



Biggera Waters 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

The purpose of this document 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. At Biggera Waters State School we are committed to providing a safe, respectful and inspiring learning environment for all students, staff and visitors. The Biggera Waters State School Student Code of Conduct details the responsibilities and processes we use in our school to promote a productive and effective whole school approach to discipline.

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to receive a quality education and our core business at Biggera Waters State School is learning. It is our purpose to provide an engaging, quality and inclusive curriculum that stimulates students' motivation. Our staff are enthusiastic and positive about teaching and construct learning environments around meaningful experiences that are worthwhile, challenging and appropriate to individual student abilities and skills. We endeavour to foster a confidence in our students that allows them to problem solve, to understand their own rights and responsibilities and to respect those of others, to be enthusiastic and positive about learning, to accept responsibility for their choices and to manage their own behaviour.

The Biggera Waters State School community collaborates to provide and maintain a supportive school environment. The success of our community partnerships is paramount to developing an environment of shared responsibility, self-management, mutual respect and cooperation. We are committed to creating a supportive school environment where all members of the community feel safe and happy. Within our supportive environment we aim to prepare confident and competent individuals who are responsible, motivated and respectful life-long learners.

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Endorsement

Principal: Kylie Bell Signature: _____

Date: _____

P&C President: Signature: _____

Date: _____



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Principal's Foreword

Introduction

Biggera Waters State School is a co-educational facility which predominantly serves the communities of Biggera Waters, Labrador, Coombabah and Runaway Bay, having done so since 1970. We are proud of our school's positive reputation in the Gold Coast community. The Prep to Year 6 curriculum, which focuses on high levels of literacy and numeracy, reflects the needs of our students and gives them a sense of ownership. Early intervention strategies, gifted and talented programs, and learning and special needs support are integral to our teaching program. The school chaplain contributes to pastoral care for students. Our students are supported to have the skills to be lifelong learners who can self-manage and display responsible citizenship. Community involvement includes participating in ANZAC Day commemorations, local eisteddfods, and Gold Coast City Council initiatives. Community agencies are supported through the Student Council and Year 6 enterprise initiatives. Students' leadership potential is built through our active Student Council, our Games Gurus process, and our Year 6 leaders. Our students learn in a supportive and nurturing environment where they feel safe and happy.

At Biggera Waters State School we inspire students to reach their personal best. We are committed to the learning needs of every student. As a staff we have a commitment to the development of the whole student, socially emotionally and academically, with specific focus on the strengths of each child. The staff respects the role, rights and responsibilities of the family unit. Our students are confident and proud of their achievements. Student achievement is celebrated. We provide authentic feedback to every student and parent on the learning process. Our school exhibits a reflective culture where tracking and monitoring of student achievement is present. The tracking of attainment allows staff and students a clear direction in relation to strengths and challenges within the teaching and learning cycle. Each semester parents, students and teachers, meet and discuss the student's achievements and progress. This is also a time of reflection for the student in relation to their learning goals and review goals for a new semester. This opens the communication door between home and school and engages the family in the education of students. Student Leadership is fostered through an active leadership structure where students' skills are developed in team work and working collaboratively to solve challenges. Student Leadership encompasses academic, sporting and creative pursuits.

Our school motto is *Honour before Honours*.

Data Overview

Behaviour data is collected through OneSchool, a state-wide system for managing student information in state schools. This data includes positive behaviour events, such as assembly awards and WOWs, in addition to behaviour incidents (minor and major) that may require intervention by administration. This data is reviewed regularly by a behaviour management team to make strategic decisions about school-wide behaviour and all staff are diligent in keeping these records whilst adhering to strict privacy conditions.

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 regarding 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.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members. All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report.

There are four main categories of SDA:

- Short suspension (1-10 days)
- Long suspension (11-20 days)
- Charge-related suspension
- Exclusion

Re-entry following suspension

Students who are suspended from Biggera Waters State School are required to attend a re-entry meeting on (or before) the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend; the aim of the re-entry meeting is for school staff to set the student up for future success. 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.

