



Dutton Park State School

# Student Code of Conduct 2020-2023

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

Dutton Park State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

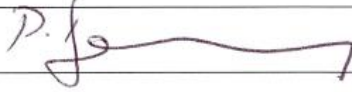
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## Endorsement

Principal Name:  
Philomena Downey

Principal Signature:



Date: 19. 11. 20

P/C President Name:  
Kathryn Steadman  
and Katrina Cutler

P/C President  
Signature:



Date: 19. 11. 20

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# Principal's Foreword

## Introduction

Dutton Park State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. The Dutton Park State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline. Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school are prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Through educational excellence, we are committed to developing future-focused critical thinkers in an educational environment where high expectations of student behaviour is seen as the foundation to all learning. Dutton Park State School is an inclusive school that caters for all students and promotes success through the following behaviour expectations:

**Be Safe**  
**Be Respectful**  
**Be a Learner**

These expectations have been used in the development of this Student Code of Conduct with the commitment to building the skills of all of our students to be confident, self-reflective, valued members contributing positively to society. This document provides a collaborative and clear explanation of what we expect from our students and how we will support every student to meet those expectations.

## Dutton Park Positive Behaviour for Learning Team



## Learning and Behaviour Statement

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

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Dutton Park 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.

At all times, Dutton Park State School seeks to reflect the values and behaviour that are acceptable in our community. Our Student Code of Conduct has a clear expectation that, as far as possible, it remains connected to the community that exists outside the school fence and that our students will embrace the appropriate values as their preferred way of behaving. 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 school. The Student Code of Conduct 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 school.



## Multi-Tiered Systems of Support

Dutton Park State School 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 school staff match increasingly intensive interventions to the identified needs of individual students.

<u>Tier</u>	<b>Prevention Description</b>
1	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations.</p> <p><u>This involves:</u></p> <ul style="list-style-type: none"> <li>• <i>teaching behaviours in the setting they will be used</i></li> <li>• <i>being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</i></li> <li>• <i>providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</i></li> <li>• <i>asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</i></li> </ul>
2	<p>Targeted instruction and supports for <b>some students</b> (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.</p> <p>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 small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> <li>• <i>there is a clear connection between the skills taught in the interventions and the school-wide expectations.</i></li> <li>• <i>interventions require little time of classroom teachers and are easy to sustain</i></li> <li>• <i>variations within each intervention are limited</i></li> <li>• <i>interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).</i></li> </ul>



	<p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for <b>few students</b> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>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 (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> <li>• <b>PREVENT</b> problem behaviour</li> <li>• <b>TEACH</b> the student an acceptable replacement behaviour</li> <li>• <b>REINFORCE</b> the student's use of the replacement behaviour</li> <li>• <b>MINIMISE</b> the payoff for problem behaviour.</li> </ul> <p>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.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

## Student Wellbeing and Support Network

Dutton Park State Schools 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

Schools build the foundations for wellbeing and lifelong learning through embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P-12 curriculum, assessment and reporting framework](#). Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

## 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. 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

Dutton Park State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities. This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

## Medications

Dutton Park State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school 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. Dutton Park State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

## Mental health

Dutton Park State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

## Consideration of Individual Circumstances

Staff at Dutton Park State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence. In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour. Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have

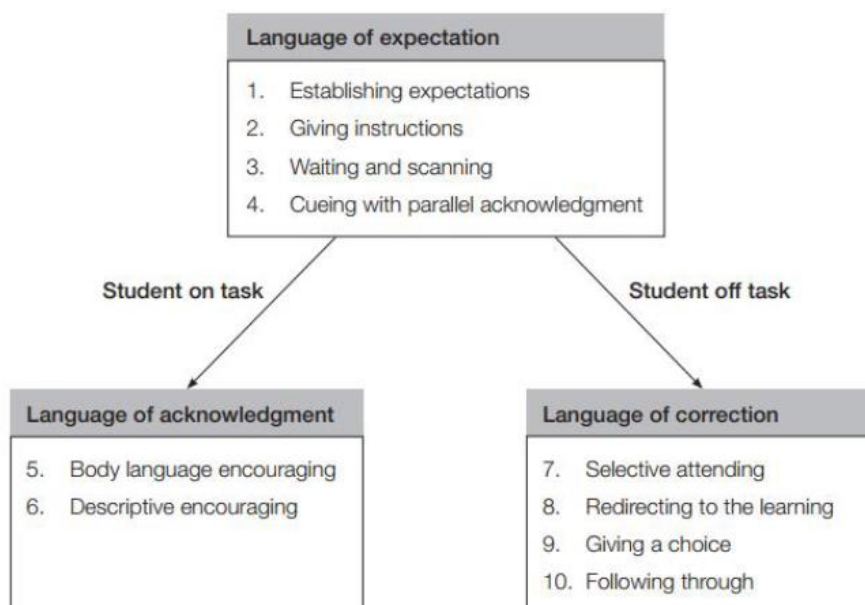
received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families. If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter.

