

Beerwah State School



Student Code of Conduct

2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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By being the best we can be....

Endorsement

Principal Name: Janet Austen

Principal Signature:

Date:

11 -11-2020

P/C President: Rachel Verkade

P/C President Signature:

Date:

19 -11-2020

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Purpose

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

The Beerwah 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 is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Consultation

Beerwah State School has developed this Student Code of Conduct from ongoing collaborations with our school community. Within the 2018-2021 Strategic Plan period the school completed two Priority School Action Plans. This included regular internal surveys (two stars and a wish) that continue to be feature of community collaboration. Online information sessions on the draft Student Code of Conduct were also offered.

The Plan was endorsed by the Principal, and the President of the P&C Association in November 2020.

The Beerwah State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals

School Opinion Survey

2020 School Opinion Survey - Students	Total agreement
I feel safe at my school.	89.3%
My teachers expect me to do my best.	96.0%
My teachers provide me with useful feedback about my school work.	94.5%
Teachers at my school treat students fairly.	86.3%
I can talk to my teachers about my concerns.	89.0%
My school takes students' opinions seriously.	83.3%
Student behaviour is well managed at my school.	80.8%
My school looks for ways to improve.	94.5%
This is a good school.	92.0%

Survey item - Parents	Total Agreement
My child feels safe at this school.	94.4%
My child's learning needs are being met at this school.	91.7%
My child is making good progress at this school.	88.2%
Teachers at this school expect my child to do his or her best.	100.0%
Teachers at this school treat students fairly.	82.4%
I can talk to my child's teachers about my concerns.	97.2%
Student behaviour is well managed at this school.	70.6%
This school looks for ways to improve.	91.2%
This is a good school.	94.4%

Survey item	Total agreement
I feel this school is a safe place in which to work.	86.4%
This is a good school.	90.9%

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents (2018-2019) since the last review, for students recommended for each type of school disciplinary absence reported at the school.

Type	2018	2019
Short	100	55
Long	2	0
Exclusion	0	0
Charge-related	0	0

Learning and Behaviour Statement

All areas of Beerwah State School are learning and teaching environments. We consider behaviour support to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Beerwah State School uses the Positive Behaviour for Learning (PBL) approach to explicitly teach expected behaviours for successful academic learning and school participation. We improve engagement and learning outcomes by creating a whole-brain teaching and learning environment using Reboot tools and language (see Appendix 3).

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our Code, shared expectations for student behaviour are plain to everyone, assisting Beerwah 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.

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

- Be safe
- Be respectful
- Be an active learner

There is explicit teaching and regular reminders on four behaviours (The Fab Four) that are a foundation to students having the opportunity to be the best they can be and feel that their school is a place of belonging. These are:

We:

- Follow instructions promptly
- Use Kind words
- Say Yes@Beerwah
- Keep our hands and feet to ourselves.

Our Kandoo Values and behaviour expectations for each area of the school are outlined in Appendix 1.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in the Department of Education's Student Discipline procedure and other relevant procedures.

Consideration of Individual Circumstances

Staff at Beerwah 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 all instances students are required to accept help from staff in order to maintain the good order and management of the school. This help may be wellbeing support which includes collaborating with parents/carers to discuss students' needs.

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.

Beerwah State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- maintaining confidentiality of student information
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

Student Support Network

Beerwah State School has a 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 Beerwah 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"> • Oversees Student Support Network and liaises with external agencies as needed for individual student support. • Liaises with community groups to support student access to community and wellbeing activities.
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Student Services Teacher	<ul style="list-style-type: none"> • assists students with specific difficulties, both in and outside the class. • liaises with parents, teachers, or other external health providers as needed as part of supporting student access to educational programs and other health services.
Head of Special Education Services	<ul style="list-style-type: none"> • coordinate delivery of explicit and focused programs for identified students • liaises with parents, teachers, or other external health providers as needed as part of supporting student access to educational programs and other health services.
School Chaplain	<ul style="list-style-type: none"> • liaises with parents, teachers and students to support student wellbeing at school. • Provides student wellbeing activities in coordination with Student Services Committee

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 contact the Principal.

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health Service
- Queensland Health
- Department of Communities (Child Safety Services)
- Police – Adopt a Cop
- Integrated Family and Youth Services
- Anglicare Family Services

Whole School Approach to Discipline

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Beerwah 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 behavioural expectations in specific settings has been attached to each of our three school rules. The School-wide Expectations Teaching Matrix (Kandoo Behaviours @Beerwah – [Appendix 1](#)) outlines our agreed rules and specific behavioural expectations in all school settings.

Positive Behaviour for Learning Team (PBL)

Beerwah State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for the development and promotion of learning and positive behaviour 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.

Beerwah State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The PBL team meets through each term and works within the school to meet needs identified through data collection. The PBL team:

- works with other staff members to develop appropriate positive behaviour support strategies
- monitors the impact of ongoing support strategies
- collects and shares behaviour data
- makes adjustments to school behaviour support processes as required.

