baringa State Secondary College. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of negative interactions and improve the quality of the schooling experience for everyone.

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. At Baringa State Secondary College we will facilitate high standards of behaviour and a commitment to positive relationships and we will examine our behaviours and how they affect us, others and the world. We will maintain the shared belief that we are part of a fantastic community and use language that creates and facilitates personal pride, purpose and power.

I agree to:

- *Treat everyone with kindness and respect.*
- *Abide by the school's positive relationships policy.*
- *Support individuals who have experienced negative relationships.*
- *Speak out against verbal, relational, physical bullying and cyber bullying.*
- *Notify a parent, teacher, or College administrator when bullying does occur.*

Student's signature

Parent's signature

School representative signature

Date

Appropriate Use of Social Media – Students, Parents & Guardians

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 college 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 college 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.

Remembering to utilise the R.I.C. values will help keep the use of social media positive and constructive:

Respect
- Am I acting with respect online? Is respect demonstrated in what I say and how I portray myself? Am I demonstrating respect for myself, for the College and for the community with what I do and say online?

Integrity
- Am I acting with intergrity online? Is what I am saying truthful and honest? Is what I am doing or saying online of value, purpose and meaning to myself, the College and/or the community?

Courage
- Am I acting with courage online? Do I have the courage to call out the inappropriate behaviours of others online? Do I have the courage to act with respect and integrity in the face of what others may be saying or doing online? Do I have the courage to own and admit to my behaviours online?

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.

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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.

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Restrictive Practices

College staff at Baringa State Secondary College need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will

consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

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

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

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

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

1.   Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2.   Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

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

4.   Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of

the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers -](#)

- [Behaviour Foundations professional development package](#) (school employees only)

- [Bullying. No Way!](#)

- [eheadspace](#)

- [Kids Helpline](#)

- [Office of the eSafety Commissioner](#)

- [Parent and community engagement framework](#)

- [Parentline](#)

- [Queensland Department of Education School Discipline](#)

- [Raising Children Network](#)

- [Student Wellbeing Hub](#)

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** contact the local Regional Office

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a _Request for internal review form_ within 28 days of receiving the complaint outcome.

3. **External review**: contact a review authority
    if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

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