# Whole School Approach to Discipline

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

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

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



The development of the Dutton Park State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member. Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the Principal.

## Reinforcing expected school behaviour

At Dutton Park State School, communication of our key expectations to Be Safe, Be Respectful and Be a Learner are backed up through positive reinforcement, which provides students with timely feedback for engaging in expected school behaviours. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

### School-wide expectations developed in the classroom

At the commencement of each year, teacher and their students develop, document and implement a Classroom Management Plan detailing class rules that aligns with the school-wide expectations.

An example is provided below:

Be Safe	Be Respectful	Be a Learner
<b>Classroom Rules</b> Students will walk in the classroom	<b>Classroom Rules</b> <ul style="list-style-type: none"><li>Students will raise their hand if they wish to speak</li><li>Students will respect others and use their manners</li></ul>	<b>Classroom Rules</b> <ul style="list-style-type: none"><li>Students will be on time and ready for work</li><li>Students will work to their best ability</li></ul>

### Student of the Week and Month

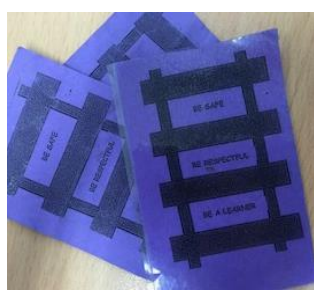
Dutton Park State School strives to acknowledge the achievement of those students who consistently work well and observe school and classroom expectations to Be Safe, Be Respectful and Be a Learner. Each week one of the three school expectations is chosen as the focus, school-wide. This focus is presented by a member of the leadership team at Monday morning's assembly. At assembly the following week, a student from each class is awarded the Student of the Week award for exhibiting the weekly behaviour focus.

At the end of each month, a Student of the Month award is presented to students who have demonstrated exemplary behaviour around all three school expectations.

These awards are further celebrated by being published in the fortnightly newsletter.

## Dutton Park State School Positive Notice – Train Tracks

The Dutton Park State Code of Conduct, aligns with the Positive Behaviour for Learning framework, which is a process designed for the whole school community to recognise every individual's positive behaviour choices and to support and encourage the positive approach to behaviour. This is a proactive approach where the whole environment is utilised to encourage the right choices to follow the school expectations.



**Train Tracks**

Dutton Park State School- Be Safe, Be Respectful, Be a Learner.

Name \_\_\_\_\_ Class \_\_\_\_\_

Well Done!

**Train Track Recording Sheet**

Each week one of the three school expectations is chosen as the focus, school-wide. This focus is presented by a member of the leadership team at Monday morning's assembly.

This is followed up in the classroom with an explicit lesson and the class may co-construct a class goal for that week. As students exhibit the focus behaviour they accumulate train tracks. Note, all positive behaviours are acknowledged and reinforced with train tracks regardless of the weekly focus.

Train Tracks are issued to students exhibiting appropriate behaviour in any school setting. They are issued "freely and frequently" in conjunction with verbal acknowledgement of the demonstrated behaviour.

At the end of the week, students count up their train tracks and this count is transferred on to their Train Track Recording Sheet. For each ten train tracks, one stamp is recorded on the sheet. When a number of stamps is accumulated, students have the opportunity to cash-in for a prize. Our school-wide co-constructed prize chart details a variety of prizes with differing values. Each Friday, students make decisions about whether to 'cash-in' for a prize or keep saving towards a larger prize. The larger valued prizes are acknowledged within our community by the Principal during assembly and in the school newsletter.

