Gooburrum State School

Student Code of Conduct

2024- 2027

Equity and Excellence : **Our vision for a progressive, high performing education system realising the potential of every student.** *Department of Education, Qld.*

Educational achievement

Wellbeing and engagement

Culture and inclusion

Purpose

Every Queensland State School is required to have a Student Code of Conduct. This is the school's behaviour policy, with information about school rules, consequences and processes for addressing behaviour issues in the school context.

This is the Student Code of Conduct for Gooburrum State School, which has been developed in consultation with our school community.

Contact Information

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Contact Person:	Halli Cantrell (Principal)

Endorsement

Principal Name:	**Halli Cantrell**
Principal Signature:	
Date:	

P/C President	**Lisa Fyffe**
P/C President Signature:	
Date:	

Table of Contents

Introduction

We the Gooburrum State School Community, aim to provide a quality, engaging education for all students that contains rigor and caters to their unique learning needs in a supportive, safe and caring environment that values individual and team effort and celebrates success.

We believe that parents are the foundation educators of their children and that their role in supporting the education of their child(ren) is vital and influential.

We believe in the importance of effective communication between home and school and encourage parents to be active participants in their child(ren)'s educational journey.

We teach to the standards of the Australian Curriculum and maintain staff professional development in order to deliver educational experiences which expose our students to current and developing ways of learning. We believe that outdoor learning offers students valuable learning experiences.

We encourage regular student attendance in order to enhance learning opportunities. We support sporting and cultural extra-curricular activity as a valuable means to broadening the learning and development of all our students.

We believe in inclusion for all students and that diversity among our school community members adds untold value to our school as a place of learning and development of young people.

We are proud of the history of our school community and of all those who are part of it today.

The Gooburrum State School Community considers behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

This Student Code of Conduct document outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. By clearly stating shared expectations for student behaviour these are plain to everyone, assisting Gooburrum State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- *Grow Responsibly*
- *Show Respect*
- *Stay Safe*

Our school rules have been agreed upon and endorsed by all staff and our school P&C.

P&C Statement of Support

We, the P and C Executive, on behalf of the Gooburrum State School Parents, lend our support of the Student Code of Conduct for this school. We support the expectations, processes and consequences for behaviour as outlined in this document.

Whole School Approach to Discipline

The first step in facilitating standards of positive behaviour is communicating expectations for appropriate behaviour to all students. At Gooburrum State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate and practise at school. Communicating behavioural expectations is a strategy directed towards all students, which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. Our Schoolwide Expectations Teaching Matrix, outlines our agreed rules and specific behavioural expectations in all school settings.
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Gooburrum State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Information in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Phone and email communication between class teachers and parents as well as Principal and parents as needed in regard to behavioural issues.
- Behaviour breaches are recorded on OneSchool when of the nature to have impacted negatively upon the wellbeing or intended actions of another student, staff member or school

community member <u>or</u> to have impacted negatively upon the perpetrator of the behaviour themselves. (See list below for types of behaviours that are recorded on OneSchool.

Bullying/harassment
Defiant/threat/s to adults
Disruptive
Dress code
IT misconduct
Late arrival with no explanation
Lying/Cheating
Misconduct involving object
Non compliant with routine
Other conduct prejudicial to the good order and management of school
Physical misconduct
Possess prohibited items
Prohibited items
Property misconduct
Refusal to participate in program of instruction
Substance misconduct involving illicit substance
Substance misconduct involving tobacco and other legal substances
Third minor referral
Threat/s to others
Truant/skip class
Verbal misconduct
Other

- Teachers at Gooburum SS work to create and maintain supportive and safe learning environments to support student participation, manage class activities, manage challenging behaviurs and maintain student safety. They also demonstrate to students the way to use ICT safely, responsibly and ethically. These practises are in line with the Australian Professional Standards for Teachers.

