



Bloomsbury 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

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


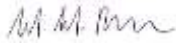
The Bloomsbury State School Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

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## Endorsement

Principal Name:	Eliza Durnsford
Principal Signature:	
Date:	24 November 2020
P/C President and-or School Council Chair Name:	Madonna Belbin
P/C President and-or School Council Chair Signature:	
Date:	24 November 2020

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# Principal's Foreword

## Introduction

Welcome to Bloomsbury State School,

*Be a Learner, BLOOM at Bloomsbury*

In collaboration with our community, we have identified the following school rules to teach and promote our high standard of behaviour. We believe and advocate that all areas of our school are learning and teaching environments and we consider behaviour management to be an opportunity for valuable learning as well as a means of maximising the success of academic education programs. We promote, encourage and reward our positive behaviour.



Be Safe  
Be Responsible  
Be Respectful  
Be a Learner

We value teamwork and believe the partnerships between staff, students, parents and the wider school community play an important role in maximising the students' learning outcomes. Success is our main aim, and we measure student success, not only by test scores and grades, but also by attitude, self-esteem, and happiness.

I thank the students, teachers, parents and other members of the community for their work in bringing this Bloomsbury State School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of our expectations and the support we can offer.

Eliza Durnsford  
(Principal)

## P&C Statement of Support

As president of the Bloomsbury State School P&C Committee, I am proud to support the new Student Code of Conduct. This collaborative document is responsive to the requirements of our school and it seeks to achieve excellence in educational outcomes for all students at Bloomsbury State School.

Under the leadership of Mrs Eliza Durnsford all members of our school community were given multiple opportunities to contribute to and provide feedback on the final product. This is an important aspect, as it is the awareness and the involvement which is critical to ensuring all adults are able to support students in their endeavour to meet the expectations of our code of conduct.

Any parents who wish to discuss the Bloomsbury State School Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Bloomsbury State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are appropriately supported to meet their individual social and learning needs.

Madonna Belbin  
P&C President  
Bloomsbury State School

## Learning and Behaviour Statement

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

At Bloomsbury State School, we believe that the first step in facilitating standards of positive behaviour is by communicating and explicitly teaching those standards to all students. We emphasise the importance of directly teaching students the positive behaviours we want them to demonstrate at school and within the wider community using a range of strategies. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, designed to prevent problem behaviour.

Teachers also proactively implement management strategies to engage students in their learning, prior to resorting to reactive or consequential strategies. Should these proactive strategies not work, we have also developed a Classroom Management Flowchart (Appendix 1) to assist staff should a student's behaviour need redirecting.

## Multi-Tiered Systems of Support

At Bloomsbury State School we have created 4 succinct school rules, from which all of our behavioural expectations are drawn. Our four guiding school rules are:

- Be safe
- Be responsible
- Be respectful
- Be a learner

Bloomsbury 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.

Tier	Prevention Description
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 the Australian Curriculum and Positive Behaviour expectations. This involves:</p> <ul style="list-style-type: none"> <li>• teaching behaviours in the setting they will be used</li> <li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</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>The types of interventions offered at this level will vary according to the needs of each student:-</p> <ul style="list-style-type: none"> <li>• there is a clear connection between the skills taught in the interventions and the school-wide expectations.</li> <li>• interventions require little time of classroom teachers and are easy to sustain</li> <li>• variations within each intervention are limited</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>

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Individualised services for **few students** (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.

Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to:

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

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

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.

## Consideration of Individual Circumstances

Staff at Bloomsbury 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.

## Student Wellbeing

Learning and wellbeing are 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.

At Bloomsbury State School, we offer a range of programs and services to support the wellbeing of students in our school. Many aspects of student wellbeing are taught through school processes, however, there are many other opportunities we aim to provide to ensure that our students' wellbeing is optimised. Some of these opportunities are:

- Explicit lessons through our Health and Physical Education Curriculum Area
- You Can Do It Learning and Wellbeing Framework
- Intervention lessons delivered by Guidance Officer (when accessible)
- Access to specialised programs to support students – arrange through our Guidance officer
- External 3<sup>rd</sup> Party Incursions/Excursions

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.

### Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Bloomsbury State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages.

### Policy and expectations

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

#### *Drug education and intervention*

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

### *Specialised health needs*

Bloomsbury 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*

Bloomsbury 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.

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

### *Mental health*

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

### *Suicide prevention*

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

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

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

### *Suicide postvention*

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

Where a suicide has occurred on school grounds or at a school event, Bloomsbury State School staff immediately enact the School Emergency

Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## Student Support Network

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

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

Role	What they do
Principal	<ul style="list-style-type: none"> <li>• leadership of Student Support Network to promote an inclusive, positive school culture</li> <li>• monitors attendance, behaviour and academic data to identify areas of additional need.</li> <li>• liaises with parents, teachers, or other external health providers as needed</li> <li>• Monitors and enacts case management of students as needed</li> <li>• assists students with general difficulties, acting as a mediator or providing information on other life skills</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• continual monitoring of students for signs of distress/concern</li> <li>• liaising with parents, teachers or Principal as needed to support students</li> <li>• Teach positive behaviours, strategies and the General Capabilities of the Australian Curriculum</li> <li>• assists students with regulating behaviour by continually focusing on positive behaviour</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>• provides student support within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>
Registered Nurse	<ul style="list-style-type: none"> <li>• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs</li> <li>• provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.</li> </ul>

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

## Whole School Approach to Discipline

Bloomsbury State School uses a 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.

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

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 are encouraged to speak with the class teacher or make an appointment to meet with the principal.

### Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four expectations in place for students, being Safe, Responsible, Respectful, and being a Learner.

#### **Students**

Below are examples of what these expectations look like for students across the school.