## Rights and Responsibilities of the School Community

At the whole school level we expect and promote safety, effort and respect by knowing our rights and responsibilities.

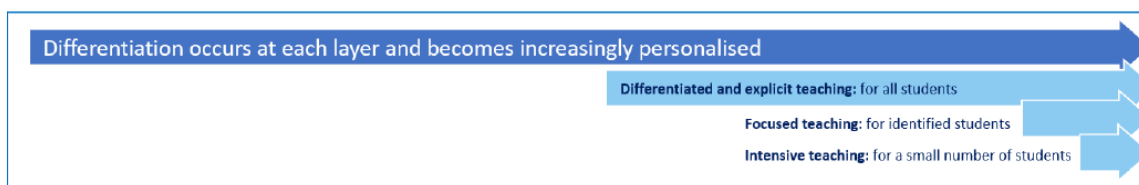
Students	
Rights	Responsibilities
<p>To learn in a positive environment.</p> <p>To be respected as a person.</p> <p>To work and play in a safe, clean environment.</p> <p>To know what property is safe.</p> <p>To be educated to a level of individual potential.</p>	<p>To keep the environment clean and tidy.</p> <p>To respect the opinions of others and be a courteous listener.</p> <p>To abide by the school rules.</p> <p>To act in a trustworthy manner.</p> <p>To be responsible for own actions.</p> <p>To care for their own property and that of others.</p> <p>To strive to reach their individual potentials.</p>
Staff	
Rights	Responsibilities
<p>To be treated with respect.</p> <p>To be treated professionally by colleagues and parents.</p> <p>To be treated as an individual.</p> <p>To participate in professional development.</p> <p>To participate in school-based decision making.</p> <p>To be supported by the school, the community and Education Queensland.</p> <p>To work in a safe environment.</p>	<p>To listen to and respect the opinions of others.</p> <p>To respect the property of others.</p> <p>To act professionally providing a positive role model.</p> <p>To ensure a professional approach to work.</p> <p>To provide quality education.</p> <p>To participate in professional development.</p> <p>To acquire knowledge of the children's level of development and use that knowledge to enhance learning.</p> <p>To promote a safe and supportive environment.</p>



Parents and Community Members	
Rights	Responsibilities
<p>To expect that each child has the opportunity to develop to his or her full potential.</p> <p>To be informed about and to participate in their child's academic and social development.</p> <p>To be informed of the school's policies and expectations.</p> <p>To participate in school-based decision making when appropriate.</p> <p>To be treated with respect and have their concerns heard.</p> <p>To expect each child to be safe and secure.</p>	<p>To aim to place realistic expectations on their children's level of achievement.</p> <p>To advise the school of anything that may influence the academic and social development of their child.</p> <p>To keep in contact with the staff where necessary.</p> <p>To inform the school of their child's absences.</p> <p>To support the policies and expectations of the school community.</p> <p>To assist with the implementation of decisions as appropriate.</p> <p>To treat the staff with respect and listen to their concerns and professional opinions.</p>

## Differentiated and Explicit Teaching

Dutton Park State School is a disciplined 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 Dutton Park State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning. There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



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

## Focused Teaching

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

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

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

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

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

- Zones of Regulation
- Functional Based Assessment
- Growth Mindset Intensive

## Intensive Teaching

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

knowledge. Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family. For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues. Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

# Legislative Delegations

## Legislation

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

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

## Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General’s delegations](#)
- [Education \(General Provisions\) Act 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General’s authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General’s delegations](#)

## Instrument of authorisation

Requirements 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, (Principal's name) of Dutton Park State School, authorise the persons who are from time to time the holders of the position of Deputy Principal, to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal, 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 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 tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal, 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.

Signature block

## 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, (Principal's name) of Dutton Park State School, authorise the persons who are from time to time the holders of the position of Deputy Principal, to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal 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 282 of the EGPA will start when Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

Signature Block

## Disciplinary Consequences

The disciplinary consequences model used at Dutton Park State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Behaviours that require immediate intervention from administration staff are considered to be major behaviours. All other behaviours, when not consistently recurring, are considered to be minor behaviours.

