



Bundamba State School

Student Code of Conduct 2025 - 2029

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

Purpose

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

The Bundamba 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.

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Endorsement

Principal Name:	Wendy Deverell
Principal Signature:	<i>Wendy Deverell</i>
Date:	3 February 2025
P/C President and-or School Council Chair Name:	Ulanta McFarlane
P/C President and-or School Council Chair Signature:	<i>Ulanta McFarlane</i>
Date:	3 February 2025

Contents

Purpose	2
Principal's Foreword	5
P&C Statement of Support	6
Consultation	7
Learning and Behaviour Statement	8
Multi-Tiered Systems of Support	8
Major and Minor Behaviours	9
Student Wellbeing and Support Network	10
Whole School Approach to Discipline	13
PBL Expectations	13
Consideration of Individual Circumstances	15
Differentiated and Explicit Teaching	16
Focused Teaching	17
Intensive Teaching	18
Legislative Delegations	19
Legislation	19
Delegations	19
Disciplinary Consequences	21
Differentiated	21
Focused	22
Intensive	22
School Disciplinary Absences (SDA)	23
School Policies	25
Temporary removal of student property	25
ICT Policy	27
Use of mobile phones and other devices by students	28
Preventing and responding to bullying	28
Appropriate use of social media	37
Communication Policy	38
Attendance Policy	40
Uniform Policy	41
Restrictive Practices	42
Critical Incidents	43
Related Procedures and Guidelines	44

Complaints	45
Resources	47

Principal's Foreword

Introduction

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

Bundamba State School's mission is the creation of a community of empowered learners through an environment of mutual respect and trust. Fundamental to the success of the mission is a strong partnership fostered with parents and the community. Our goal is to inspire students to learn and accomplish academic, social, physical and cultural goals to take their place in society as contributing citizens. It is our expectation that all adults will model appropriate behaviour including those associated with conflict resolution for our young people. Our school promotes the incorporation of restorative practices to support our students to make good choices when resolving situations.

The scope of this document outlines the school policies related to the following areas:

- Learning Culture (Positive Behaviour for Learning) framework
- School wide approach to discipline and consequences
- Use of mobile phones
- Anti-bullying strategy
- Appropriate use of social media
- Student property
- Critical Incidents
- Restrictive Practices
- Communication Policy
- ICT Policy
- Attendance Policy
- Uniform Policy

Bundamba State School strives for an ethos built on high expectations and a commitment to excellence. There is an expectation that every student will learn and achieve to the best of their ability. Our learning environments are dynamic and student centred and incorporates a pedagogy designed to ensure strong foundation skills in literacy and numeracy whilst at the same time equipping students with the skills they require in the 21st Century.

P&C Statement of Support

The development of the Bundamba State School Student Code of Conduct was formulated over a number of years including input from P&C members and the executive committee and community consultation.

The Student Code of Conduct is tabled annually for review as an agenda item at the P&C meeting held at the commencement of each new school year to determine if modification is warranted due to newly emerging Departmental policy guidelines.

The P&C of Bundamba State School endorse and support all policies and procedures contained in the final Student Code of Conduct and remain supportive of the strong working relationship between the P&C and the school leadership team.

Consultation

The ongoing consultation process used to inform the development of the current and pending 2025 – 2029 Bundamba State School Code of Conduct occurred in four phases.

In the first phase, we held a series of internal meetings with staff between June and December 2019. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we assessed the current Positive Behaviour for Learning (PBL) whole school processes. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to revisit and revise school wide PBL practices to align these with the beliefs and values of the school. Staff were asked to rank their priorities and offer positive, solution focused ideas and suggestions for improving the quality of relationships, sense of belonging, and communication in the school.

In the third phase, we provided a draft document to students, staff, the P&C executive and active parent members. Feedback was collated and where appropriate, incorporated into the document.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The fourth phase of consultation for Bundamba State School's current Student Code of Conduct was completed in September 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in October 2020 for endorsement. The P&C Association unanimously endorsed the Bundamba State School Student Code of Conduct for implementation in Term 4, 2020. The final phase of endorsement for the Bundamba State School 2025 – 2029 Student Code of Conduct will occur in January 2025 with P&C Association endorsement.