**BLOOMSBURY STATE SCHOOL EXPECTATIONS**

<b>Settings</b>	<b>Be Safe</b>	<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be a Learner</b>
<b>All settings</b>	<ul style="list-style-type: none"> <li>Walk when moving around the school</li> <li>Wear full school uniform</li> <li>Ask permission to leave any setting</li> <li>Report all unsafe behaviour and hazards</li> <li>Adhere to all school procedures and policies</li> <li>Complete all necessary inductions for specialist lessons</li> <li>Listen to and follow staff directions</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility for your own actions</li> <li>Be a positive role model</li> <li>Ask permission to leave any setting</li> <li>Have all necessary equipment</li> <li>Report all inappropriate behaviour</li> <li>Listen to and follow all directions</li> </ul>	<ul style="list-style-type: none"> <li>Treat other people and their property with respect</li> <li>Treat all school property with respect</li> <li>Listen to and follow staff directions</li> <li>Use manners, appropriate language and courteous behaviour in all your interactions</li> <li>Respect other people's personal space</li> </ul>	<ul style="list-style-type: none"> <li>Work towards your goals</li> <li>Actively participate and challenge yourself</li> <li>Act on feedback to improve work submitted</li> <li>Take pride in your bookwork</li> <li>Accept the consequences of your actions</li> <li>Display a positive attitude</li> </ul>
<b>Classroom and Learning Environments</b>	<ul style="list-style-type: none"> <li>Walk in the classroom</li> <li>Enter the classroom only when staff are present, or with written teacher permission</li> <li>Use all equipment appropriately</li> <li>Sit correctly on chairs</li> <li>Sit in your assigned seat</li> </ul>	<ul style="list-style-type: none"> <li>Keep your belongings neat and organised</li> <li>Take pride in your classroom</li> <li>Arrive promptly</li> <li>Be organised</li> <li>Manage your time effectively</li> <li>Return all equipment to appropriate place</li> </ul>	<ul style="list-style-type: none"> <li>Respect others right to learn</li> <li>Use your manners</li> <li>Use appropriate language</li> <li>Listen when others are speaking</li> <li>Follow correct entry and exit procedures</li> </ul>	<ul style="list-style-type: none"> <li>Listen actively</li> <li>Work hard at your own learning</li> <li>Challenge yourself</li> <li>Act on feedback</li> <li>Be persistent and view your mistakes as opportunities to learn</li> </ul>
<b>Playground/tennis court and ovals</b>	<ul style="list-style-type: none"> <li>Be sun safe</li> <li>Always wear appropriate shoes</li> <li>Use the equipment appropriately</li> <li>Participate in school approved games</li> <li>Stay in designated year level areas</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly</li> <li>Return equipment to the appropriate place</li> <li>Demonstrate good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>Take turns</li> <li>Care for the environment and equipment</li> <li>Encourage participation</li> </ul>	<ul style="list-style-type: none"> <li>Follow agreed rules of the games</li> <li>Be a problem solver</li> <li>Take pride in the school grounds</li> </ul>
<b>Parade</b>	<ul style="list-style-type: none"> <li>Carefully and quietly move chairs into place</li> <li>Return chairs to original position after parade</li> </ul>	<ul style="list-style-type: none"> <li>Be a good role model by adhering to the schoolwide expectations</li> </ul>	<ul style="list-style-type: none"> <li>Stand quietly with your hands by your side for the National Anthem</li> <li>Sing the National Anthem with pride</li> <li>Actively listen to all speakers</li> </ul>	
<b>Eating areas</b>	<ul style="list-style-type: none"> <li>Remain seated until released</li> <li>Eat in designated areas</li> <li>Eat your own food</li> <li>Follow all instructions</li> </ul>	<ul style="list-style-type: none"> <li>Leave all uneaten food in your lunchbox</li> <li>Put all rubbish in the bin</li> <li>Keep area tidy</li> </ul>	<ul style="list-style-type: none"> <li>Use your manners</li> <li>Use a quiet voice</li> <li>Respect the personal space of others</li> </ul>	
<b>Toilets</b>	<ul style="list-style-type: none"> <li>Wash your hands</li> <li>Use the toilets appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets during breaks</li> <li>Return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>Leave the toilets clean for others</li> <li>Recognise other people's privacy</li> </ul>	
<b>To and from school (including the bus)</b>	<ul style="list-style-type: none"> <li>Tell an adult if you feel threatened</li> <li>Follow all instructions</li> <li>Use your bike safely and wear a helmet</li> <li>Enter and exit the school from designated areas only</li> <li>Enter the school grounds immediately after exiting the bus</li> <li>Remain in the school grounds unless given permission to leave</li> </ul>	<ul style="list-style-type: none"> <li>Arrive on time</li> <li>Sign in at the office if you are late</li> <li>Know how you are getting home</li> <li>Go directly to your pick up point</li> <li>Be a role model to younger students</li> </ul>	<ul style="list-style-type: none"> <li>Represent the school with pride</li> <li>Be respectful in all your interactions</li> </ul>	<ul style="list-style-type: none"> <li>Follow bus code of conduct</li> <li>Know and obey road rules</li> </ul>
<b>Off Campus activity (e.g sport, excursions, rewards day)</b>	<ul style="list-style-type: none"> <li>Report any unsafe behaviours</li> <li>Ensure your supervisor knows where you are at all times</li> <li>Follow all instructions</li> </ul>	<ul style="list-style-type: none"> <li>Return all permission forms on time</li> <li>Model all school expectations off campus</li> </ul>	<ul style="list-style-type: none"> <li>Represent the school with pride</li> <li>Be respectful in all your interactions with community members</li> </ul>	<ul style="list-style-type: none"> <li>Be an active participant</li> <li>Be a good role model</li> <li>Value the learning</li> </ul>

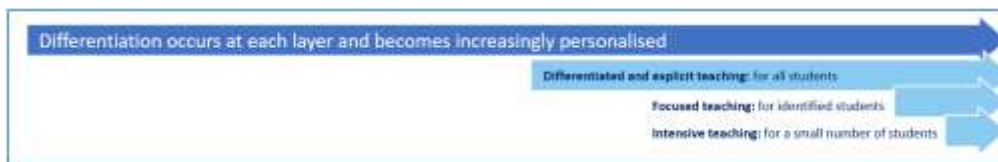


## Differentiated and Explicit Teaching

Bloomsbury 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 Bloomsbury 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.