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

- A weekly focus from the matrix is presented in a flip chart, found in all classrooms.
- Focus lessons conducted by classroom teachers.
- Reinforcement of learning from behaviour lessons on School Parades and during active supervision by staff during classroom and non-classroom activities.

Differentiated and Explicit Teaching

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

- Classroom Superstar Chart to provide daily acknowledgment of students demonstrating consistent expected behaviours.
- Reboot Framework using a whole brain approach to developing a positive and persistent approach to learning and self-regulation (www.rebootingeducation.com)

- Explicit teaching of whole-brain teaching and learning environments through Reboot's 3 Brains (Wild, Emotional and Smart)
- Supporting students through co-regulation to build self-regulation of emotions utilising Reboot's 5 Faces
- Publication and education in the Kandoo High 5
- Introduction and reinforcement of a PBL fortnightly focus on expected behaviours at whole school parades.
- A regular section of the school newsletter, enabling parents to be follow and reinforce the current school focus with regard to our school's behaviour expectations.
- Positive Behaviour for Learning Team provides regular information to staff and parents, and support to others in sharing successful practices.
- Induction in the Beerwah State School Student Code of Conduct delivered to new students as well as new and relief staff.
- Teachers are trained in the *Essential Skills in Classroom Management* and have access to *Classroom Profiling* to gain feedback on how they use these in the classroom.
- Staff plan for and make a range of adjustments to support students consistently across all classroom and non-classroom settings. Individual Behaviour Support Plans, developed collaboratively, assist this process for students with high behavioural needs
- [Rock and Water](#) units in health curriculum. Rock and Water applies a physical/social approach to help children increase their self-realisation, self-confidence, self-respect, boundary awareness, self-awareness and intuition. A specific goal for the course is teaching boys and girls to deal with power, strength and powerlessness. This program is facilitated by the Guidance Officer and supported by the classroom teachers.

Reinforcing Expected School Behaviour

At Beerwah 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. At Beerwah State School, our positive behaviour mascot "Kandoo", has been adopted and is used to reinforce the school's behaviour expectations. 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. Teachers may record in "OneSchool" positive behaviours demonstrated by a student. These include but are not limited to:

- Student of the Week/Month
- Superstar Award Certificates of Recognition throughout the year

Beerwah State School "Kandoo" Positive Notice Cards

Staff members hand Kandoos out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. Whenever a staff member notices a student demonstrating the Kandoo key behaviours: being safe, being respectful or being an active learner, the staff member is encouraged to recognise the positive behaviour and reinforce this with a Kandoo card. Once awarded, Kandoos are never removed as a consequence for problem behaviour.

Students collect the Kandoos that they are given each week, and tally the number of cards at the end of the week as part of their class and house "Kandoo Tally". On parade each week, the class with the greatest number of Kandoos is recognised and receives a class certificate.

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.

At Beerwah State School, targeted behaviour support is co-ordinated through the **Student Services Committee**. Each year a small number students at Beerwah State School are identified through our data as needing extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

At Beerwah State School, information is gathered through staff reports, student and parent/carer feedback and OneSchool entries about behaviour concerns. Where the behaviours are frequently being presented a case is presented at the Support Services Committee. At this meeting proactive support plans are put in place to support the student and teacher. These meetings occur fortnightly.

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.

Beerwah State School may address abrupt, serious or persistent behaviour concerns with an intensive Behaviour Support Plan. This may require the implementation of a Functional Behaviour Assessment process, a referral to the Guidance Officer. Referrals or recommendations to other programs, agencies or specialists may also be considered.

When students require ongoing intensive behaviour support as part of Individual Behaviour Support Plan a case management process will be initiated. A case manager from school staff will liaise with parents/caregivers re student needs and progress. In some cases the team also includes individuals from other agencies already working with the student and their family.

Legislative Delegations

Legislation

In this section of the Beerwah 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

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to think of how they might be able to act more safely, more respectfully or more responsibly in their active learning to align with our Kandoo expectations. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Beerwah State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor. Teachers record in "OneSchool" all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour. (See [Appendix 2](#))

Relating Problem Behaviours to Expected School Behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should behaviour errors may be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences previously outlined and follow through with these to more formally address the problem behaviour. These consequences may include discipline improvement plans, suspension or, if of serious impact to the school community, proposal for exclusion.

Re-directing Low-Level and Infrequent Problem Behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to think of how they might be able to act more safely, more respectfully or more responsibly in their active learning to align with our Kandoo expectations. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Ensuring Consistent Responses to Problem Behaviour

At Beerwah State School staff members authorised to issue consequences for behaviour errors are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Where there is ongoing, high level problem behaviour school staff will consult with regional support staff as part of ensuring consistent responses. Intensive individualised support for repeated problem behaviour may include social and learning skills programs; teacher-aide support; individualised check-ins; flexible learning arrangements.