		MINOR	MAJOR
BE A LEARNER	ALL TIMES	<ul style="list-style-type: none"> <li>Being late</li> <li>Not having materials and equipment prepared</li> </ul>	<ul style="list-style-type: none"> <li>Inappropriate use of technology</li> </ul>
	LEARNING TIME	<ul style="list-style-type: none"> <li>Extended unexplained time away from class during learning time, eg toilet</li> <li>Not completing tasks</li> <li>Distracting others</li> </ul>	<ul style="list-style-type: none"> <li>Consistently off task</li> <li>Consistently disrupting the learning of others</li> </ul>
	PLAYGROUND AND BREAK TIME	<ul style="list-style-type: none"> <li>Not following the rules of the game</li> <li>Not taking turns and sharing</li> <li>Disregarding others opinions</li> </ul>	
	OTHER TIMES	<ul style="list-style-type: none"> <li>Not following school expectations during school activities (eg. Excursions, interschool sport, camps)</li> </ul>	
BE RESPECTFUL	ALL TIMES	<ul style="list-style-type: none"> <li>Inappropriate language (written/verbal)</li> <li>Disrespectful tone/ back chatting</li> </ul>	<ul style="list-style-type: none"> <li>Threatening others</li> <li>Consistent non-compliance</li> <li>Major defiance</li> <li>Theft</li> </ul>
	LEARNING TIME	<ul style="list-style-type: none"> <li>Talking in class</li> <li>Calling out/silly noises</li> </ul>	<ul style="list-style-type: none"> <li>Constant disruption</li> </ul>
	PLAYGROUND AND BREAK TIME	<ul style="list-style-type: none"> <li>Excluding others</li> <li>Entering out of bounds areas</li> </ul>	<ul style="list-style-type: none"> <li>Leaving the school grounds</li> </ul>
	OTHER TIMES	<ul style="list-style-type: none"> <li>Noisy movement around school during class time.</li> </ul>	<ul style="list-style-type: none"> <li>Vandalism</li> </ul>
BE SAFE	ALL TIMES	<ul style="list-style-type: none"> <li>Running on concrete or around buildings</li> </ul>	<ul style="list-style-type: none"> <li>Fighting/Bullying</li> </ul>
	LEARNING TIME	<ul style="list-style-type: none"> <li>Swinging on chair</li> <li>Not on school approved websites</li> </ul>	
	PLAYGROUND AND BREAK TIME	<ul style="list-style-type: none"> <li>Intentionally disrupting others play.</li> <li>Not wearing a hat</li> <li>Sharing food</li> <li>Misuse of sports equipment</li> </ul>	<ul style="list-style-type: none"> <li>Using sticks or stones from gardens</li> </ul>
	OTHER TIMES	<ul style="list-style-type: none"> <li>Playing in toilets</li> <li>Misuse of bubblers/spraying others</li> </ul>	<ul style="list-style-type: none"> <li>Possessing hazardous items eg. aerosols or weapons</li> </ul>

The majority of students will be confident and capable of meeting established classroom expectations that are clear, explicitly taught and practised.

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

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



consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

## **Differentiated Disciplinary Response**

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
- 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 ready for learning")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide 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)

## **Focused Disciplinary Responses**

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Behavioural contract

- Supported play plan
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support for team based problem solving
- Stakeholder meeting with parents

## **Intensive Disciplinary Responses**

School leadership teamwork in consultation with Student Support to address persistent or ongoing serious problem behaviour. This may include:

- 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).

## 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 Dutton Park State School, 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

Students who are suspended from Dutton Park State School 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, with their parent/s, back to the school. 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 re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

### Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and 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-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 focused 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, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

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

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

### Temporary Removal of Student Property

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

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

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

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

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

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

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. 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

### School Staff at Dutton Park 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 Dutton Park 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 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 at Dutton Park 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 Exemplar 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 state school staff it is available for collection.

