



Bowen State School

# Student Code of Conduct 2020-2023

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

*In partnership with parents and the community, and with the belief that all children are capable of success, the staff at Bowen State School are committed to creating a safe, consistent, predictable and supportive school culture. We provide this through the use of evidence based practices and whole school data to foster each child's full academic, social, emotional and behavioural potential to be a contributing citizen.*

This Student Code of Conduct is designed to:

- a. communicate to the School Community and the General Public, the behaviour expectations and policies of Bowen State School and the school's commitment to providing a disciplined learning environment;
- b. support administration and staff in implementing positive behaviour systems to facilitate effective socialisation and high standards of conduct from our students; and
- c. facilitate the core business of education to occur with minimal disruption.

## Contact Information

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Postal address: Bowen State School PO Box 1157 Bowen 4805

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Phone: 4786 9555

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Email: [principal@bowenss.eq.edu.au](mailto:principal@bowenss.eq.edu.au)

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School website address: [www.bowenss.eq.edu.au](http://www.bowenss.eq.edu.au)

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Contact Person: Christien Payne - Principal

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## Endorsement

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Principal Name: Christien Payne

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Principal Signature: 

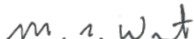
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Date: 22/01/21

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P/C President: Michelle Wright

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P/C President Signature 

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Date: 22/01/21

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## Principal's Foreword

### Introduction

At Bowen State School, we support positive behaviour by explicitly teaching clear and consistent behaviour expectations and providing the appropriate support and intervention for those students who require additional opportunities to practice. We do this in order to maximize academic achievement and to build a community of respectful, safe and responsible learners who then have every opportunity to achieve their academic and social potential.

### Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

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

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

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

There are four different confidential surveys for

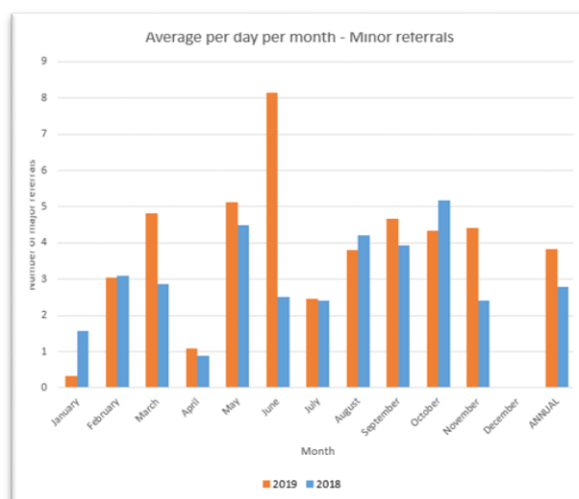
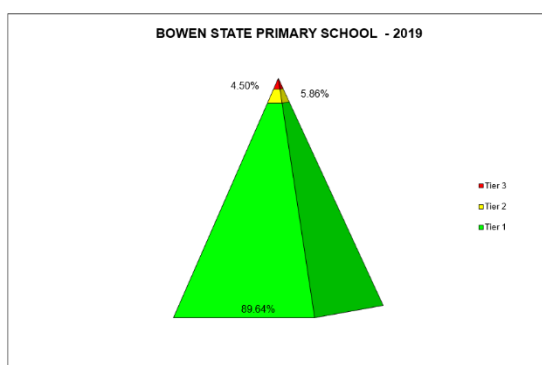
- parents
- students
- staff

Analysing the data and sharing it with staff, parents and students allows everyone in the school community to focus on developing a safe and supportive learning environment.

At Bowen State School we review our school behaviour data at PBL meetings and share this data with whole school in the staff room on our PBL board and via G Drive. Identified data trends and associated actions are documented in PBL Meeting Minutes.

To plan for next steps, we complete SET & TIC Data regularly, which informs our whole school PBL Action Plan. We also submit behaviour data yearly to regional office.