The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Bloomsbury State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of some behavioural expectations in specific settings has been attached to each of our four school rules.

These expectations are communicated to students via a number of strategies, including:

Behaviour lessons conducted by classroom teachers; Reinforced through You Can Do It lessons.

Reinforcement of learning from behaviour lessons on School Pades and during active supervision by staff during classroom and non-classroom activities.

## 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 Bloomsbury State School to provide focused teaching. Student progress is monitored by the classroom teacher/s to identify those who:

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

Bloomsbury State School invests in the following evidence-informed program to address specific skill development for some students:

- Functional Based Assessment.

## **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.

## **Celebrating and Reinforcing Positive Behaviour**

At Bloomsbury State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. 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.

### **VIVO Miles**

Bloomsbury State School has purchased a rewards system known as VIVO. It has





been operating at Bloomsbury State School for some years now and VIVO points are sort after by the students.

Each staff member has a weekly budget of VIVO points to award for a number of categories.

The categories are formed on the four school rules, You Can Do It keys to success and attendance. They are:

- \* Being Confident
- \* Being On Task
- \* Being Organised
- \* Being Persistent
- \* Being Resilient
- \* Being Respectful
- \* Being Responsible
- \* Being Safe
- \* Getting Along
- \* Homework
- \* Looking After Our School
- \* Daily Attendance

As these points accumulate in a student's account, they receive certificates at parade. The students can redeem their VIVO points online for prizes.

### **Student of the Week**

Each week on parade a student is chosen from each class by the teacher to receive a Student of the Week Award. These students are rewarded an award, and their photo is printed in the newsletter.

### **Reading Awards**

Students track their reading each night. Every 25 nights they are awarded with a reading star. These students also have their photo printed in the newsletter.

### **Awards Ceremony**

At Bloomsbury State School's Annual Award Ceremony, the following awards are presented to each year level:-

- Academic Award or Dux for year 6
- Most Improved Award
- Industry Award

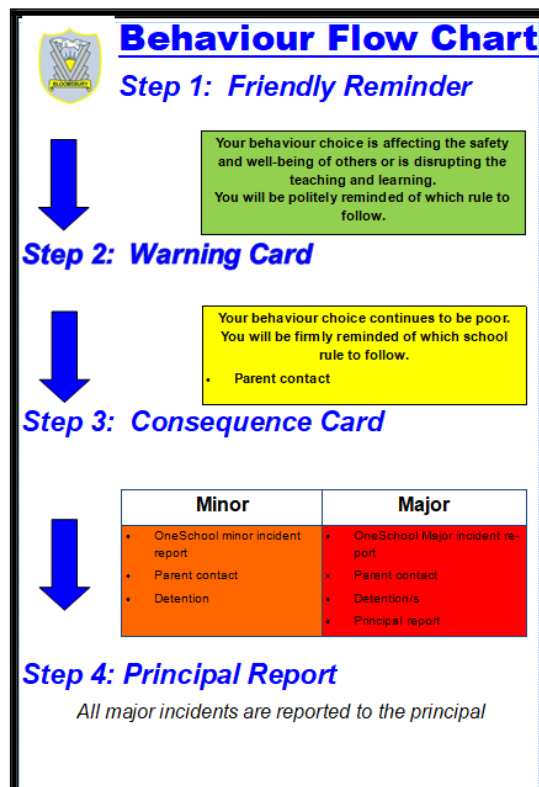
## **Notifying Parents of Behaviour**

Notification to parents may occur in a proactive manner to avoid incidents occurring. For example, a teacher may contact home to let parents know that their child is having an 'off-week' and try to ascertain and understand any possible reasons for their behaviour. In this way, we hope to support and implement strategies to prevent behaviours from occurring or escalating (Yellow card).

However, should behaviour escalate, Bloomsbury State School staff are required to contact parents and caregivers. This will occur when a minor behavioural error is demonstrated and an incident is recorded on OneSchool as a minor behaviour incident (Orange card).