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 Beerwah 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.

Re-entry Following Suspension

Students who are suspended from Beerwah 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.

School Policies

Beerwah 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.

Responsibilities

Staff at Beerwah 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 Beerwah State School

- ensure your children 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 Beerwah State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Beerwah 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 Beerwah 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

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

Students may, as part of personalised adjustments to access learning, use a personal digital device at school, or as part of their personal wellbeing. This may include:

- mobile phones,
- tablet, slate or laptop computers
- wearable technology (eg smart watches) or sensing devices

Personal Technology Device brought for Educational Purposes

In some situations the student's learning program may be modified to accommodate the responsible use of such personal devices. In these circumstances the student's Support Plan or Individual Education Plan (IEP) would provide the purpose for the use and the supervision arrangements. The parent/carer of the student will be required to endorse these arrangements.

Expectations for students with a personal digital device at school:

- they have the permission of their parent/carer and they understand the requirements of this Code in relation to having a device at school
- follow staff instructions promptly when given instructions relating to using their personal device in their learning program
- ensure that use of a personal digital device complies with expectations of this policy regarding expected behaviour and information privacy
- a phone is switched off and in their bag or switched off and signed in at the office
- only use phone before or after school to contact parents/carers unless arranged with a staff member

Mobile phones or other electronic devices such as smart watches used contrary to this Code 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.

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 longer if deemed necessary by the Principal.

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 Beerwah State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- understand the responsibility and behaviour requirements involved with bring a personal electronic device to school. This includes but it is not limited to mobile phones, tablets, smart watches.
- 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.

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.

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 Beerwah 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 community 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 involved in:

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

would be in breach of this policy and may be subject to discipline (including suspension and recommendation for exclusion).

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

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 the Act for a person who has overheard, recorded, monitored or listened to a conversation to which she/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 Principal.

This policy is informed by the Advice for state schools on acceptable use of ICT facilities and devices procedure

Preventing and Responding to Bullying

Beerwah 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.

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 Beerwah State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The Kandoo High 5 which is the strategy for managing conflict including bullying, is taught in classrooms and reminders are given on assembly. Families are also given a copy of the Kandoo High Five.

 **Kandoo's High 5**
 Beerwah's strategy for managing conflict, including bullying is to use our High 5



Encourage your child to use their High 5 . . . especially their reporting skills!

Talk Friendly
"Marmaduke, Please stop that, it makes me feel bad."

Talk Firmly
"Marmaduke, stop that now thanks!"

Stop or I'll Report it
"Marmaduke, stop it now or I'll report it."

Move away
Move confidently towards a teacher or a safe place.

Report
CONFLICT: (to any supervising adult) *"Mr Smith, Marmaduke has taken my hat."*
BULLYING: (to your class teacher) *"Mr Smith, Marmaduke has been bullying me, can you help me, please."*

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 Beerwah 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'.

The following flowchart explains the actions Beerwah 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.

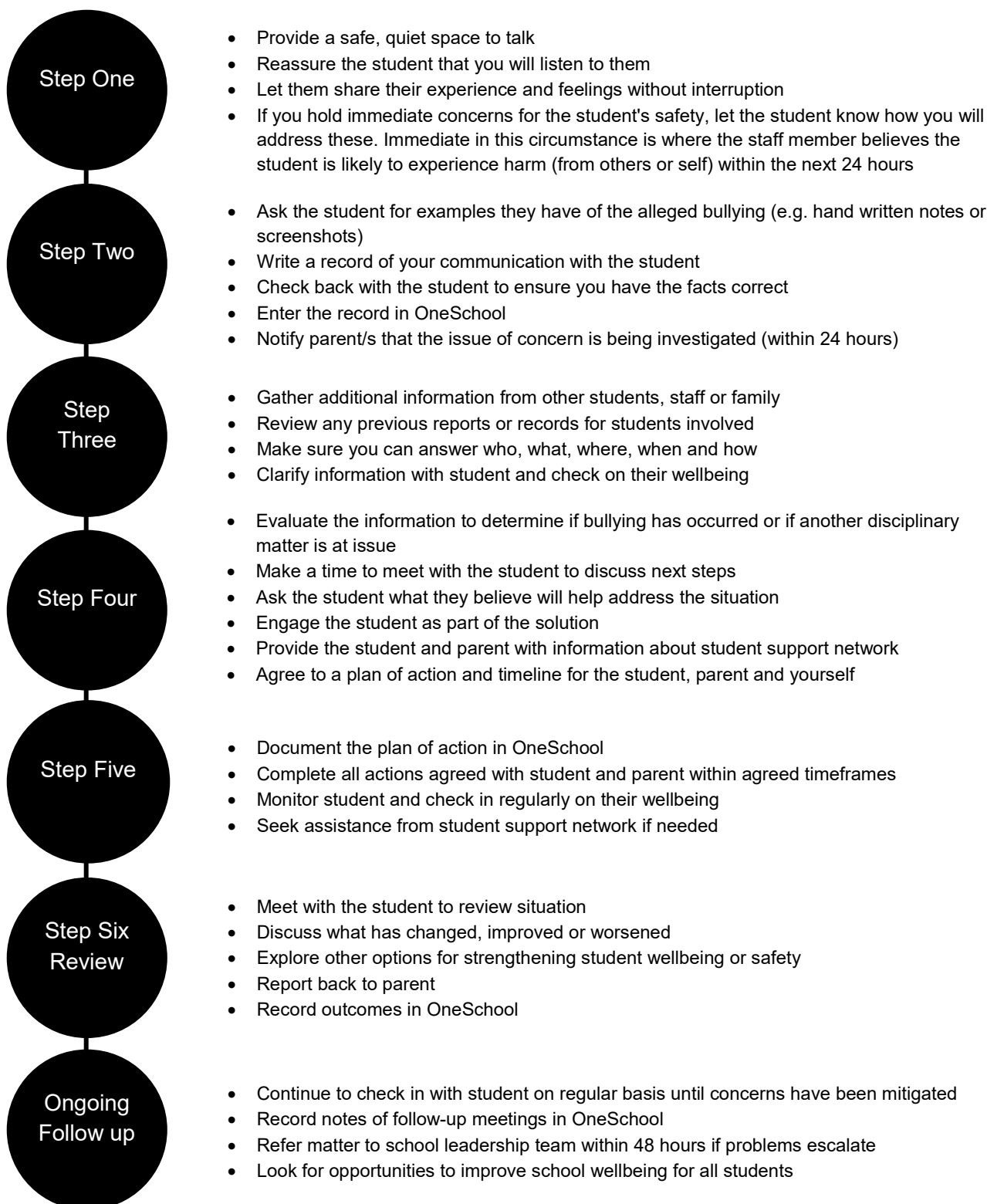
Bullying Response Flowchart for Teachers