## Data Examples:



Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I like being at my school.	109	97.2%
I feel safe at my school.	110	91.8%
My teachers motivate me to learn.	111	99.1%
My teachers expect me to do my best.	110	99.1%
My teachers provide me with useful feedback about my school work.	111	97.3%
Teachers at my school treat students fairly.	107	93.5%
I can talk to my teachers about my concerns.	109	90.8%
My school takes students' opinions seriously.	108	92.6%
Student behaviour is well managed at my school.	109	94.5%
My school looks for ways to improve.	111	100.0%
My school is well maintained.	109	95.4%
My school gives me opportunities to do interesting things.	109	94.5%
This is a good school.	110	97.3%

All staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I feel this school is a safe place in which to work.	51	100.0%
This school looks for ways to improve.	51	98.0%
I have access to quality professional development.	51	86.3%
I can access necessary information and communication technologies to do my job at my school.	51	96.1%
The wellbeing of employees is a priority for my school.	51	94.1%
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	50	96.0%
This is a good school.	51	100.0%

Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
My child likes being at this school.	67	92.5%
My child feels safe at this school.	67	94.0%
My child's learning needs are being met at this school.	67	94.0%
My child is making good progress at this school.	67	94.0%
Teachers at this school expect my child to do his or her best.	67	98.5%
Teachers at this school provide my child with useful feedback about his or her school work.	67	94.0%
Teachers at this school motivate my child to learn.	65	93.8%
Teachers at this school treat students fairly.	65	95.4%
I can talk to my child's teachers about my concerns.	67	94.0%
This school works with me to support my child's learning.	66	95.5%
This school takes parents' opinions seriously.	64	93.8%
Student behaviour is well managed at this school.	66	89.4%
This school looks for ways to improve.	63	95.2%
This school is well maintained.	66	97.0%
This is a good school.	66	98.5%

## Whole School Approach to Discipline

Bowen State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Positive Behaviour for Learning, in conjunction with our Responsible Behaviour Plan for Students, are implemented to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

At Bowen State School, we support positive behaviour by explicitly teaching clear and consistent behaviour expectations and providing the appropriate support and intervention for those students who require additional opportunities to practice. We do this in order to maximize academic achievement and to build a community of respectful, safe and responsible learners who then have every opportunity to achieve their academic and social potential.



## Whole School Approach to Discipline

### Consideration of Individual Circumstances

Staff at Bowen State School have a clear understanding that every student comes to our school with different circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environments and care arrangements. It is also understood that these circumstances are not necessarily static and that at any point in time, precipitating factors can alter the behaviour, learning, wellbeing and attendance of some students. These factors are a prime consideration when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence. Staff are also mindful of the fact that adult behaviour can impact on that of the student.

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

- Promoting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Taking into account student's age, gender, disability, cultural background, emotional wellbeing, and socio-economic situation
- Recognising the rights of all students to express opinions in an appropriate manner and at the appropriate time, work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation

Other individual circumstances that must be considered are:

- learning and/or impairment needs.
- previous behaviour record;
- severity of the incident;
- amount of reliable evidence;
- degree of provocation;
- intent of the action; and
- honesty and perceived level of remorse.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. A notion of equity not necessarily equality is the premise.

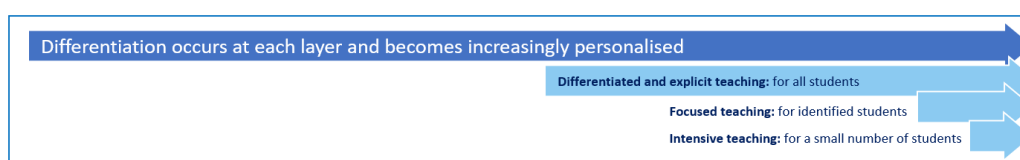
The dignity and privacy of students is of high consideration at Bowen State School. The issuing of consequences for behaviour infractions is the business of the school and the parents of that student. Therefore, while we understand that some parents may wish to know what consequences were delivered to another student, we are not obligated to disclose this information. Our parent body must understand that all behaviour infractions are taken seriously at Bowen State School and will be addressed appropriately. Parents who have concerns must contact the office to make an appointment with the Principal.

## Differentiated and Explicit Teaching

Catering for the individual needs of students is of high priority at Bowen State School. When classes are formed at the beginning of the year, the placement of students with particular needs (be it in behaviour, academics wellbeing, or attendance), is carefully considered. Support Staff meet with teachers to make a seamless transition into new year levels and classes.

Faces are put to the data is used to map students so that their individual needs can be met. The BSS behaviour matrix is the foundation for our discipline and provides staff with strategies and interventions to support students with appropriate behaviours.

Teachers are responsible for the explicit teaching of the expectations of the matrix but all staff are responsible for maintaining and monitoring these expectations. When a behaviour error is observed, staff members are encouraged to 'connect before they correct' by approaching students in a calm manner and enquiring as to what is the problem. A solution is negotiated and further action is not required.



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

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

Bowen State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations, including the school PBL Team and the Student Services Team.

In response to our school based behaviour data, the PBL team determines a fortnightly PBL focus linked to our BSS behaviour matrix. An example lesson is created and emailed to all staff by the PBL team. The focus for each fortnight is announced on Parade.