- **Individual Behaviour Support Plans** are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Consideration of Individual Circumstances

Each student's individual circumstances are considered at Gooburrum SS when decisions are to be made around the management of their behaviours, support to be provided, or determining appropriate consequences for disciplinary matters. This includes consideration of the following, as relevant to the individual student:

- Behaviour history.
- Disability
- Mental Health and Wellbeing
- Religious and Cultural considerations
- Home Environment
- Care Arrangements

Information in regard to individual circumstances of students, including applied disciplinary consequences with persons other than the students parents is limited in order to maintain confidentiality.

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Differentiated and Explicit Teaching

Just as we differentiate for student learning in terms of curriculum areas, so we do for learning about behaviour. Dependent upon where a child sits in terms of the three levels of differentiation that may be required, explicit teaching takes place for students in teaching around behavioural expectations. The table below outlines these three levels. The majority of students fall into the category of 'differentiated and explicit teaching' where they may participate in a whole class or class groups activity to learn about, discuss and practise a behavioural expectation held at school.

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
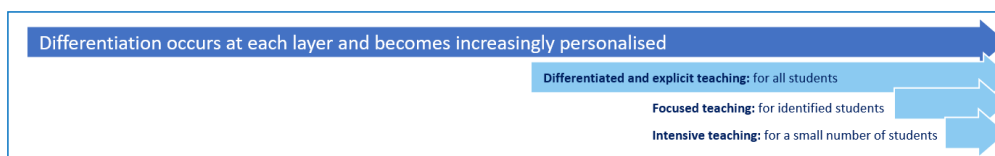
Focused Teaching

Some students require additional support to revisit key behavioural concepts and/or skills and explicit and structured teaching strategies. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour. This may happen in a small group or class setting, as part of a larger class activity.

Intensive Teaching

For the minority of students, intensive teaching supports involving frequent and explicit instruction for individuals or in small groups, to develop mastery of basic behavioural concepts, learning skills and knowledge may be required.

There may be a small number of students who continue to display behaviours that are deemed complex and challenging and in such a case, then individualised, function-based behaviour assessment and a support plan or risk assessment and multi-agency collaboration may be provided to support the student.

Legislation:

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

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Disciplinary Consequences

For any student potentially requiring disciplinary consequences, individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Two core principles apply to disciplinary consequences, particularly when suspension or exclusion are being considered. These are-

- **Natural Justice:** Providing information, individuals having the right to respond and impartiality.
- **Procedural Fairness:** The right to be told about the allegations; Reasonable oppportunity to see and consider the evidence relied upon by the decision maker; reasonable opportunity to present, respond and receive a fair hearing before the decision is made; and the right to an unbiased decision maker.

Consequences for disciplinary action at Gooburrum SS are of the following nature:

- Consequences that are designed collaboratively by staff and that are supported by broad agreement by staff before being used
- Consequences that are logically tied to the problem behaviour
- Consequences that allow the child to learn other ways to meet their needs
- Consequences that are consistent in nature and deployment by staff
- Consequences that might be measurable by data to check their effectiveness
- Consequnces that incorporate agreed and organised procedures for placement of the student away from the classroom – eg time out / detention, which are consistent with the provisions of the Student Discipline Procedure for Education Qld.

Types of consequences available for school consideration and recording on OneSchool, (in alphabetical order) are:
- Behaviour Sheet
- Cross Class
- Detention
- Excluded from School Representation eg Sport, Choir.
- Individual Behaviour Support Plan
- Parent Teacher Interview
- Referral
- Suspension
- Time Out
- Natural Consequence
- Restorative Justice

Strategies to implement supportive, fair, logical and consistent consequences include:

1: Classroom Management

The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.

2: Restatement, Rule Reminders

The teacher adds a combination of the following strategies to address the student's behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

3: Time Out/Detention

The student is sent to a different part of the current classroom, another classroom or a different area where they are still able to be safely supervised, until the student is willing and able to address their behaviour and re-enter the room. It is critical to support re-entry in a planned, solution focussed, and non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified. Time Out can also include not being allowed to participate in events on or off the school premises. If suspension has occurred it is at the Principal's discretion as to whether or not the student attends school events and excursions or school camp. Imposed detentions for infringements of the Student Code of Conduct must not stop a child from eating during an eating break. Our school does not impose time-out after school in the afternoon.

4: Teacher and Student Plan of Action

If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted by the class teacher and the Principal informed of this by the class teacher.