When Administration enters a major behavioural incident, Administration will then make contact with parents or caregivers to advise of the incident and consequences for the behaviour (Red card). Staff may use various media for advising of behavioural errors, including but not limited to,

- Parent advice form (yellow, orange and red)
- Email (from EQ email account)
- Phone call



# Legislative Delegations

## Legislation

In this section of the Bloomsbury 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](#)

## Disciplinary Consequences

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

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

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

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

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

### Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")

- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives (including VIVO rewards)
- 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 (including a Yellow card if required)
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

## **Focused**

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy (VIVO rewards)
- Reprimand for inappropriate behaviour (including a Orange or Red card if required)
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

## **Intensive**

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

- Functional Behaviour Assessment based individual support plan

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

## 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 Bloomsbury 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 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

### **Re-entry following suspension**

Students who are suspended from Bloomsbury 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.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

### **Arrangements**

The invitation to attend the re-entry meeting will be communicated 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 focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

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

### **Reasonable adjustments**

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

Bloomsbury 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 Bloomsbury 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

### State school staff at Bloomsbury 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 Bloomsbury 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 Bloomsbury 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 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 Bloomsbury 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 Bloomsbury 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.

## Use of mobile phones and other devices by students

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. In consultation with our School's Parent and Citizen's Association, Bloomsbury State School has determined that, given the age of our children that **our school be a device free zone**, unless those devices have been provided to students by staff.

***All personal devices such as phones, mp3, iPads, tablets, wearable technology etc. should not be at school.***

The only exception to the above is where the student may need a personal device to support their learning – e.g. personal assistive technology

### Responsibilities

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Bloomsbury State School. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed

- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Other

### *Consequences*

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

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

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

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

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

## Preventing and responding to bullying

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

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

### **1. Leadership**

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

### **2. Inclusion**



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

### 3. Student voice

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

### 4. Partnerships

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

### 5. Support

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

A priority for the school is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

## Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

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

## Bloomsbury 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

Principal - Eliza Durnsford, 07 4947 5736

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

## Cyberbullying

Cyberbullying is treated at Bloomsbury State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, 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. Eliza Durnsford, Principal, can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Bloomsbury 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. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal, Eliza Durnsford.