PBL lessons are taught fortnightly on a Monday between 9:00am and 9:30am by classroom teachers. This focus links to our weekly PBL Achievers Awards and is a focus when handing out GOTCHA's. Alternate weeks are for the teaching of the Personal and Social Capabilities (Social Emotional Lessons) and are provided to teachers by the SEL Team Leader.

All lesson plans and resources can be accessed through G:Drive, teachers are encouraged to differentiate lessons according to student and class needs. Re-teaching and intervention may be required for small groups or individual students to support them in enacting pro-social behaviours.

## **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. When a student's profile enters the AT RISK sector of the Bowen State School Behaviour intervention from Administration occurs at this point but the classroom teacher remains the case manager. The teacher will refer the student to the Student Support Services team, providing details of the behaviour, supporting data and the interventions that have been employed. A meeting of all stakeholders (including parents/carers) will be convened to develop a Practical Functional Behaviour Analysis and an Individual Behaviour Support Plan.

Each case is managed with the particular behaviours in mind and referrals to appropriate staff members are made – Chaplain, Guidance Officer and other key staff members. Interventions that provide or reduce sensory input, voluntary time out to a safe place, communication books or a check in/check out daily procedure may be implemented. Outside agencies, such as Child Youth Mental Health, Behavioural Psychologist, Paediatrician, may be deployed as a result of this Plan. The focus of the Plan will be to rehabilitate and re-engage the student and stem the spiral of behaviour. Follow up meetings will be conducted regularly to monitor the student's progress and to make any necessary changes to the plan. Failure of the student to respond positively to the plan will lead to suspension or ultimately, exclusion.

## Legislative Delegations

### Legislation

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

### 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:

## Disciplinary Consequences

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

At Bowen State School, we have identified a range of behaviour expectations and categorized them in “Minor & Major” behaviours.

Teachers are to refer to this in conjunction with the BSS Behaviour Flowchart when supporting students in making appropriate behaviour choices.

A selection of the resources can also be found in the Bowen State School Teacher Diary.



## Minor and Major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is minor or major (Flowcharts are listed in both the handbook and BSS Teacher Diaries), with the following agreed understanding:

- **minor** problem behaviour is handled by the witnessing staff member in collaboration with the class teacher who is the case manager; and
- **major** problem behaviour is referred immediately to the Principal or Deputy Principal.

Staff members need to follow the processes as indicated in the BSS flow chart and to consider the following when taking action:

- the intent of the behaviour – Did the student set out to hurt another party or was it an accident? Was it “play” that became rough?
- Was anyone injured?
- Did you apply de-escalating strategies before the behaviour could escalate?
- Did you go through the process of a restorative conversation with the child so that they had an opportunity to correct their behaviour?
- These behaviours would only be considered for referring if they are persistent after reasonable correction and skilling. The topography (what the behaviour looks like) and the circumstances around.
- Where prohibited items e.g. phones are brought to school or jewellery that does not conform to the uniform code is worn, teachers will withdraw the items and place them in the office for collection at 3pm. Repeat offenders will have the item retained until the parent collects it.
- When a dangerous item is confiscated a parent will be informed and asked to come to the school to collect it.

## Ensuring consistent responses to problem behaviour

At Bowen State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. The consequences for major behaviours are determined in consultation with other members of the lead team taking all circumstances into consideration.

Students also receive explicit social skill lessons in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour. Where practicable the consequences for behaviour at Bowen State School will be immediate and relevant. At all times they will be fair and consistent (consistent in consideration of individual circumstances).

**PBL Achiever**– Student is upholding the expectations of the school and will be awarded privileges and acknowledgement in various forms. Certificate and PBL achievers award.

**Emerging Behaviours** – Classroom teachers/teacher aides will deal with these minor behaviours. Consequences will include short periods of time-out within a designated area in the classroom or buddy class, detention during playtimes within the reflection room (during which correction of the behaviour will occur), removal of privileges, or the performance of a service as restitution.

**At Risk Behaviours** – Administration staff will deal with these major behaviours. Consequences will include sessions at recess during which Counselling, Social Skilling and Restitution Tasks will be completed in accordance with the nature of the behaviour. In the event a Student exhibits unsafe behaviours, the procedures set down in “Safe Supportive and Disciplined School Environment v7.3” - Restrictive Practices and Time Out Procedures will be followed.