5: School Intervention and Recording of Student's Inappropriate Behaviour

The student's behaviour is referred to the Principal and a meeting is held between the Principal and Class Teacher. The school may refer the student to the Guidance Officer if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded on One School.

6: External Assistance

A referral to the Intensive Behaviour Support Centre may take place now. If this happens, Parents are informed by the school. Staff from this centre may complete an assessment in consultation with the relevant people such as parents/carers, teachers, the student, Guidance Officer and relevant external agencies. This assessment is used to inform the development of an 'Individual Behaviour Support Plan.'

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7: Monitoring and Review

Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

In exceptional circumstances of serious (or repeated) unacceptable or dangerous behaviour the following procedures may be used.

8. Suspension Procedures

This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.

Suspensions and Exclusions will be used after careful consideration of the individual circumstances implications for both the student, the family, and the school. Student Disciplinary Absences are to be used after consideration has been given to all other responses.

<u>Our school's approach to re-entry following suspension:</u>
The student and a parent or care-giver are to return to school on the morning of re-entry date to attend the Principal's office for a re-entry meeting. At this meeting there is discussion of the plan for moving forward to avoid a situation occurring again like that which caused the suspension.

If required, further contact between the Principal and parent/caregiver may continue by phone or in person in days after the return to school by the student, to share information and support the student, staff and parent(s)/ caregiver(s) concerned.

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School Policies

Preventing and responding to bullying

Rationale

All schools in Queensland are committed to taking action to protect students from bullying and to respond appropriately when bullying does occur. Gooburrum State School does not tolerate bullying behaviours in any instance.

School community beliefs about bullying

The Gooburrum State School Community believes that all students should be able to attend school, feeling safe and supported at all times. We believe firmly in the need to promote social and emotional competence among all our students.Communication between parents / carers and staff in regard to any behaviours that are unacceptable in our school, will be ongoing and honest in every situation where bullying involvement may be present for both / all parties involved. Parents are able to make an appointment with their class teacher or the Principal at any time that they are concerned about behaviours by, or towards, their child from any other member of the school community. Our staff are committed to ensuring communication is regular and ongoing around ANY minor behavioural issues that arise from week to week. These are discussed as required at the Staff Meeting each Tuesday to ensure that all staff are aware of any issues between students which may require specific monitoring or attention. In this way we utilise a proactive rather than reactive approach to behaviour management.

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

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Behaviours that <u>do not</u> 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 Gooburrum State School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Educational Programs

At Gooburrum State School we utilise the following:

- **Student Code of Conduct**

- **School Wide Behaviour Expectations Matrix –** and associated lessons and discussions at class and small group level.

- **Participation in the Bullying No Way Approach.** Students are delivered lessons and activities from within this program – some hands on and some interactive. We also participate in the Bullying No Way – National Day of Action on an annual basis.

- **Delivery of Programs** as pertinent to specific issues which may arise from time to time to help alleviate problematic behaviours. These can be delivered by the Class Teachers, Teacher Aides, Chaplain, Special Education Teacher or the School Guidance Officer.

- **Intensive Behaviour Support Staff –** local EQ staff who a student can be referred to to help with support around their behaviour.

- Respectful Relationships Education is delivered to students as part of their learning in each year level within the key learning area of Health.

Prevention Programs

Effective social skills and positive relationships act to prevent bullying. At Gooburrum State School we promote effective social skills and positive relationships by:

- Making daily reference to the Behaviour Expectations Matrix and teaching lessons as described above to reinforce positive behaviour.

- Positive Reinforcement of positive behaviours shown by students – on Parade – eg Student of the Week, special certificates.

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- "Friends Program" run by the Inclusion Teacher, Guidance Officer or Chaplain– helping students who need to become more skilled in maintaining positive relationships with others, being more assertive, considering the feelings of others.

- Small group and individual sessions run by Chaplain to support students displaying behaviours which are inappropriate – at an early stage so as to be proactive and reduce escalation.

- Teachers keep a record of both the student's behaviour and the targeted support on One School in order to gauge when more intensive support is warranted.