A communication strategy has been developed to support access to the current and endorsed Bundamba State School Student Code of Conduct, including the school website, and newsletter. Any families who require assistance to access a copy of the Bundamba State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Administration Office.

Review Statement

The Bundamba 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.

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.

Multi-Tiered Systems of Support

Bundamba 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.

	Prevention Description
Tier 1	<u>All students</u> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Learning Culture (LC) expectations. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
Tier 2	Targeted instruction and supports for <u>some students</u> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Learning Culture (LC) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

	• there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need). If the 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.
Tier 3	Individualised services for <u>few students</u> (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 continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to: • 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. Major and Minor Behaviours When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding: Minor behaviour incidents are handled and followed up by staff members at the time it happens. Minor problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration
- serve as a learning opportunity.

Orange Major behaviour incidents are addressed calmly and, in a conflict averse manner by the witnessing staff member at a time that is safe and appropriate to do so. Staff address the behaviour in a manner that reflects Bundamba State School's trauma informed approach, with possible Administration support or follow up, dependent on the incident.

Orange Major behaviours are those that:

- may negatively impact the rights of others
- may be a pattern of inappropriate behaviours
- are more serious in nature than a minor behaviour, but do not fall into a Red Major category, or require immediate Administration response.

An **Orange Major** requires parent contact by the classroom or specialist teacher.

Red Major behaviour incidents are referred directly to the school Administration team.

Red Major behaviours are those that:

- significantly violates the rights of others
- are deemed critical
- and/or intentionally put others or themselves at risk of harm
- and requires the immediate involvement of school Administration.

Red Major behaviours result in an immediate referral to the school Administration team because of their seriousness. When major unacceptable behaviour occurs, staff members support the student by calmly stating the major problem to the student and reminding them of the expected school behaviour. The staff member then discreetly contacts Administration. If the student is regulated, they are directed to the office. A report of the student's behaviour is recorded on OneSchool before the end of the day.

Student Wellbeing and Support Network Inclusion & Engagement Team

Bundamba State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through 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](#).

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

Bundamba State School will ensure 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

Bundamba 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

Bundamba 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.

Bundamba 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

Bundamba 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 Personalised Learning record.

Suicide prevention

Bundamba State school staff who notice suicide warning signs in a student will 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, Bundamba 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, Bundamba 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, Bundamba 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.

Bundamba 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 Bundamba 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.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Guidance Officer, Head of Special Education Services, Deputy Principal, or Principal on 3186 6666.

Whole School Approach to Discipline

Bundamba State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. At Bundamba, the PBL approach is referred to as our Learning Culture. 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.

Staff at Bundamba State School believe 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.

The development of the Bundamba State School Student Code of Conduct is an opportunity to explain the Learning Culture framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of Learning Culture can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or Learning Culture are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Learning Culture 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 three Learning Culture expectations in place for students. At Bundamba State School, we show pride in ourselves and our school when we are safe, respectful learners.

Students

Below are examples of what these Learning Culture expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Bundamba State School.

We Are Safe
We Are Respectful
We Are Learners

Parents and staff

The table below explains the Learning Culture expectations for parents when visiting our school and the standards we commit to as staff.

We Are Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.

We Are Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

We Are Learners

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.

Bundamba State School is committed to ensuring that all students participate and succeed in education on the same basis as their peers. The staff cater for the educational needs of the whole child through a wraparound support model encompassed within our implementation of the Learning Culture framework. This ensures we consistently strive towards success for all. The Learning Culture framework encompasses a multi-tiered or continuum of intervention supports which contain universal, targeted and intensive layers of service and support wrapped around the student via this student-centred approach.

Staff at Bundamba State School adhere to the Australian Professional Standards for teachers. The standards include:

1. Knowing their students and how they learn
2. Knowing the content and how to teach it
3. Planning for and implementing effective teaching and learning sequences
4. Creating and maintaining supportive and safe learning environments
5. Assessing, providing feedback and reporting on student learning
6. Engaging in professional learning
7. Engaging professionally with colleagues, parents/carers and the community

Consideration of Individual Circumstances

Staff at Bundamba 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. 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. Community members 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. It is the position of the school that there is no instance where it is appropriate to place hands on another person with intent to cause harm. The school takes its responsibility to ensure a safe

environment for all staff, students and community extremely seriously and expects that this stance to be respected and supported by all.