**Critical Behaviours** – Students who have demonstrated chronic major behaviours will be withdrawn from the setting in which their infringements occurred. If that setting is in the classroom, the student will participate in curriculum tasks provided by the class teacher. Another incident of a serious nature will have the student suspended for a period of **1-10 days or 11-20 days** (with an Educational Program provided by the school), dependent on the nature of the incident.

Any student who commits physical assault without provocation, has possession of a weapon with intent to harm, or has in their possession, drugs of any description (including alcohol or nicotine) will be asked to show cause why they should not be placed on a **6-20 day suspension or recommended for Exclusion depending on the severity of the infraction**. This stance will also be taken should serious harm (of any description) with intent, to any student, group of students or any adult occurs.

The Principal will make judgements with regard to how critical incidences are managed based on relevant information provided by stakeholders and other circumstances impacting on the incident.

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

Students who are suspended from Bowen State School will be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s or carer, back to the school. It is not a time to review the student’s behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension. Support staff and the classroom teacher are released to create an individual re-entry plan (copies available)

The meeting is recorded on the Re-Entry Pro-forma or on One School as a contact.

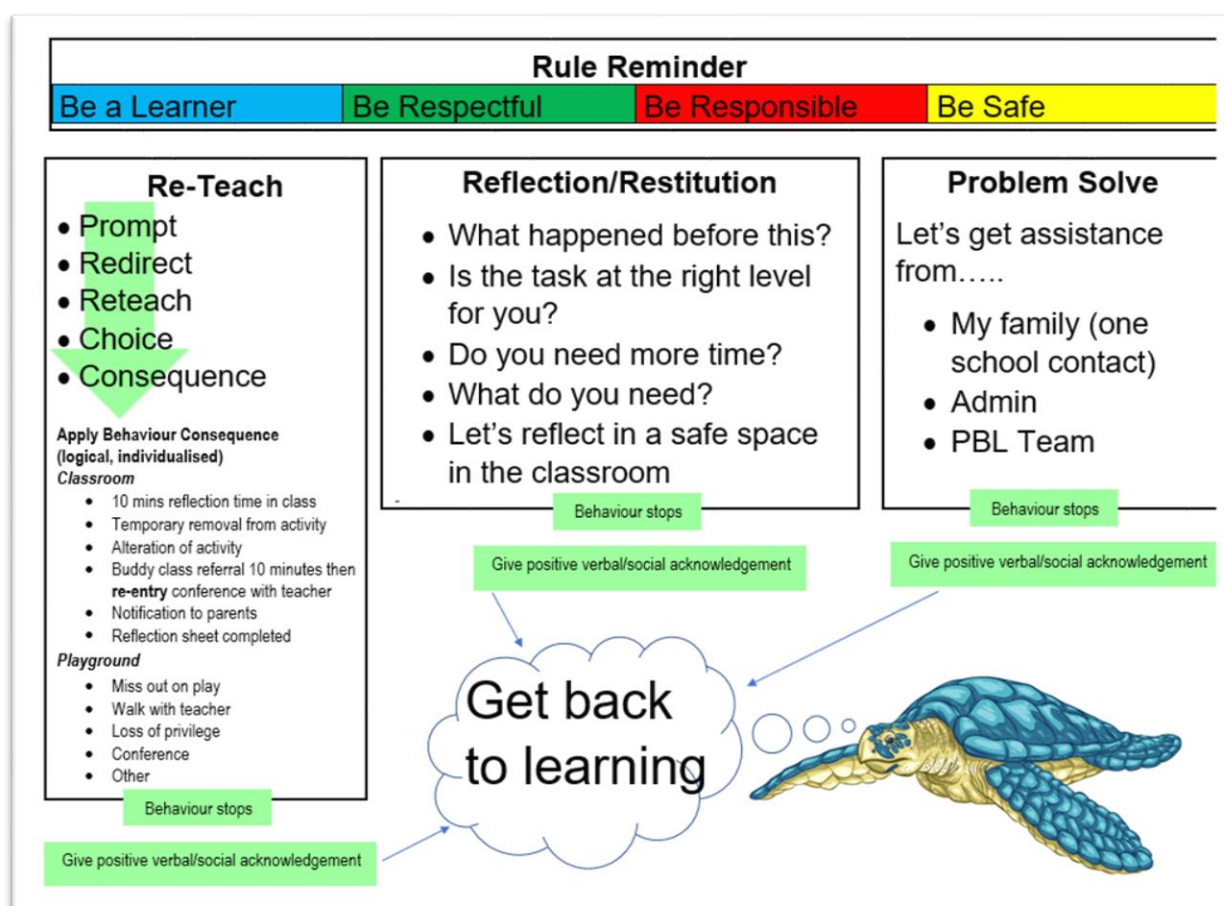
## Re-directing low-level and infrequent problem behaviour in the classroom