Re-entry process

A student may return to school with a behaviour plan or other targeted supports in place to assist them in following our school rules. This plan is discussed with parents and the student, clearly detailing expectations and consequences for non-compliance. Communication regarding the student's progress is scheduled at this time.

Learning and Behaviour Statement

At BWSS we believe:

- Everyone has the right to learn/teach/participate in education
- We are developing life-long learners
- Children learn best in a supportive and nurturing environment where they feel safe and happy
- Teachers are responsible for developing engaging curriculum to promote learning
- Outcomes are increased within stimulating classrooms where students are engaged in the learning process
- Effective teaching decreases occurrences of misbehaviour for most students
- Students should be actively encouraged and supported to take some responsibility for their own learning
- Self-worth (self-esteem) is related to academic achievement
- Teacher/student relationships impact upon learning effectiveness and student engagement

Staff manage learning environments by:

- Preparing and using appropriate resources
- Explicitly teaching expected behaviours within their context with ongoing positive reinforcement
- Catering and planning for mixed abilities and individual needs
- Setting clear routines
- Providing appropriate seating arrangements
- Having fair, clear, positive rules and known consequences for inappropriate behavioural choices
- Rewarding positive behaviour choices

Student Wellbeing and Support Network

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. Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

BWSS has a Student Support Services team who meet weekly to address student wellbeing and learning. Where appropriate, referrals may be made to external agencies or professionals (e.g. medical specialists, CYMHS) so that families may access specialist support. Relevant reports from clinical and medical professionals are made available to the team so that recommendations for any school-based supports can be actioned. Our Guidance Officer is available to support the wellbeing of students and their families as well as provide guidance on supporting students with diverse learning needs.

Our students are also actively involved in supporting each other through various initiatives. We have a passionate Student Council who facilitate daily programs such as Buddy Bench and sports borrowing. Senior students support prep students transition to new play areas in the school as part of our Games Gurus program. Weekly clubs are facilitated by staff during lunch breaks or before school, and include public speaking, chess, robotics, dance, card making, running and yoga. We also have 'Bust-a-Bully' to provide students with an avenue for reporting instances of bullying in the school.

It is also important for students and parents to understand there are regional and state-wide support services available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

Whole School Approach to Discipline

BWSS operates within a Positive Behaviour for Learning (PBL) framework and is guided by three school rules: Be Safe, Be Respectful and Be a Learner. These three rules underpin our expectations for all members of our school community and it is the shared goal of parents and school staff to set students up for success. PBL is a multi-tiered system of support aimed at improving student behaviour, learning and wellbeing. It takes a preventative approach, grounded in practical strategies and relies on data-informed decision making. PBL has been shown to result in reductions in problem behaviours and improvements in academic outcomes in schools. In addition, schools operating within a PBL framework have reported a reduction in bullying, increased emotional regulation and improved staff and student wellbeing.

Explicit instruction of positive behaviours occurs weekly in every classroom, centred around a school-wide focus. Our staff take responsibility for making their expectations clear, providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach. Students are acknowledged when they demonstrate positive behaviours via specific verbal feedback (e.g., Well done, Julie, you are ready to listen and ready to learn) and may also be awarded a WOW. WOWs are positive behaviour points. These are recorded using Class Dojo and may be given at any time (e.g., during class/breaks/transitions) and in any location around the school, including classrooms and play areas. WOWs are accumulated throughout the term with students working towards postcards, certificates and end of term events.

Tier 1: All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:

- teaching behaviours in the setting they will be used;
- being consistent and age appropriate when addressing challenging behaviour;
- providing refresher lessons and targeted recognition throughout the school year;
- positively reinforcing students when they engage in positive behaviour expectations.

Tier 2: Targeted instruction and supports for **some students** (10-15%).

Students who have more than 3 major behaviour incidents are referred for Tier 2 support.

Tier 2 supports build on the lessons provided at Tier 1. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of students, some examples may include implementing a behaviour support plan or Check In Check Out for playground behaviour.

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 and intensive support for a small number of students (2-5%)

Students who have not demonstrated improvement in major behaviours are referred for Tier 3 support.