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:

Initial Report – Class teacher

Ongoing concerns –Principal



Beerwah State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Beerwah State school works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Beerwah State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Beerwah State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.*

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- *Treat everyone with kindness and respect.*
- *Abide by the school's anti-bullying policies and procedures.*
- *Support individuals who have been bullied.*
- *Speak out against verbal, relational, physical bullying and cyber bullying.*
- *Notify a parent, teacher, or school administrator when bullying does occur.*

Student's signature

Parent's signature

School representative signature

Date

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. The age range of Beerwah SS students means that in the majority of cases, they should not be using the majority of social media platforms due to the age requirements to set up an account. Behaviour errors resulting from student use of social media when they are underage may result in the student account being reported to the relevant platform.

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

Cyberbullying

Cyberbullying is treated at Beerwah 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. Members of the Student Services team (Principal, Head of Special Education Services, Guidance Officer, Student Service Teacher, Chaplain), can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Beerwah 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.

Beerwah State School – Cyberbullying Response Flowchart for School Staff

How to manage online incidents that impact your school

Student protection

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

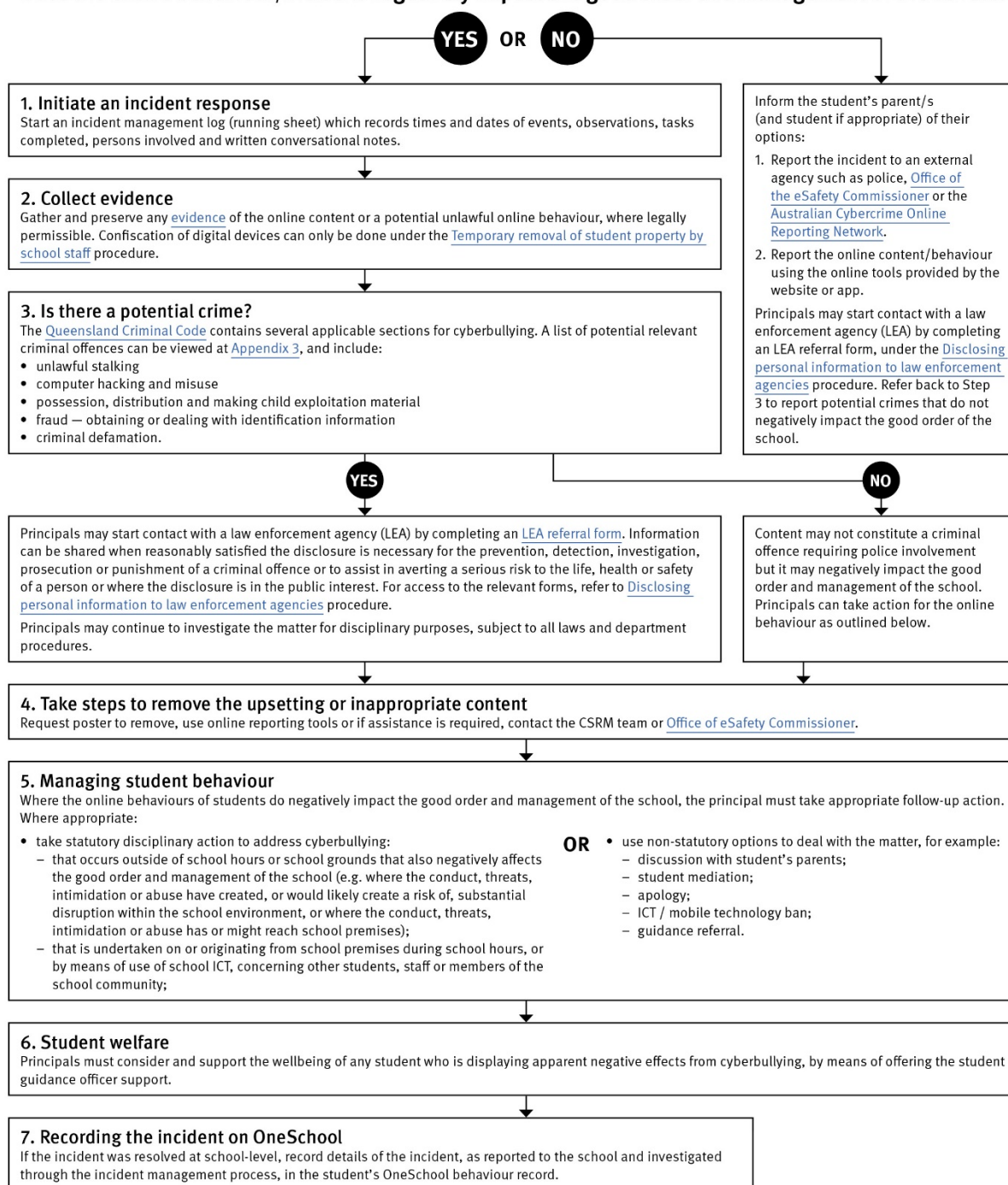
Explicit images

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

Report

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

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



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

Beerwah 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 Beerwah 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.

Restrictive Practices

School staff at Beerwah 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.

- 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

Beerwah 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.

Complaints Management

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

Appendices

- Appendix 1 Kandoo Values
- Appendix 2 Minor and Major Behaviours
- Appendix 3 Reboot Tools
- Appendix 4 Behaviour Incident Report

Appendix 1

Expected Behaviours to keep the Kandoo Rules
Including the 'FAB FOUR FOUNDATIONS'

	Can Do! Respect!	Can Do! Active Learner!	Can Do! Safe!
<p><i>All areas</i></p>	<ul style="list-style-type: none"> • Follow instructions promptly • Use kind words • Say Yes@Beerwah (include others) • Be honest and responsible for your words and actions. • Use good manners. • Wear correct school uniform. • Care for our environment. • Clean up after yourself • Respect personal space of others, including their equipment and belongings • Follow procedures for mobile phones and other digital equipment. 	<ul style="list-style-type: none"> • Follow instructions promptly • Use kind words • Say Yes@Beerwah – (learn together) • Accept that the choices you make affect your learning. • Demonstrate good listening during teacher instructions. • Leave items that do not relate to my learning at home. 	<ul style="list-style-type: none"> • Follow instructions promptly • Keep your hands and feet to yourself • Recognise, react & report bullying • Use the Kandoo High 5: report any concerns. • Walk on all concrete areas. • Ask permission to leave any setting. • Use technology safely. • Stay in school grounds. • Follow the Kandoo dots. • Accept help from staff.