## **Use of mobile phones and other devices by students**

### **The use of personal technology devices at school**

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

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

### **Certain personal technology devices banned from school**

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

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or 1

### **Confiscation**

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

### **Personal technology device etiquette**



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

### **Recording voice and images**

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

### **Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

**Recording private conversations and the Invasion of Privacy Act 1971**

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

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

**Special circumstances arrangement**

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

## Preventing and responding to bullying

### School policy for preventing and responding to incidents of bullying (including cyberbullying)

#### Purpose

Dutton Park State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Dutton Park State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Dutton Park State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Dutton Park State School, there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

#### Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than

intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Dutton Park State School are an addition to our school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

### **Prevention**

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

This will ensure that:

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

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Dutton Park State School takes care to combine

knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Dutton Park State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

## Responsibility of Parents

### What Can Parents Do?

- **WATCH FOR SIGNS** that your child is being bullied, e.g., unwillingness to walk to or from school, worries about coming to school, unexplained bruising, disappearance of property, etc.
- **ENCOURAGE** the child to talk it through as much as possible so you get the basic act
- **KEEP AN OPEN MIND**, remembering you are getting one side of the story only
- **ASK** questions gently
- **HELP** the child reflect on what has been done so far
- **HELP** the child work out the best way of solving the problem

### Some Important Next Steps to Consider:

- **NEVER** try to sort out the bullies yourself – it rarely works and can make the situation worse
- **WHEN YOU ARE CLEAR** on the facts contact your child's teacher for an interview
- **PRESENT** your information as calmly as possible
- **REMEMBER**, the school says NO to bullying and the best way to solve the problem is to work with the school as partners in finding solutions
- **ASK** your child's teacher about the school's policy on bullying and how they deal with it in their classroom
- **GIVE** the teacher some time to investigate the problem and arrange a follow up time

### The Next Steps May Then Include:

- **ENCOURAGE** your child to develop friendships
- **SUPPORT** your child in developing sporting, cultural and other talents that will build their confidence in a safe, supportive environment
- **WORK** at improving your child's self esteem
- **SEEK** counselling to enable the child to learn to be more assertive and resilient and less likely to be bullied
- **IF SEVERE ABUSE** is evident, you may wish to consider police action

## Rights of Children with Respect to Bullying at School

1. To know that they may talk in confidence to a liked and trusted Teacher/Administration team member about an incident/s and that they will be listened to and taken seriously.
2. To know that help is available.
3. To be confident that follow-up action will occur after reporting the bullying.
4. That assistance will be given to help them deal successfully with any further bullying.

### **Responsibilities of Students**

At Dutton Park State School, students are taught how to manage bullying and/or situations they feel uncomfortable as a result of another person's behaviours. This also supports them to develop resilience necessary not only in school life, but in life as an adult. Staff are taught and expected to act diligently and in a timely manner when a student makes a report to them. All staff are easily identifiable when rostered to provide supervision to assist students when reporting. High visible vests are worn to assist this process.

### **Responsibilities of Children Who Witness Incidents of Bullying:**

As most bullying occurs in the playground, student involvement is essential. Students are more likely to be aware of and be witnesses of bullying.

Students can –

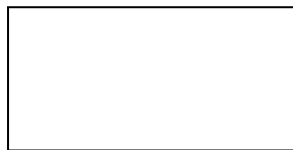
- Inform teachers of places in the school grounds where bullying occurs
- bullying occurs
- Inform the class teacher or playground duty teacher where children are being bullied

Witness incidents of bullying and report:

- Who was bullying
- Who was being bullied
- What happened
- Where the incident took place
- Offer support and friendship to the child who has been bullied
- Understand that telling the teachers is not dobbing

## 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 will be clearly discussed and agreed with student and family.



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

**Prep to Year 6 – Class teacher**

**First hour  
Listen**

1. Provide a safe, quiet space to talk
2. Reassure the student that you will listen to them
3. Let them share their experience and feelings without interruption
4. 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**