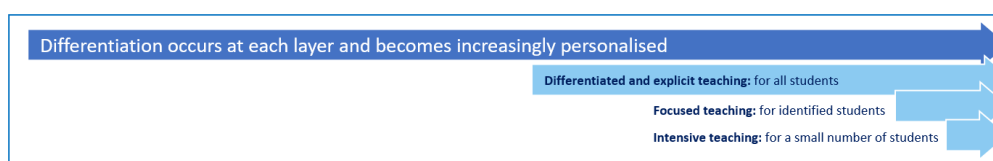
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the deputy principal or principal to discuss the matter.

Differentiated and Explicit Teaching

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

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



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

Every classroom in our school uses the Learning Culture Expectations Matrix, illustrated below, as a basis for developing their behaviour expectations and standards for ways of working. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom and across the school. The completed matrix is on display in every classroom, and is referred to to ensure consistent use of language and explicit teaching of schoolwide expectations Prep – Year 6. The Learning Culture Team revisits the matrix regularly to address any new or emerging trends.



BUNDAMBA STATE SCHOOL PBL EXPECTATIONS MATRIX



At Bundamba State School we use the High 5 to help solve problems

All Settings	We are SAFE - I keep my hands feet and objects to myself - I report if someone is hurt or could get hurt - I am in the right place at the right time and ask for permission to leave the area - I use equipment for its intended purpose	We are RESPECTFUL - I follow instructions the first time - I respect self and others - I use good manners - I follow school routines and respect staff decisions - I take care of school property - I respect other cultures - I listen to the speaker with eyes and ears - I put rubbish in the correct bin	We are LEARNERS - I attend school each day - I am on time for class - I attempt all tasks - I am prepared for learning - I strive to succeed - I actively participate - I take ownership for mistakes
Learning Environments	- I stay in the learning area - I leave my belongings in the correct place	- I accept ownership for my behaviour - I actively listen - I allow others to share their opinions - I care for myself, others and other property - I consider the needs of others	- I have learning materials ready - I ignore distractions - I ask clarifying questions
Playground	- I wait for the adult on duty before entering play areas - I use equipment for its intended purpose - I wear a hat	- I follow playground expectations - I play nicely with peers by taking turns and using kind words - I follow instructions of the adult on duty - I include everyone in playground games - I care for playground equipment and use it for its intended purpose	- I am in the right place at the right time - I report problems at lunch to the adult on duty
Tuckshop	- I line up appropriately	- I use manners when purchasing from the tuckshop	- I place my order before learning time begins
Toilets	- I use the toilet appropriately - I wash my hands with soap	- I use the toilets in the intended way - One person per cubicle - I respect the privacy of others	- I go to the toilet in my own time - I return to class promptly during learning time
Transition	- I line up in the right place at the right time - I keep to the left and walk on the pathway	- I walk quietly so I don't disturb others' learning - I keep off the grass	- I move with purpose to ensure I maximise learning time
Eating Area	- I sit in the correct spot while eating - I only eat my own food - I remain in view of staff at all times - I keep personal equipment such as lunch boxes still	- I use my manners - I put all rubbish in the bin	
Before School	- I arrive on time and move to the designated area - I am in the right place at the right time - I stay in my designated area - I practice road safety when travelling to school	- I follow the instructions of the supervising staff before school	- I have everything I need for the day
After School	- I line up for the bus promptly - I leave the school grounds promptly - I practice road safety when travelling from school	- I follow the instructions of the supervising staff after school	- I take required equipment home
Online/ Use Technology	- I follow the ICT code of conduct - I keep my account secure	- I care for IT equipment by using it appropriately and report any issues to a staff member	- I remain on task - I know my login details - I follow technology routines - I ask a staff member for help

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 Bundamba State School to provide focused teaching. Focused teaching is aligned to the Learning Culture Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

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

- Individual Behaviour Support Plans
- Play plans
- Facilitation of restorative discussions
- Guidance Officer support
- Functional Based Assessment.

For more information about these programs, please speak with the Head of Special Education Services.