<p><i>Learning Environment</i></p>	<ul style="list-style-type: none"> • Support others in their learning. • Care for property. • Raise your hand to speak. • Use encouraging language. • Follow class rules. • Do your best in all settings. • Value others' work. 	<ul style="list-style-type: none"> • Participate appropriately during lessons and discussions. • Be organised and ready to follow instructions. • Be an active listener. • Be proud of your work. • Take responsibility for your learning. 	<ul style="list-style-type: none"> • Arrive on time to the classroom. • Use furniture and equipment appropriately. • Go to the toilet in break times. • Move calmly and safely in and around the classroom. • Only enter a room only if teacher is present.
<p><i>Play Areas</i></p>	<ul style="list-style-type: none"> • Share equipment and play areas. • Play fairly. • Respect the adult on duty. • Accept consequences of your own actions. • Stop play on the bell and transition 	<ul style="list-style-type: none"> • Play school approved games by the rules. • Return equipment at the end of playtime. • Stay calm to solve problems. 	<ul style="list-style-type: none"> • Play in correct areas. • Wear a hat outside at all times. • Wear your shoes at all times (except sandpit). • Play safely and use equipment appropriately.
<p><i>Eating Areas</i></p>	<ul style="list-style-type: none"> • Line up quietly for tuckshop • Ensure all rubbish is in the bin. • Breakfast days: litter in bins and sit while eating. • Sit down for eating time • Raise hand on dismissal whistle 	<ul style="list-style-type: none"> • Order your tuckshop lunch before school. • Take lunchbox crate to the eating area. • Put lunch box away in lunchbox crate. 	<ul style="list-style-type: none"> • Eat only your food. • Practice good hygiene. • Wait for permission to leave the area. • Sit down at eating times in the correct areas.
<p><i>Transition Times</i></p>	<ul style="list-style-type: none"> • Stand quietly in two lines to enter the classroom. • Sit quietly in two lines in the line up area when you hear the end of break bell. • Give others their personal space. 	<ul style="list-style-type: none"> • Arrive on time. 	<ul style="list-style-type: none"> • Walk safely, promptly and quietly around the school. • Give others their personal space.
<p><i>Toilets</i></p>	<ul style="list-style-type: none"> • Use a calm voice. • Respect others' privacy and leave promptly. • Use soap and toilet paper as intended. • Be water wise. 	<ul style="list-style-type: none"> • Return quickly to classroom/play area. • Use toilets during break times. 	<ul style="list-style-type: none"> • Go into the cubicle by yourself. • Flush the toilet. • Wash your hands. • Give others their personal space.
<p><i>Before and After School</i></p>	<ul style="list-style-type: none"> • Show pride in yourself and your school. • Sit quietly in the Under Cover Area before 8.30am. • Cooperate and be respectful in your bus line. • Use respectful talk at all times and in all locations. 	<ul style="list-style-type: none"> • Follow bus rules. • Follow road rules. • Report to the office if late or leaving early. 	<ul style="list-style-type: none"> • Stay in bus line and make safe choices. • Board bus safely, stay seated, speak quietly. • Walk on the footpath/grass to and from school. • Follow road and crossing rules. • Walk bike/scooter in the school ground and secure it in the bike shed.