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

**Day two  
Collect**

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

**Day three  
Discuss**

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

**Day four  
Implement**

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

**Day five  
Review**

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

**Ongoing  
Follow up**

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



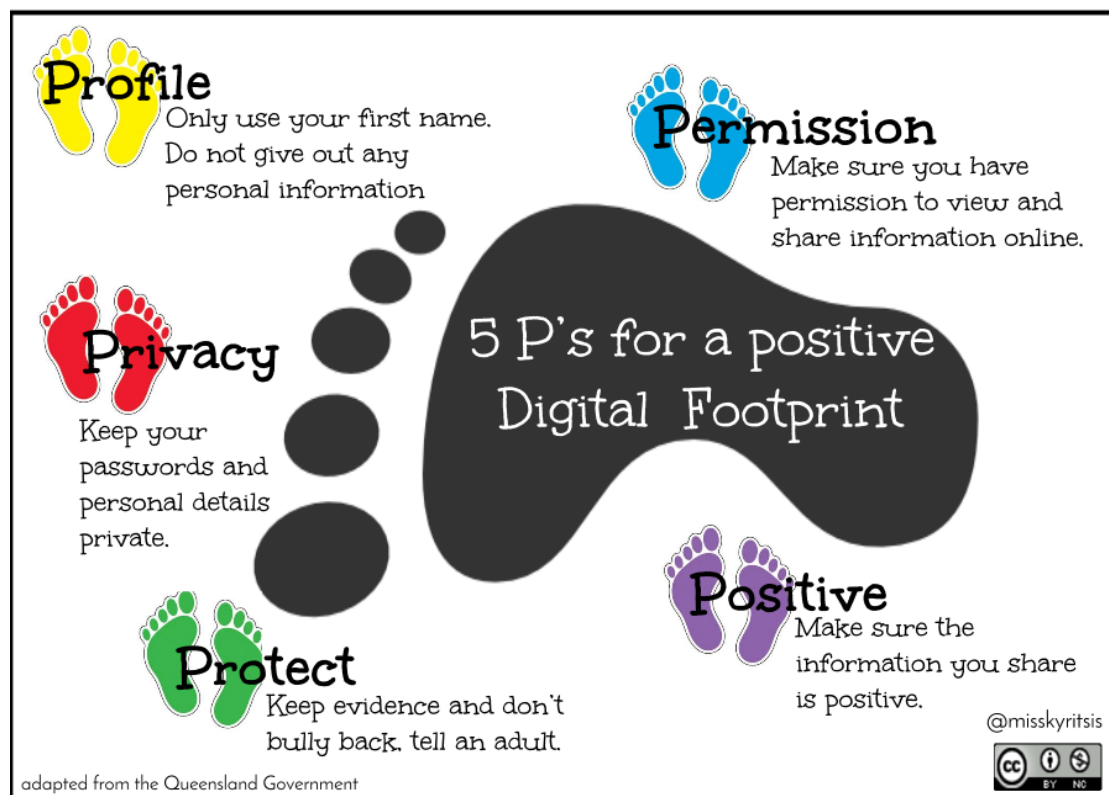
## Appropriate use of social media

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media.

Dutton Park State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Dutton Park State School is committed to promoting the responsible and positive use of social media sites and apps. The 5 P's for a positive Digital Footprint (see below), is promoted in our school.



No student of Dutton Park State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Dutton Park State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Dutton Park State School whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Dutton Park State School engaging in appropriate online behaviour.

### **Role of social media**

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

### **Appropriate use of social media**

Students of Dutton Park State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Dutton Park State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Dutton Park State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

### **Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Dutton Park State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Dutton Park State School expects its students to engage in positive online behaviours.