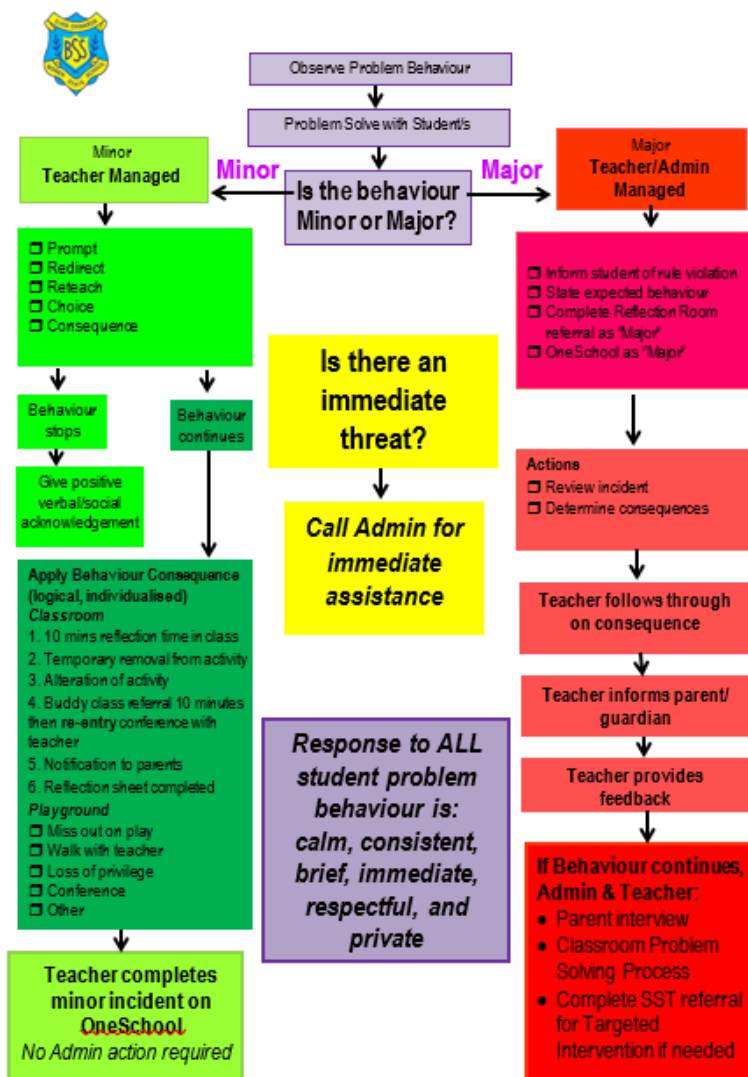
When a student exhibits low-level and infrequent problem behaviour in the classroom, the first response of school staff members is to remind the student of the expected classroom behaviour. A rule reminder is provided along with the corresponding visual (Classroom Rule Chart).

If the behaviour is not rectified, or escalates, our preferred way of redirecting low level problem behaviour is for staff members to re-teach the rule using strategies such as re-direction, providing choice and conferencing.

If the behaviour continues, staff members are expected to allow the student time to reflect on their behaviour in a quiet space and also for the staff member to reflect on the student's behaviour (e.g. what happened before? Is the task at the right level etc.? What do you need?)

If the behaviour continues further, a problem solving approach is required, where assistance is obtained from parents, the admin team and the PBL team. Outside agencies may be required if this is behaviour is an ongoing concern. This behaviour is recorded on OneSchool and the teacher keeps a records in the classroom of each step. The following posters are displayed in every classroom:





	Bowen State School PBL Matrix				
	All Areas	Learning Areas	Eating Areas	Playground	Other Areas
Be Responsible	<ul style="list-style-type: none"> <li>Follow adult instructions</li> <li>Accept that we are responsible for our own behaviour, belongings and learning</li> <li>Accept the consequences for our actions</li> <li>Are in the right place at the right time</li> <li>Report problems to an adult</li> </ul>	<ul style="list-style-type: none"> <li>Are organised</li> <li>Recognise our own emotions and their impact on others</li> <li>Recognise the emotions of others and act accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Eat our own lunch</li> <li>Put rubbish and waste in the appropriate bin</li> <li>Recycle</li> </ul>	<ul style="list-style-type: none"> <li>Pack away equipment</li> <li>Are in the correct area when the bell rings</li> <li>Are aware that people's behaviour choices can affect others</li> </ul>	<ul style="list-style-type: none"> <li>Use the toilets responsibly</li> <li>Sit in the correct area</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>Show an awareness for the feelings, needs and interests of others</li> <li>Wear school uniform with pride</li> <li>Care for our school and environment</li> <li>Respond appropriately when spoken to</li> <li>Establish and maintain positive relationships with others</li> </ul>	<ul style="list-style-type: none"> <li>Respect the rights of others to learn</li> <li>Use whole body listening</li> <li>Are aware of and accept that people hold many points of view</li> <li>Accept and acknowledge others diversity</li> </ul>	<ul style="list-style-type: none"> <li>Wait silently after the 1<sup>st</sup> and 2<sup>nd</sup> bell</li> <li>Keep our eating areas clean</li> </ul>	<ul style="list-style-type: none"> <li>Include others</li> <li>Care for others and have ways of making and keeping friends</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy of others</li> <li>Care for property,</li> </ul>
Be Safe	<ul style="list-style-type: none"> <li>Walk responsibly through the school</li> <li>Keep hands, feet and objects to yourself</li> <li>Follow emergency procedures and safety rules</li> <li>Use equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit the room in an appropriate manner</li> <li>Sit appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Sit in the correct area while eating</li> <li>Wait our turn at the tuckshop</li> </ul>	<ul style="list-style-type: none"> <li>Always wear closed in shoes and hat</li> <li>Respect others' personal space</li> </ul>	<ul style="list-style-type: none"> <li>Are hygienic</li> <li>Keep toilet floor dry</li> <li>Remain seated on the bus</li> <li>Are road safe</li> </ul>
Be a Learner	<ul style="list-style-type: none"> <li>Are an active participant</li> <li>Use whole body listening</li> <li>Reflect on our personal strengths and weaknesses</li> <li>Identify a need or problem and consider ways to take action to address it</li> </ul>	<ul style="list-style-type: none"> <li>Are assessment literate</li> <li>Complete work to the best of our ability</li> <li>Set goals, try hard to achieve success and reflect on our progress</li> <li>Reflect on and use feedback to inform and guide our learning</li> <li>Approach new situations with confidence and resilience</li> </ul>	<ul style="list-style-type: none"> <li>Make healthy food choices</li> <li>Drink water to keep hydrated</li> <li>Purchase frozen items at the beginning of break</li> </ul>	<ul style="list-style-type: none"> <li>Follow the rules of the game and play fairly</li> <li>Solve conflicts fairly</li> <li>Self-reflect and problem solve</li> <li>Respect all referees</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets before class and during break times</li> </ul>

## School Policies

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

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

### Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors.

At Bowen State School, we reserve the right to temporarily remove any items that are deemed to be dangerous, of high value, or are interfering with the learning or good management of the school.

It is the responsibility of the Principal to ensure school staff are aware of the responsibilities outlined in this procedure that must be followed when temporarily removing student property, including that:

- **consent is not required** to search school property such as tidy trays that are supplied to the student through the school.
- **consent is required** from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, school 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**.
- where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, school staff should seize the bag immediately and remove it to prevent student's access **prior to seeking search consent** or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.
- under normal circumstances, staff members **are not permitted to search student property** (e.g. a student's school bag) unless they have the consent of the student or their parent.
- under emergency circumstances only, such as a need to access an Epi Pen for an anaphylactic emergency, school staff may need to search a student's property without the student's consent or the consent of the student's parents.
- school staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination.

## Use of mobile phones and other devices by students

Bowen State School

Mobile Phone and other Electronic Device Policy

### Rationale

There is an increasing presence of mobile phones, wearable and other devices with messaging, Internet and Bluetooth capabilities being brought to school. Wearable devices with messaging, internet or Bluetooth capabilities may include digital watches and wearable fitness trackers. The presence of these devices in the school setting, presents the risk of students using the devices inappropriately to:

- Take images and videos of others without their permission
- Post inappropriate comments, images and videos on the internet
- Threaten, harass and intimidate others through messaging
- Communicate with peers at inappropriate times and for purposes that do not uphold the school's expectation.