Appendix 2

Minor behaviours – problem behaviour is handled by staff members at the time it happens	
Minor behaviours are those that:	<ul style="list-style-type: none"> • may be managed by the Essential Skills for Classroom Management • are minor breeches of the school rules • do not seriously harm others or cause you to suspect that the student may be harmed • do not violate the rights of others in any other serious way • are not part of a pattern of problem behaviours • do not require involvement of specialist support staff or Administration
Minor problem behaviours may result in the following consequences:	<ul style="list-style-type: none"> • a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), including attending “Buddy” class, individual meeting with the student, apology, restitution or catch up time for work completion. • a re-direction procedure. The staff member takes the student aside and: <ul style="list-style-type: none"> – names the behaviour that student is displaying, – asks student to name expected school behaviour, – states and explains expected school behaviour if necessary – gives positive verbal acknowledgement for expected school behaviour.
Major behaviours – problem behaviour is referred directly to the school Administration team	
Major behaviours are those that:	<ul style="list-style-type: none"> • significantly violate the rights of others • put others/self at risk of harm • require the involvement of school Administration.
	<p>Major behaviours result in an immediate referral to Administration because of their seriousness. This is when the “Red Card” system for Administration assistance is used. Prior to sending a “Red Card”, the teacher ensures that a range of micro teaching strategies have been employed in an attempt to have the student demonstrate the expected school behaviour. The teacher has calmly given the student clear direction regarding the behaviour expectations and consequences for not following the teacher’s instruction. Should the student not respond, the staff member then sends the “Red Card” to the school office with two students. A member of the Administration team will return to the location and the student will be escorted from that location to the Administration office. A Behaviour Incident Referral form (Appendix 3) is completed by the teacher and provided to the Administration team member. The team member supports the student to complete the required consequence or resolve the behaviour issue. The teacher contacts parents and completes a behaviour entry in “OneSchool.”</p>

Major problem behaviours may result in the following consequences:	
LEVEL 1	Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence; AND/OR.
LEVEL 2	Parent contact, referral to Guidance Officer, referral to Support Services Committee, referral to Administration team, suspension from school;
LEVEL 3	Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs may expect a proposal to exclude from school to be developed following an immediate period of suspension.
N.B. Student disciplinary absences are to be used after consideration has been given to all other responses.	