Intensive Teaching

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

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

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

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Bundamba 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](#)

Department of Education

Bundamba State School

Instrument of Authorisation

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

I, Wendy Deverell, Principal of Bundamba State School, **authorise** the persons who are from time to time the holders of the position of delegates of the Leadership Team and Inclusion and Engagement Team at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of delegate of the Leadership Team and Inclusion and Engagement Team to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A delegate of the Leadership Team or Inclusion and Engagement Team who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal, Head of Department or Head of Special Education Services tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal, Head of Department or Head of Special Education Services tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

WENDY DEVERELL

DATE

BUNDAMBA STATE SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

Disciplinary Consequences

The disciplinary consequences model used at Bundamba 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 focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- 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, Play Plan)
- Referral to the Reset room for restorative discussion with a member of the Administration team
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with the Inclusion & Engagement Team 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)

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 Bundamba State, the use of any SDA is considered a very serious decision. It is typically only used by the Principal as a consequence of student's behaviour that 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 Bundamba State School will be invited to attend a re-entry meeting prior to 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, however, it is offered and recorded on the official suspension paperwork 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 the suspension paperwork. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

The structure of the re-entry meeting follows a set agenda, itemised below. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focused on making the student and their family feel welcome back into the school community.

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

Bundamba 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
- ICT Policy
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Communication Policy
- Attendance Policy

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 Bundamba 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 Bundamba 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 Bundamba 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 Bundamba 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 Bundamba 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 Bundamba 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.

ICT Policy

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.

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 Bundamba 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
- 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.

Use of mobile phones and other devices by students

In consultation with the broader school community, Bundamba State School determined that mobile phones and other devices e.g., smart watches should not be brought to school. Students who arrive at school with any of these devices will be required to leave them at reception in the Administration building and they will be available for collection at the conclusion of the school day.

Preventing and responding to bullying

Bundamba 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.

Bundamba State School aims to include student voice through the provision of a **Student Representative Council** with diverse representatives from Years 4- 6 meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole 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 Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Bundamba State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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 Bundamba 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 Bundamba 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.

Bundamba State School - Bullying response flowchart for teachers

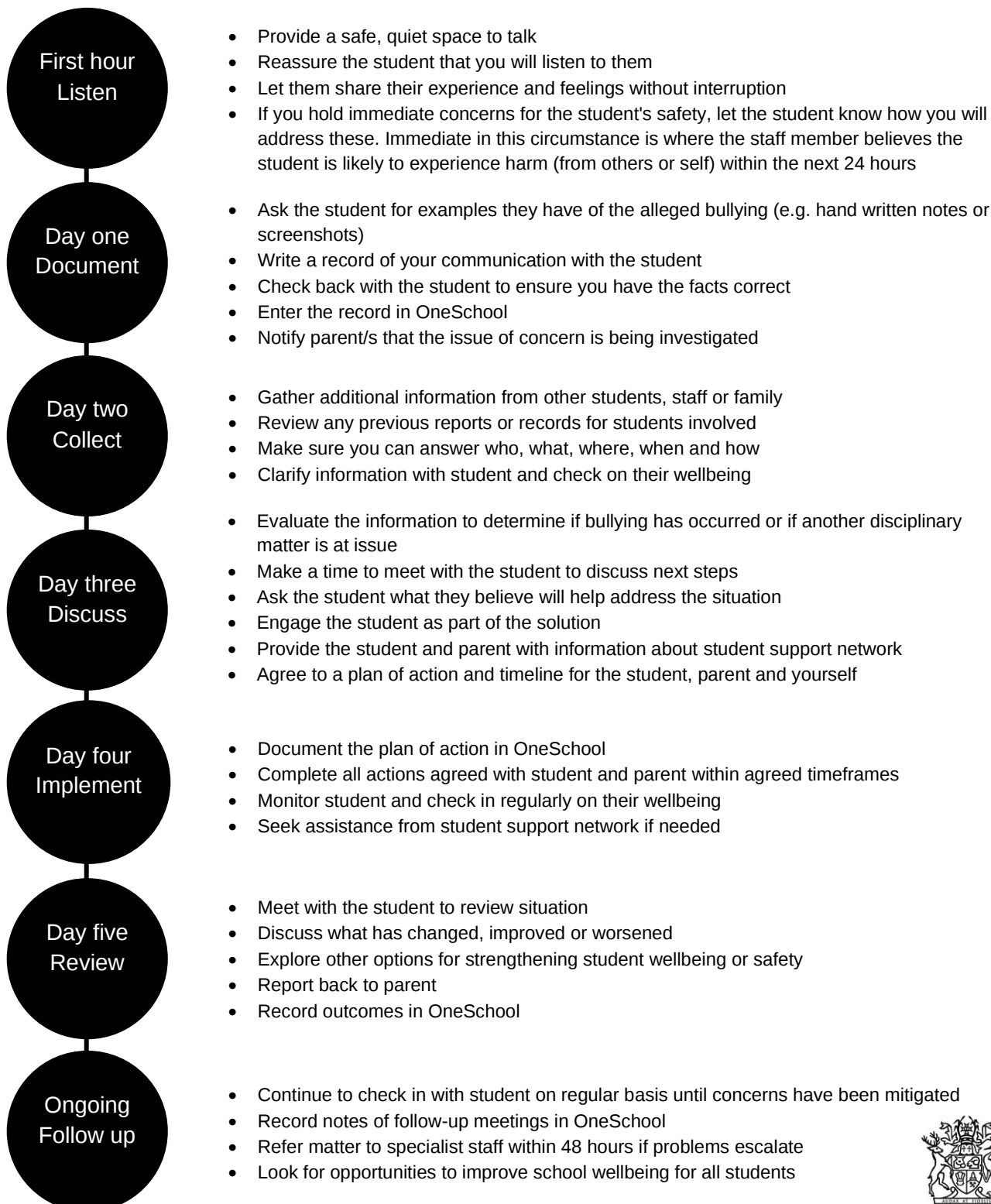
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Deputy Principal P-2 or 3-6