Responses to Bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures.

At Gooburrum State School we *support* targets and perpetrators by:

- Making a full and impartial assessment of any gathered evidence regarding a bullying instance.

- Communicating with parents or carers about these findings to ensure clear understanding by all parties. Engaging the help and support of parents in getting all facts around behaviours noted, is encouraged by the school.

- Referral to the School Guidance Officer – both / either the perpetrator or subject.

- Involvement of Chaplain for individual and small group discussions, or to help with delivery of targeted programs.

- A Functional Behaviour Assessment is completed on the perpetrator to discover the source or stimulant for their behaviours and this is followed by the development of an Individual Behaviour Support Plan for the individual student.

At Gooburrum State School the consequences for bullying behaviours might include the following:

- Meeting with Parents and School Staff

- Bullying must be reported on One School.

- Time Out.

- Detention.

- Exclusion from extra – curricular activities – eg sport, excursions.

- Bullying involving evidenced and proven physical and emotional misconduct may enact a suspension

Reporting and monitoring bullying

At Gooburrum State School, reports of bullying are taken seriously. Students and parents/carers may report bullying in the following ways:

- Reporting can be done by a student or a parent. Report the bullying incident to school staff – the child's class teacher is the first point of contact. The Principal can also be contacted.

- If a parent wishes, they can request a call from Principal or the School Guidance Officer in order to discuss the situation and viable reporting options.

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

Gooburrum State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class Teacher or School Principal

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

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

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

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

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

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

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

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Cyberbullying

At Gooburrum State School, cyberbullying is treated 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.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher or School Principal.

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 Gooburrum State School, may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. 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.

Gooburrum State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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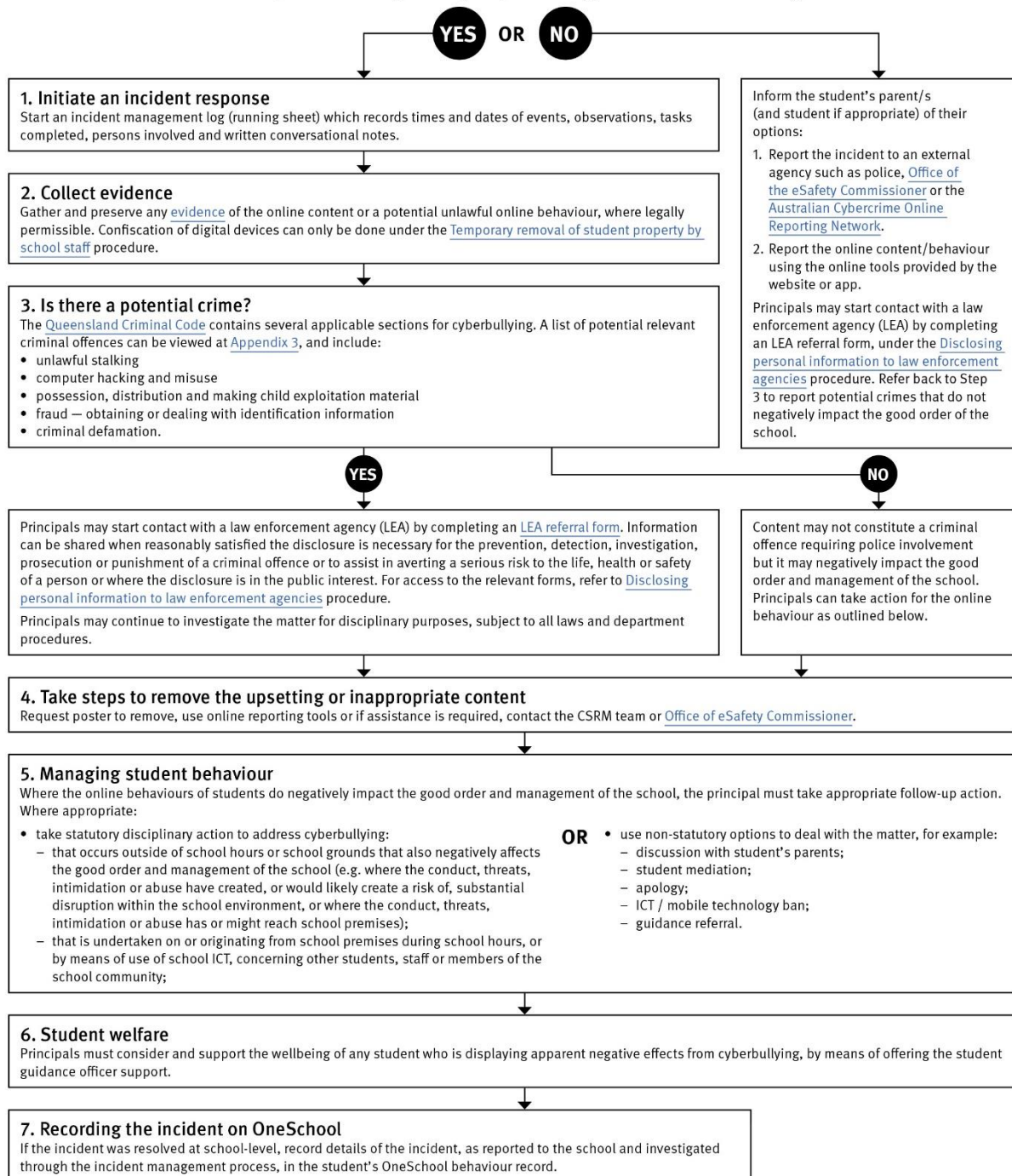
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process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