# Bloomsbury 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](#).

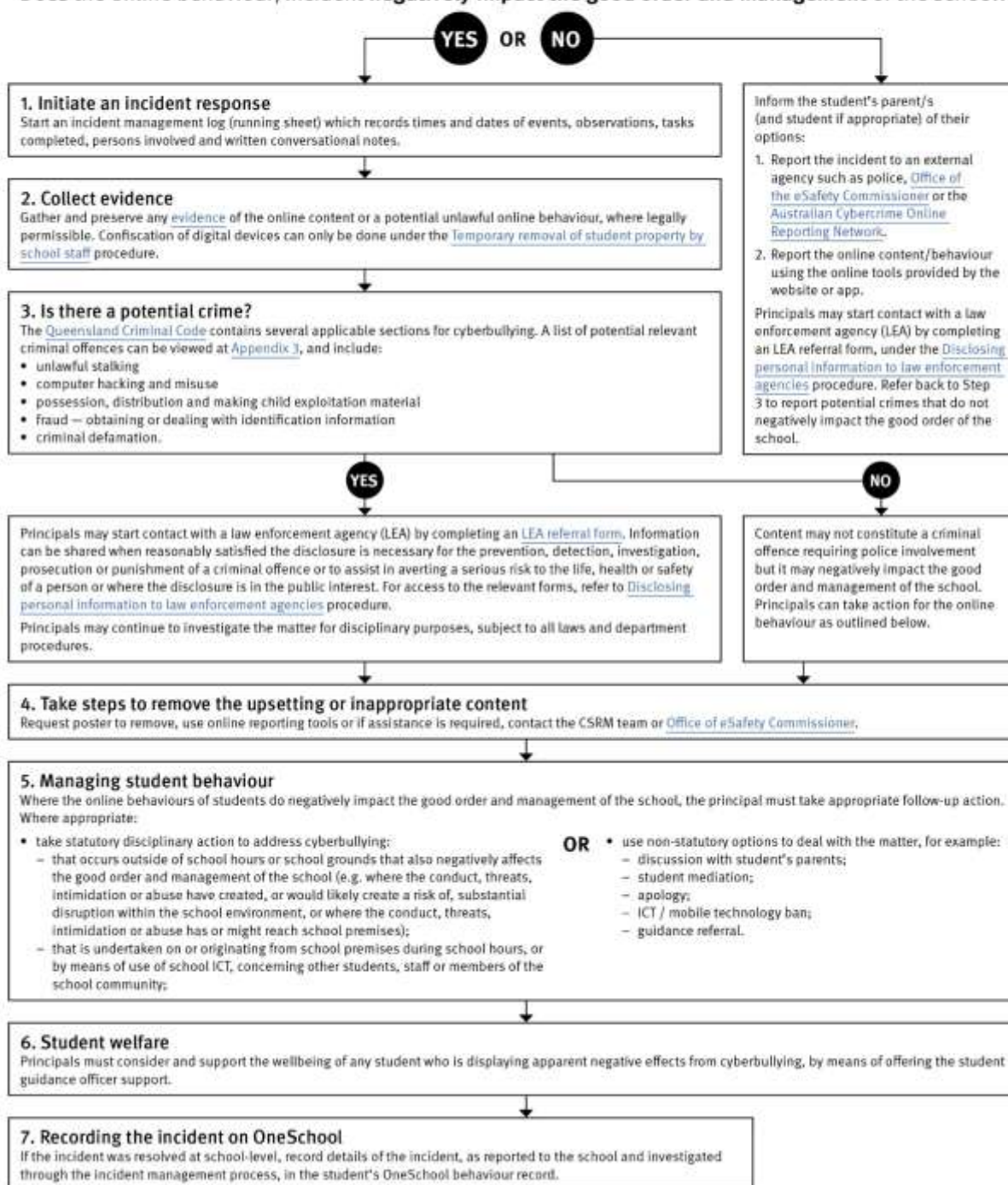
### Explicit images

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 Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or [Cybersecurity.ReputationManagement@qed.qld.gov.au](mailto:Cybersecurity.ReputationManagement@qed.qld.gov.au).

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





## 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

Bloomsbury 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, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Bloomsbury 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.

## 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.

## Restrictive Practices

School staff at Bloomsbury 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.

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

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

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

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

## Critical Incidents

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

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

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

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

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

## Related Procedures and Guidelines

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

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

## Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Conclusion

Bloomsbury 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 you feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