# Cyber Bullying Flowchart

## How to manage online incidents that impact your school

### Student protection

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

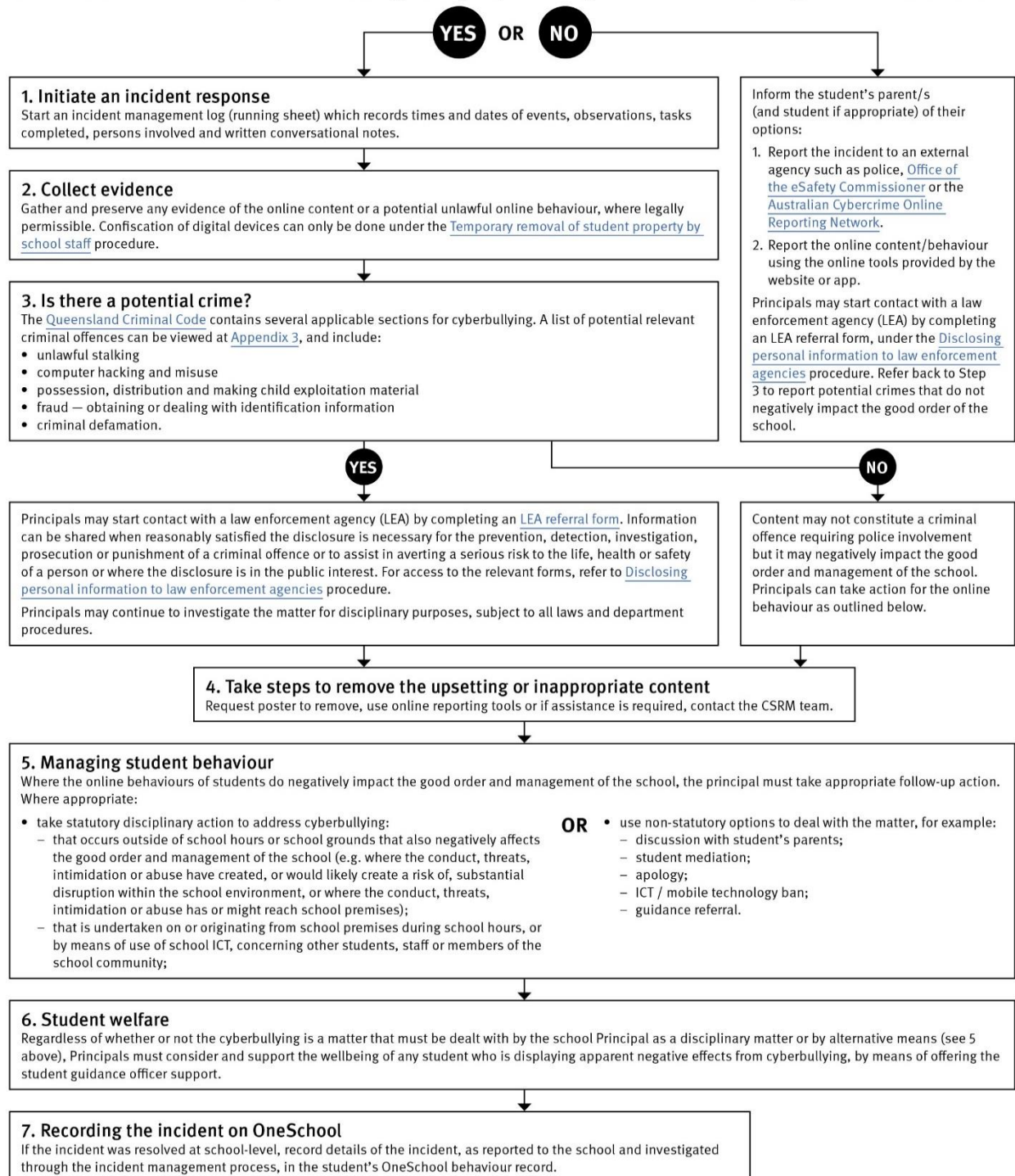
### Explicit images

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

### Help

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

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



## Restrictive Practices

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:

- Regard to the human rights of those students
- Safeguards students, staff and others from harm
- Ensures transparency and accountability
- Places importance on communication and consultation with parents and carers
- Maximises the opportunity for positive outcomes, and
- 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.

This section of the Student Code of Conduct should include examples of when your school intends to use any restrictive practices. Please refer to the Restrictive practices procedure in preparation of this element of the document.

## Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Dutton Park State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

1. be reasonable in the particular circumstances;
2. be in proportion to the circumstances of the incident;
3. always be the minimum force needed to achieve the desired result; and
4. take into account the age, stature, disability, understanding and gender of the student.

## Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.



## Conclusion

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### Basic defusing strategies

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: 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

- [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](#)



## Resources

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## Conclusion

Dutton Park State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education. All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

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

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

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

**1. Early resolution:** discuss your complaint with the school.

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

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

**2. Internal review:** [contact the local Regional Office](#).

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

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

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

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