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 (using Functional Behaviour Analysis) 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.

Strategies include implementing an Individual Behaviour Management Plan (IBMP) and Check In Check Out (CICO) to support students to make positive behaviour choices.

Consideration of Individual Circumstances

Staff at BWSS take into account students' individual circumstances, such as behaviour history, learning needs, 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 so that every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and leadership team consider with each individual student in both the instruction of behaviour and the response to behaviour.

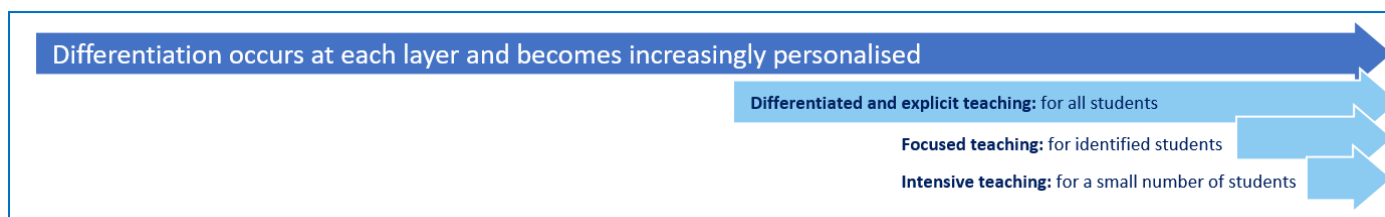
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. We expect that parents and students will similarly respect the privacy of other students and families.

Differentiated and Explicit Teaching

Biggera Waters State School provides differentiated teaching to respond to the learning needs of all students. This involves explicitly teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours and provide opportunities for practise with feedback and correction.

Teachers at Biggera Waters 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.