Principal



Safe, Responsible and Respectful Online

Students of Bundamba State School

In the event that you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure ([Use of ICT systems](#)).
2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students, and use appropriate spoken and written language at all times.
3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g. posters, laundry).
4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.

Unacceptable/inappropriate use/behaviour by a student engaged in online learning

It is unacceptable for students to:

- use a device or other digital technology in an unlawful manner
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content
- use of obscene, inflammatory, racist, discriminatory or derogatory language
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking
- insult, impersonate, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)

- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material

Cyberbullying

Cyberbullying is treated at Bundamba 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

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 Bundamba 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 school Administration team.

Bundamba 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](#).

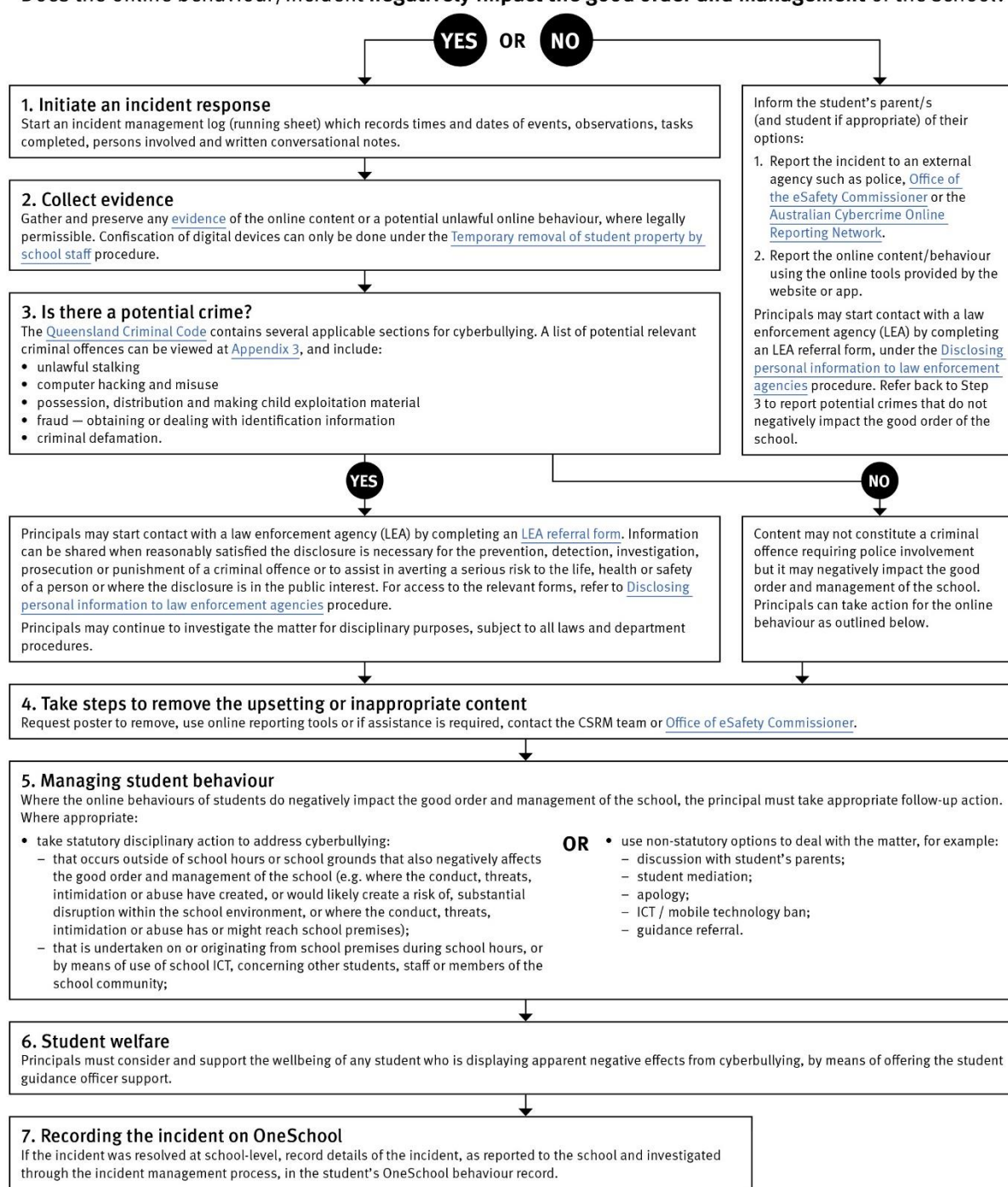
Explicit images

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

Bundamba 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 by the Student Support Committee. 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 Bundamba 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.

Bundamba State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Bundamba 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.

Bundamba State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Bundamba 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.

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.

Communication Policy

Bundamba State School believes that effective parent engagement is beneficial to successful student learning and wellbeing outcomes. The school is focused on ensuring a meaningful partnership between parents, teachers and school leaders with shared goals regarding maximising outcomes for students.

Appropriate Ways to Raise an Issue and What to Expect:

If parents/carers express concerns about an issue to the school in confidence, they will be treated with courtesy and respect in order to try to resolve the matter. Parents/carers raising a concern should state the concern in concise terms and allow the school to investigate the matter in order to understand

the circumstances more fully. Parents are not to make assumptions and judgments about other children or staff before an investigation has occurred. The administration team and/or class teachers will not discuss details of another child's management, program or consequences with anyone other than the child's parents/carers.

Hostile Parent/Carer Behaviour:

In cases of serious or repeated misconduct by a parent/carers, the school may take steps to ban that person from entry to school grounds and may, where appropriate, involve other authorities. This is permitted under Section 337 of the Education Act (Hostile Persons on School Premises) and will be enforced in cases of aggressive or threatening behaviour. It may also be enforced in other cases of parent/carers conduct that is prejudicial to the good order of the school environment or the welfare of staff or students.

Electronic Communication and Social Media:

All concerns and complaints should be addressed in a respectful and civil manner. Parents and carers are advised to exercise great caution with email communication and social media (Facebook, Twitter etc.) when expressing opinions about the school or school staff. Given the nature of the internet, any comments and images posted, including 'private' conversations online, can become viral.

Please be aware that inappropriate comments about school posted on Social Media, including those that denigrate staff or damage the professional reputation of staff or the school, as well as unproven allegations that are brought to the Principal's attention, will be referred to the legal office of the Queensland Teachers' Union and a request made for lawyers' intervention. Any exchange or complaint, whether it is a written note, email, Facebook entry or verbal conversation, may be recorded as a 'Record of Contact' on the child's profile in Education Queensland's electronic management system, OneSchool. This profile remains as a permanent record until the child leaves the state schooling system.