Examples of Minor Problem Behaviours and Possible Consequences		
	Minor	Possible Consequences
Being Safe	<ul style="list-style-type: none"> Running on concrete or around buildings Running on stairs Not walking bike in school grounds 	<ul style="list-style-type: none"> Rule reminder Redirection Repeated behaviour - Lunchtime timeout
	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Rule reminder Redirection Repeated behaviour – parent contact Repeated behaviour – Lunchtime reflection Repeated behaviour – Accompany teacher
	<ul style="list-style-type: none"> Minor physical contact (e.g. pushing and shoving) 	<ul style="list-style-type: none"> Rule reminder Apology Repeated behaviour- Accompany teacher (playground) Repeated behaviour – supported play
	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	<ul style="list-style-type: none"> No hat - No play No shoes - No play
Being An Active Learner	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	<ul style="list-style-type: none"> Buddy class with work catch-up Reflection and work to catch up during lunch
	<ul style="list-style-type: none"> Not being punctual (e.g. lateness after breaks) Not in the right place at the right time. 	<ul style="list-style-type: none"> Warning Time out in class
	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Unco-operative behaviour 	<ul style="list-style-type: none"> Warning, then time out in class/buddy class Accompany teacher (playground)
	<ul style="list-style-type: none"> Dishonesty about a minor matter 	<ul style="list-style-type: none"> Student interview Time out in class Accompany teacher (playground)
	<ul style="list-style-type: none"> Littering 	<ul style="list-style-type: none"> Natural consequence - picking up litter
Being Respectful	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without prior approval for a specific emergent purpose 	<ul style="list-style-type: none"> Remove mobile phone to the office Lunchtime reflection and review of Appendix 1
	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Disrespectful tone or attitude when communicating with a staff member 	<ul style="list-style-type: none"> Student interview Time out in class Accompany teacher (playground)
	<ul style="list-style-type: none"> Minor theft Lack of care for equipment and/or the environment 	<ul style="list-style-type: none"> Restitution Parent contact Ban from school equipment
	<ul style="list-style-type: none"> Not playing fairly Excluding others Minor disruption to class Minor defiance Thoughtless teasing Encouraging, inciting, influencing, coercing others to engage in inappropriate behaviours 	<ul style="list-style-type: none"> Rule reminder Warning Time out in class Meeting with class teacher Parent contact Supported play

Examples of Major Problem Behaviours and Possible Consequences

	Area	Major	Possible Consequences
Being Safe	Movement around school	<ul style="list-style-type: none"> • Repeated behaviour that puts others at risk 	<ul style="list-style-type: none"> • Supported transition without class group • Admin supervision
	Play	<ul style="list-style-type: none"> • Throwing objects • Using play/school equipment to maliciously cause harm 	<ul style="list-style-type: none"> • Supervised/supported play • Ban from school equipment • Suspension
	Physical contact	<ul style="list-style-type: none"> • Serious physical aggression • Fighting • Encouraging others to engage in physical aggression • Verbal threats of physical aggression 	<ul style="list-style-type: none"> • Supported play • Lunchtime reflection • Parent contact • Ineligible for school representation • Ineligible for camps/excursions • Suspension • Proposal to exclude
	Correct Attire	<ul style="list-style-type: none"> • Repeated refusal to comply with dress policy 	<ul style="list-style-type: none"> • Parent contact • Ineligible for school representation
	Other	<ul style="list-style-type: none"> • Possession or selling of drugs • Possession of weapons such as knives 	<ul style="list-style-type: none"> • Proposal to exclude from school to be developed following an immediate period of suspension.
Being An Active Learner	Class tasks	<ul style="list-style-type: none"> • Repeated refusal to engage in learning • Repeated and intentional disruption of learning • Intentional destruction of learning materials 	<ul style="list-style-type: none"> • Parent contact to discuss catch up of learning time • Check in/Check Out Support • Lunchtime Reflection • Ineligible for school representation
	Being in the right place	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission 	<ul style="list-style-type: none"> • Parent contact • Supported Play • Ineligible for school representation • Suspension
	Follow instructions	<ul style="list-style-type: none"> • Complete non-compliance • Gross disobedience 	<ul style="list-style-type: none"> • Parent contact • Check In/Check Out Support • Red Card and Admin supervision • Admin withdrawal (removal from class program) • Ineligible for school representation • Ineligible for camps/excursions • Suspension
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Persistent dishonesty about a major matter 	<ul style="list-style-type: none"> • Parent contact • Restitution • Ineligible for school representation • suspension
	Use of ICTs*	<ul style="list-style-type: none"> • Use of a mobile phone or other electronic equipment in any part of the school for voicemail, email, text messaging or filming purposes without authorisation (See Appendix 1) 	<ul style="list-style-type: none"> • Parent contact • Restriction or ban from school network and resources • Suspension (if behaviour breaches respect and/or safety rules)
Being Respectful	Language	<ul style="list-style-type: none"> • Offensive language • Aggressive language - yelling • Verbal abuse/directed profanity (swearing) • Persistent and repeated disrespectful tone or attitude when communicating with a staff member 	<ul style="list-style-type: none"> • Parent contact • Check In/Check Out Support • Red Card and Admin supervision • Admin withdrawal (removal from class program) • Ineligible for school representation • Suspension
	Property	<ul style="list-style-type: none"> • Stealing/major theft • Wilful property damage • Vandalism 	<ul style="list-style-type: none"> • Parent contact • Red Card and Admin supervision • Admin withdrawal (removal from class program) • Ineligible for school representation • Ineligible for camps/excursions • Suspension
	Others	<ul style="list-style-type: none"> • Malicious teasing • Intentionally excluding others • Persistent and targeted bullying/harassment • Major disruption to class • Blatant disrespect • Major defiance • Repeatedly encouraging, inciting, influencing, coercing others to engage in inappropriate behaviours 	<ul style="list-style-type: none"> • Parent contact • Check In/Check out Support • Red Card and Admin supervision • Admin withdrawal (removal from class program) • Ineligible for school representation • Ineligible for camps/excursions • Suspension • Proposal to exclude
<ul style="list-style-type: none"> • Information and Communication Technologies including – school network and resources, personal mobile phones and other technology devices (see page 18) 			