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

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

NO

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.

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

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

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

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

Some related resources

Alannah and Madeline Foundation
http://www.amf.org.au/AboutUs/

BOUNCE BACK!
http://www.bounceback.com.au/

FRIENDS for Life
www.friendsinfo.net/index.html

Friendly Schools and Families Program
http://www.friendlyschools.com.au/about.php

Kids Helpline
http://www.kidshelp.com.au/

KidsMatter
http://www.kidsmatter.edu.au

MindMatters
http://www.mindmatters.edu.au/default.asp

ReachOut
http://au.reachout.com

National Centre Against Bullying
http://www.ncab.org.au/about/

National Safe Schools Framework
http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/national_safe_schools_framework.htm

You Can Do It!
www.youcandoit.com.au

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

Temporary removal of student property by school staff

- 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, students and visitors. The *Temporary removal of student property by school staff procedure*, outlines the processes, conditions and responsibilities for State School Principals and school staff when temporarily removing students property.

- In determining what constitutes a reasonable time to retain student property, the Principal or staff member 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 environment.

- The Principal or staff member determine when the removed property can be returned to a student, unless the property has been handed to the Queensland Police Service.

- The following items are phohibited for student possession at Gooburrum SS and will be removed if found:
  - Illegal items or weapons (eg guns, knives, throwing stars, brass knuckles, chains)
  - Imitation guns or weapons
  - Drugs (including tobacco)
  - Alcohol
  -Aerosol deoderants or cans (including spray paint)
  - Explosives (eg fireworks, flares, sparklers)
  -Flammable solids or liquids (fire starters, mothballs, lighters)
  - Poisons (eg weed killers, insecticides)
  - Inappropriate or offensive material (eg racist literature, pornogrpghy, extremeist propaganda)
  - Potentially dangerous items (eg blades, rope, lighters)

  Please see Temporary removal of student property by school staff procedure for more information.

* 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 weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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

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Responsibilities :

State school staff at Gooburrum State School:

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

Parents of students at Gooburrum State School:

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

Students of Gooburrum State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Gooburrum State School Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

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

In consultation with the broader school community, Gooburrum State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

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. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.

School Expectations:
At Gooburrum SS students who bring a mobile phone or smart watch onto the school site are required to provide it to staff in the school office upon morning arrival to be held in a secure space until the end of the school day when they can collect it.

Responsibilities

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

It is **unacceptable** for students at Gooburrum SS to (at any time):
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- 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
- 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.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in accordance with the requirements of the Gooburrum SS Student Code of Conduct. In addition students and their parents should:
- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities

- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - 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.

Restrictive Practices

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

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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 of Student Behaviour

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.

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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