On almost all occasions, the class teacher should be the first person to be approached if there is an issue parents or caregivers wish to discuss. If it is felt that the issue has not been addressed satisfactorily, contact should be made with the Deputy Principal of the particular year level. Parents and caregivers should ensure they schedule a meeting time rather than arriving at the office as it is not possible to conduct an unscheduled meeting due to the workloads of the school staff. Every effort will be made to address concerns in a timely way

Matter	Contact
Academic performance	Class or specialist teacher
Behaviour including: • Class or playground behaviours • Change in attitude to school • Issues with other students	Class teacher
Emotional and health and	Class teacher

wellbeing concerns including: • Special needs • Change in emotional state	
Student absence	Parents provide information of student absence by phoning the absence line on 3816 6666. If a discussion with the teacher regarding the absence is required please email the teacher directly. Please note that an SMS may result if the absence is not notified on the absence line.

Attendance Policy

All schools in Queensland are committed to providing safe and supportive learning environments for all students which address their educational needs. Bundamba State School expects all students to attend school each day ready for learning. This includes having the correct uniform, food for the day, equipment required for learning and being ready to walk into class at **8:40am**. Bundamba State School's attendance policy aims to create conversations with all stakeholders about the importance of school attendance.

School responsibilities:

- provide quality learning experiences in a safe respectful environment
- provide a respectful environment for students and families to work cooperatively encouraging attendance and participation
- monitor and track all students' attendance patterns and keep families informed of undesirable situations or trends.

Student responsibilities:

- all students need to be at school each and every day prepared for work and learning
- all students are to be accountable for attendance and participation
- all students are expected to be in class on time and remain in class each lesson

Parent responsibilities:

- all parents are responsible for providing necessary opportunity and resources to ensure students can and do attend each day
- all parents are responsible for informing the school of any situation which prohibits students from attending school for a full or partial day
- all parents are encouraged to resolve any discrepancy re: attendance information for their student.

If a student is **absent without explanation for 3 days** or a **pattern of absences has been identified that is resulting in at least one day a fortnight off school or regular late arrival or early departures**, Bundamba State School will take action. This may include the following:

1. A phone call to discuss attendance and possible issues with the family and/or student.

2. Liaising with other agencies such as Queensland Police and local non-government organisations, to address the trends or support the student and their family to encourage attendance.
3. An official letter home to parents/caregivers outlining their legal obligation and inviting them to attend a meeting to discuss the situation.
4. Implementation of the 'Managing Student Absences and Enforcing Enrolment and Attendance in State Schools' policy, which may result in legal action.

Uniform Policy

Bundamba State School is a community which values the highest standards of behaviour and appearance. We believe that wearing of the correct uniform plays a significant part on the development of a positive self-image and sense of belonging within our school. The capacity for state schools to enforce a Dress Code is contained in the *Education (General Provisions) Act* of 2006. It is our desire to work with parents and caregivers to support them to have students meet these expectations.

The uniform policy applies at all times when the uniform is worn, e.g. in public places after school hours, excursions or representing the school. The uniform policy is designed to meet relevant Education Queensland workplace safety guidelines for students in schools.

Summer uniform	• School maroon polo shirt • Plain maroon shorts, skirt or skorts.
Winter uniform	• School maroon polo shirt • School maroon jacket/jumper • Plain maroon tracksuit pants or shorts • Plain maroon tights if worn under skirt
Shoes	• Plain black impervious, shoes (leather or vinyl) must be worn. (Canvas, ballet, high-tops, multi-coloured not acceptable). Black laces only. • Black or white socks only.
Hair/Nails	• Hair must not be dyed in colours that do not occur naturally. • No extreme hairstyles. • Hair ties and clips must be plain and of a natural hair colour or school colours. • Head covers worn for cultural reasons must be plain black or white only • Nails must be natural and free from polish, or clear polish only.
Jewellery	Acceptable jewellery items include: • School badge & school awarded badges. • A watch. • One pair of stud or sleeper earrings. No plugs, stretchers or extenders. • Facial piercings must be clear plastic and flat to skin, or covered. • Medic alert bracelet or necklace.

Restrictive Practices

School staff at Bundamba 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.

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

Complaints

Bundamba 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.

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](#).

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](#)