**Mobile phones, wearable and other electronic devices will only be permitted at Bowen State School if there is a compelling reason to do so and if the following conditions are adhered to.**

### Conditions

1. Students will only be permitted to bring a mobile phone, wearable or other electronic device with messaging, internet or Bluetooth capabilities onto school premises if their parents have completed the Bowen State School Mobile Phone consent form and subsequent permission has been given by the Principal. This permission can be revoked at any time.
2. These devices must not be used in the school grounds unless supervised by a staff member.
3. These devices must be handed in at the school office before school begins. They will then be collected at the end of the school day and placed in the student's school bag until they have exited the school grounds.
4. The school does not accept responsibility for any theft, loss or damage of mobile phones or wearable devices

Students infringing on the conditions noted above will have their mobile phone or device confiscated and secured for collection by their parents at the office. They will then have a ban for a time to be determined but could be for the school year.

It should be noted that

- A. It is illegal for children under the age of 13 to have unsupervised social media
- B. It is a criminal offence to use an electronic device to menace, harass or offend another person. Students who engage in personal attacks, harass another person or post private information about others will be referred to Queensland Police.

## Preventing and responding to bullying

### 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:

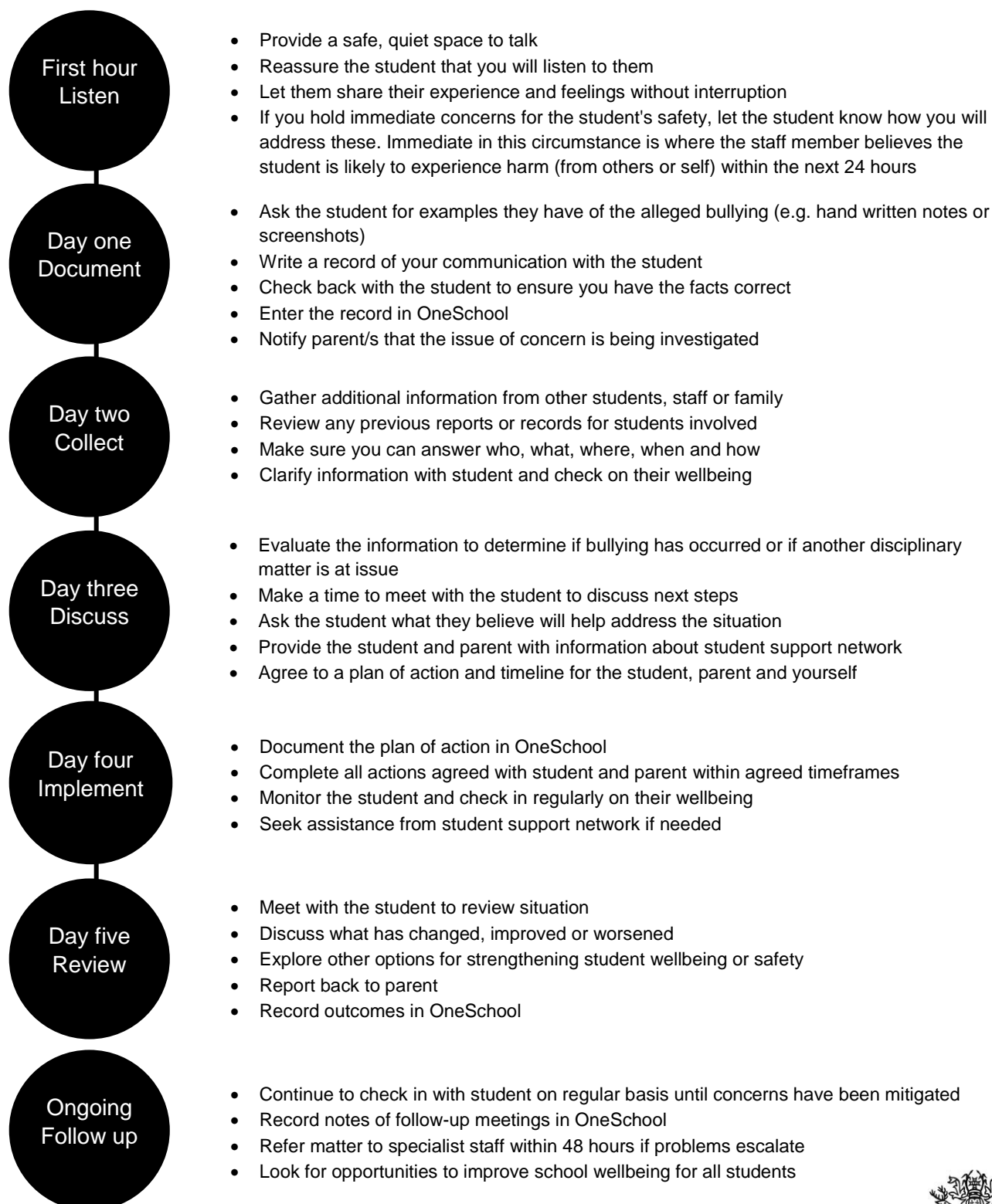
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Bowen 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 Bowen State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

## Bullying response flowchart for teachers Bowen State School

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.