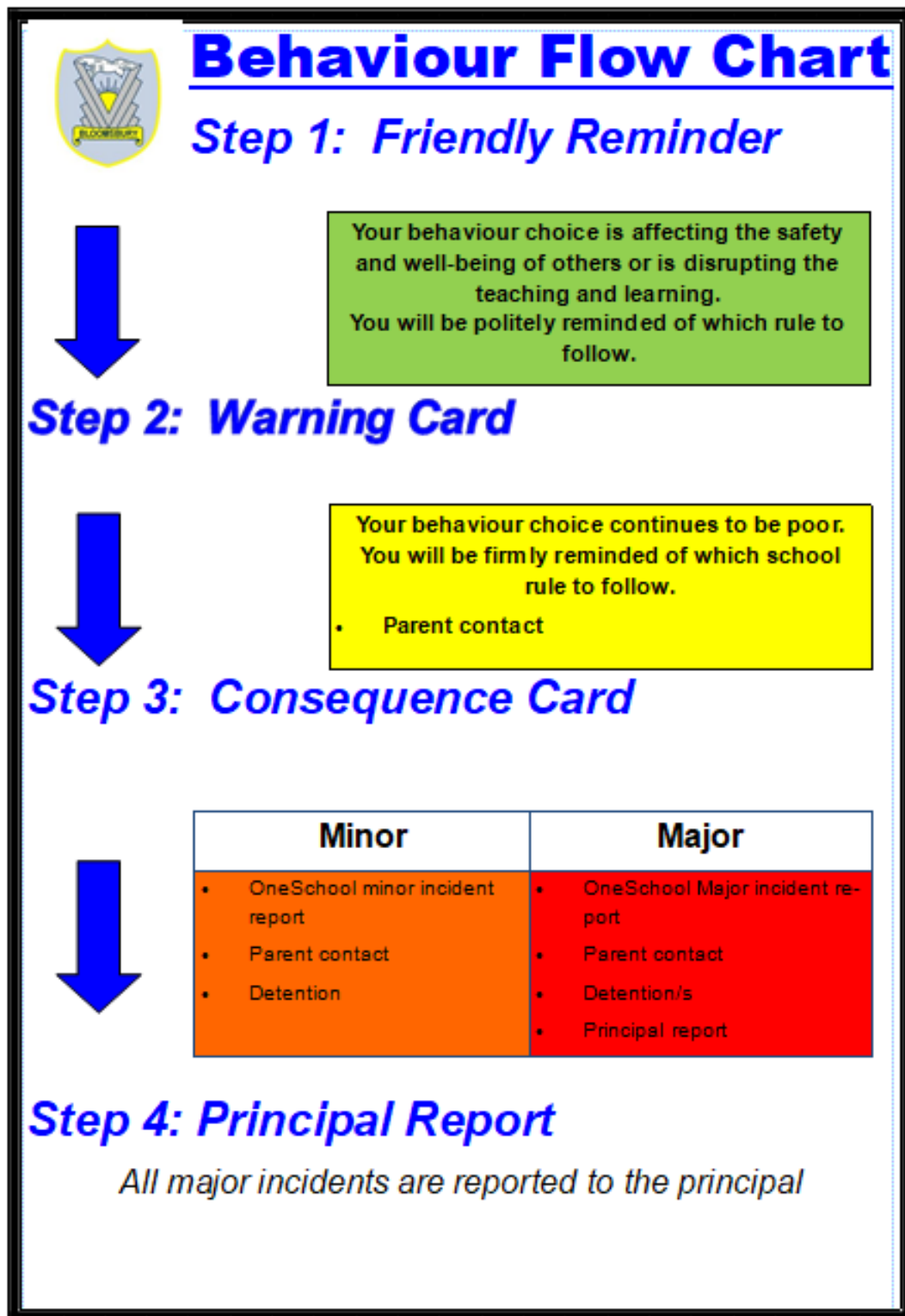


- 3. External review:** contact a review authority  
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

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](#).