Reboot Tools

Reboot Tool: Our Three Brains



Smart Brain
(Neocortex)



Emotional Brain
(Limbic System)



Wild Brain
(Brain Stem + Cerebellum)

Our Brain can be broken down into three main parts – Smart, Emotional and Wild.

The **Wild Brain** is responsible for all our automated functions – heart rate, breathing, body temperature control, movement, and our fight/flight/freeze (survival) response.

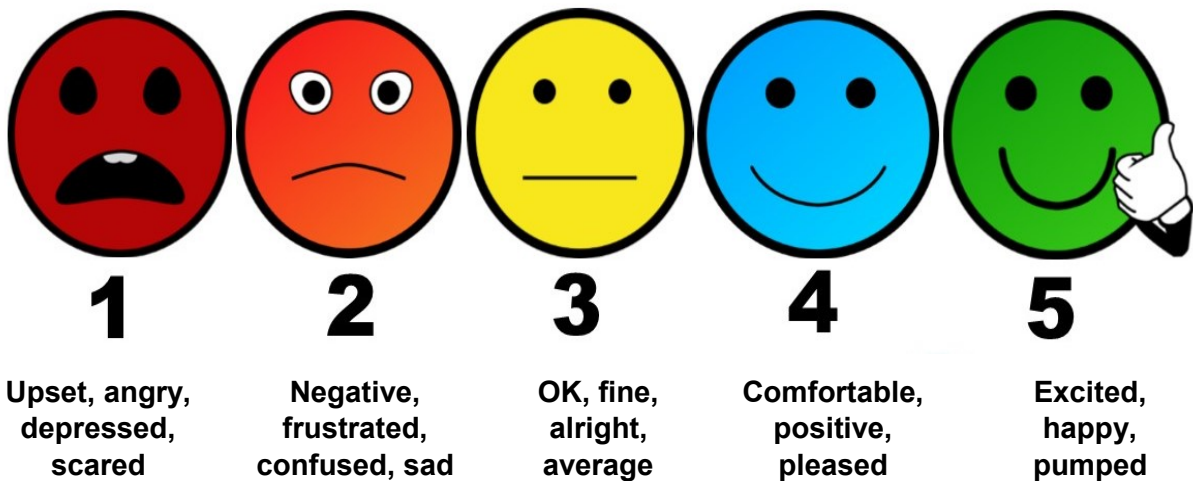
The **Emotional Brain** is responsible for our feelings and emotions (both positive and negative) and memory. It also houses the Amygdala which constantly scans like a smoke detector and picks up on any stress or perceived threat to our wellbeing or survival.

The **Smart Brain** is responsible for higher order thinking – complex thought, problem solving, language, reasoning, creativity and decision making.

When the amygdala perceives a threat, it will set off an alarm that sends us into **Wild Brain** and activates our Fight/Flight/Freeze response. The **Wild Brain** then hijacks the rest of our brain, shutting down all other non-essential functions, meaning it's really hard for us to make a smart decision or to be reasoned with when we're in Fight, Flight or Freeze.

Learning environments at Beerwah State School address the physical (**Wild Brain**), emotional (**Emotional Brain**) and cognitive (**Smart Brain**) elements so that all students can effectively engage in learning. Students are taught how to 'feed' their **Wild Brain** with things like breathing and movement so they can move up into **Emotional** and **Smart Brains**.

Reboot Tool: 5 Faces & Self-Regulation



Self-regulation is one of the most important skills a child can develop. The capacity to know what you are feeling, what you need to feel better and respond appropriately to a life situation is a key determinant in outcomes socially, personally and at school. Self-regulatory ability is a stronger predictor of long-term school and life success than talent or nature ability. **Reboot's** 5 Faces help staff to co-regulate with students to build their ability to self-regulate.

Co-regulation is the act of supporting a person to self-regulate. Everyone requires this support to develop basic skills in self-regulation, and at challenging times we all require the support of another person to self-regulate. **Reboot's** 5 Faces are a simple visual tool to support young people to identify where they are at and what they need to feel better.

It is possible to feel all 5 levels of emotion in 5 minutes if enough stimulating things are happening. There is nothing wrong with being a number 1 or 2, sometimes you can't help it (e.g. when someone you love leaves or dies, when someone betrays and upsets you) – it is acting out on it that is the problem.