## Appropriate use of social media

### Cyberbullying

Cyberbullying is treated at Bowen 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.

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 Bowen State School may face in-school disciplinary action, such as removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the principal.

# 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](#).

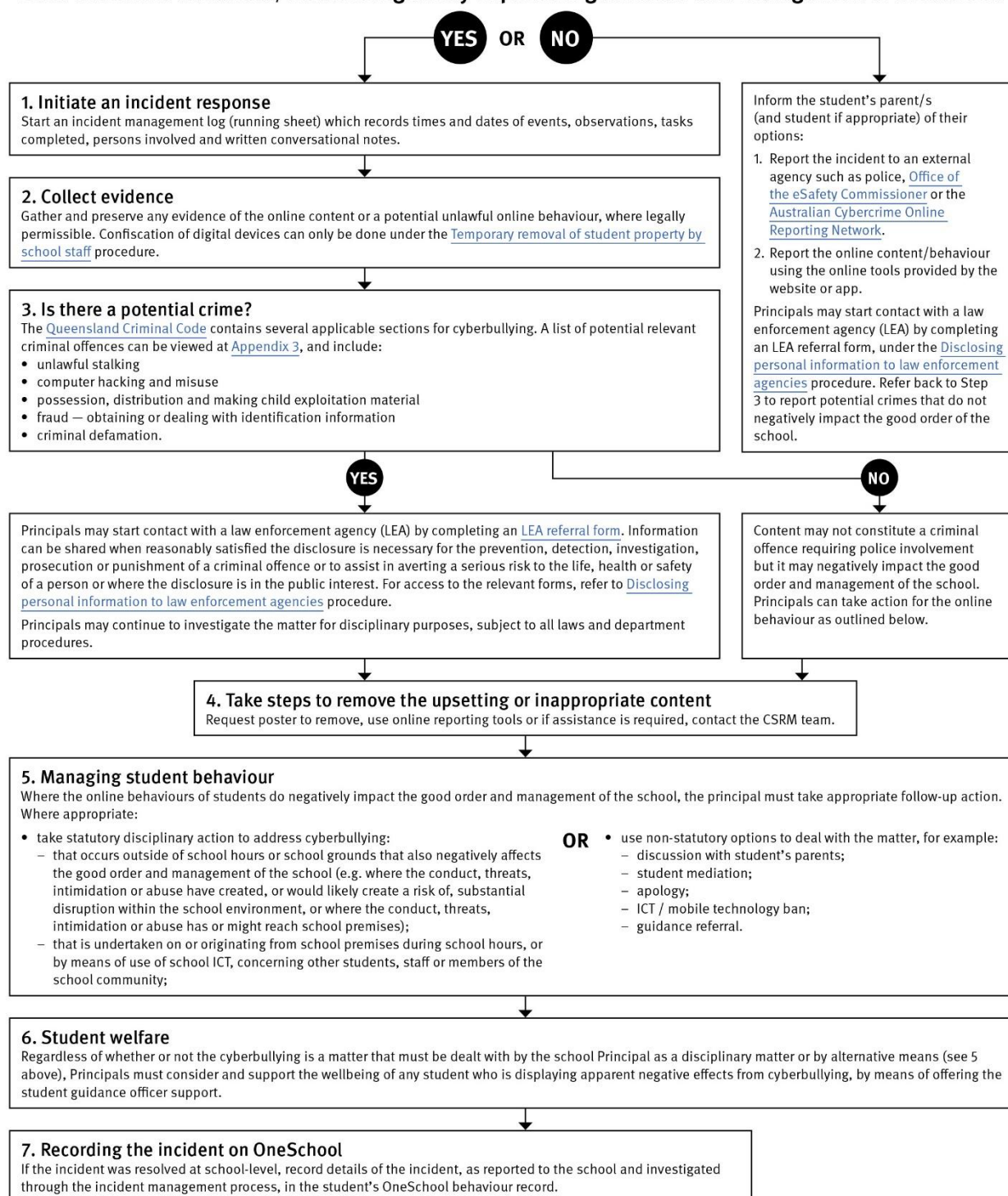
### Explicit images

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](#).

### Help

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

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



## 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).

## Restrictive Practices

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

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.