Appendix A – Behaviour Flow Chart



**BLOOMSBURY STATE SCHOOL EXPECTATIONS**

<b>Settings</b>	<b>Be Safe</b>	<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be a Learner</b>
<b>All settings</b>	<ul style="list-style-type: none"> <li>Walk when moving around the school</li> <li>Wear full school uniform</li> <li>Ask permission to leave any setting</li> <li>Report all unsafe behaviour and hazards</li> <li>Adhere to all school procedures and policies</li> <li>Complete all necessary inductions for specialist lessons</li> <li>Listen to and follow staff directions</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility for your own actions</li> <li>Be a positive role model</li> <li>Ask permission to leave any setting</li> <li>Have all necessary equipment</li> <li>Report all inappropriate behaviour</li> <li>Listen to and follow all directions</li> </ul>	<ul style="list-style-type: none"> <li>Treat other people and their property with respect</li> <li>Treat all school property with respect</li> <li>Listen to and follow staff directions</li> <li>Use manners, appropriate language and courteous behaviour in all your interactions</li> <li>Respect other people's personal space</li> </ul>	<ul style="list-style-type: none"> <li>Work towards your goals</li> <li>Actively participate and challenge yourself</li> <li>Act on feedback to improve work submitted</li> <li>Take pride in your bookwork</li> <li>Accept the consequences of your actions</li> <li>Display a positive attitude</li> </ul>
<b>Classroom and Learning Environments</b>	<ul style="list-style-type: none"> <li>Walk in the classroom</li> <li>Enter the classroom only when staff are present, or with written teacher permission</li> <li>Use all equipment appropriately</li> <li>Sit correctly on chairs</li> <li>Sit in your assigned seat</li> </ul>	<ul style="list-style-type: none"> <li>Keep your belongings neat and organised</li> <li>Take pride in your classroom</li> <li>Arrive promptly</li> <li>Be organised</li> <li>Manage your time effectively</li> <li>Return all equipment to appropriate place</li> </ul>	<ul style="list-style-type: none"> <li>Respect others right to learn</li> <li>Use your manners</li> <li>Use appropriate language</li> <li>Listen when others are speaking</li> <li>Follow correct entry and exit procedures</li> </ul>	<ul style="list-style-type: none"> <li>Listen actively</li> <li>Work hard at your own learning</li> <li>Challenge yourself</li> <li>Act on feedback</li> <li>Be persistent and view your mistakes as opportunities to learn</li> </ul>
<b>Playground/tennis court and ovals</b>	<ul style="list-style-type: none"> <li>Be sun safe</li> <li>Always wear appropriate shoes</li> <li>Use the equipment appropriately</li> <li>Participate in school approved games</li> <li>Stay in designated year level areas</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly</li> <li>Return equipment to the appropriate place</li> <li>Demonstrate good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>Take turns</li> <li>Care for the environment and equipment</li> <li>Encourage participation</li> </ul>	<ul style="list-style-type: none"> <li>Follow agreed rules of the games</li> <li>Be a problem solver</li> <li>Take pride in the school grounds</li> </ul>
<b>Parade</b>	<ul style="list-style-type: none"> <li>Carefully and quietly move chairs into place</li> <li>Return chairs to original position after parade</li> </ul>	<ul style="list-style-type: none"> <li>Be a good role model by adhering to the schoolwide expectations</li> </ul>	<ul style="list-style-type: none"> <li>Stand quietly with your hands by your side for the National Anthem</li> <li>Sing the National Anthem with pride</li> <li>Actively listen to all speakers</li> </ul>	
<b>Eating areas</b>	<ul style="list-style-type: none"> <li>Remain seated until released</li> <li>Eat in designated areas</li> <li>Eat your own food</li> <li>Follow all instructions</li> </ul>	<ul style="list-style-type: none"> <li>Leave all uneaten food in your lunchbox</li> <li>Put all rubbish in the bin</li> <li>Keep area tidy</li> </ul>	<ul style="list-style-type: none"> <li>Use your manners</li> <li>Use a quiet voice</li> <li>Respect the personal space of others</li> </ul>	
<b>Toilets</b>	<ul style="list-style-type: none"> <li>Wash your hands</li> <li>Use the toilets appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets during breaks</li> <li>Return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>Leave the toilets clean for others</li> <li>Recognise other people's privacy</li> </ul>	
<b>To and from school (including the bus)</b>	<ul style="list-style-type: none"> <li>Tell an adult if you feel threatened</li> <li>Follow all instructions</li> <li>Use your bike safely and wear a helmet</li> <li>Enter and exit the school from designated areas only</li> <li>Enter the school grounds immediately after exiting the bus</li> <li>Remain in the school grounds unless given permission to leave</li> </ul>	<ul style="list-style-type: none"> <li>Arrive on time</li> <li>Sign in at the office if you are late</li> <li>Know how you are getting home</li> <li>Go directly to your pick up point</li> <li>Be a role model to younger students</li> </ul>	<ul style="list-style-type: none"> <li>Represent the school with pride</li> <li>Be respectful in all your interactions</li> </ul>	<ul style="list-style-type: none"> <li>Follow bus code of conduct</li> <li>Know and obey road rules</li> </ul>
<b>Off Campus activity (e.g sport, excursions)</b>	<ul style="list-style-type: none"> <li>Report any unsafe behaviours</li> <li>Ensure your supervisor knows where you are at all times</li> <li>Follow all instructions</li> </ul>	<ul style="list-style-type: none"> <li>Return all permission forms on time</li> <li>Model all school expectations off campus</li> </ul>	<ul style="list-style-type: none"> <li>Represent the school with pride</li> <li>Be respectful in all your interactions with community members</li> </ul>	<ul style="list-style-type: none"> <li>Be an active participant</li> <li>Be a good role model</li> <li>Value the learning</li> </ul>

**Appendix B – Bloomsbury School Expectations**