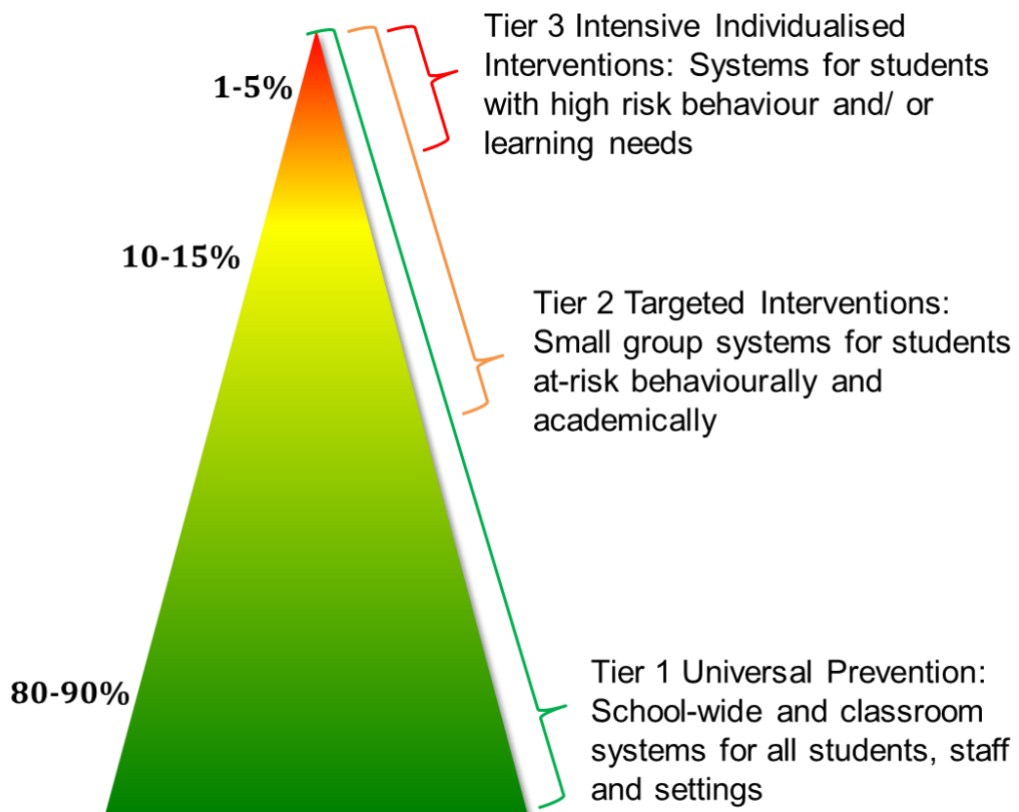
Focused Teaching

Students who continue to engage in undesirable behaviour, despite Tier 1 instruction and strategies being implemented consistently and with fidelity, require strategies that are more targeted and/or need longer to learn positive behaviour expectations. This may include instruction with a small group of students who require similar targeted intervention, more structured opportunities to practise expected behaviours and more support to successfully achieve the intended behaviour. Students requiring Tier 2 support may require ongoing monitoring and support to prevent the need for Tier 3 intervention.

Functional Behaviour Analysis (FBA) may be used to assist in identifying the function of the behaviour and what may be reinforcing the behaviour.

Intensive Teaching

A small number of students who continue to display behaviours that are deemed complex and challenging, will require individualised, function-based behaviour assessment and support plans. Where appropriate, multi-agency collaboration may be provided to support the student.



Legislative Delegations

Legislation

This Student Code of Conduct is informed by the following legislations and standards:

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

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”. Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals. The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

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

Disciplinary Consequences

Students at our school are continually supported to make behavioural choices that promote our school rules of Be Safe, Be Respectful and Be a Learner. There is an emphasis on preventative strategies as part of our commitment to improving positive interactions with all students and staff. Strategies to de-escalate problem behaviour, such as redirection or utilising a break space, provide opportunities for students to re-engage positively. Where students choose appropriate behaviour, they are encouraged and rewarded. Students who choose inappropriate behaviour are given opportunities to engage in further teaching to assist in making more appropriate behaviour choices. The aim for all of our students is self-management. It is our intention to gradually release the responsibility of managing behaviour to students to assist them in developing self-management strategies. Regular review of behaviour data assists staff to identify areas requiring further teaching as part of a preventative model and all staff follow our behaviour management flow chart (see the 'Resources' section of this document) to ensure consistency across the school.

At Biggera Waters State School we believe consequences should be:

1. Supportive - providing a pro-active support system
2. Fair - without pre-judgement or bias and based on weight of evidence/information
3. Logical - a connection between behaviour and consequence
4. Consistent across the school
5. Constructive - assisting students to make better choices in future actions

Consequences for major behaviour incidents will be assessed based on the available evidence, however, consequences may include, but are not limited to:

- Loss of play time or privileges
- Community Service
- Restriction of play area
- Suspension

In the event of student absence, consequences will be given on the day of return to school.

The decision to suspend a student is not taken lightly, requiring thorough investigation of the incident to collect all information available. Some behaviours that may result in instant suspension are:

- Verbal Misconduct;
- Physical Misconduct;
- IT misconduct.

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. Students are not to bring any property to school which is deemed as inappropriate or dangerous. This includes knives, lighters, inappropriate visual material, etc. Staff members have the right to temporarily remove inappropriate objects from students when necessary and hand these to a member of the administration team. Parents will be contacted regarding return of these objects and the student will be dealt with according to the consequences in this document. Items may be removed for the remainder of the school day or for a period of time determined appropriate.

For further information regarding the temporary removal of student property by school staff, please visit the department's policy: <http://ppr.det.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx>

Use of mobile phones and other devices by students

We understand that many families want to be able to communicate with their child as they travel to and from school. If students bring a mobile phone to school, their phone must be handed to the office on the student's arrival at school and picked up from the office at 3:00 pm. Student mobile phones are placed in a labelled envelope and stored securely during the school day. Students must sign the mobile phone register when leaving and picking up their phone. Inappropriate use of a mobile phone during school or whilst travelling to and from school will be dealt with according to the consequences in this document.

The use of smart watches is permitted under the condition that, during school hours, they are not used to make phone calls, send and receive text messages, access the internet, take photographs or record videos.

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent. We uphold the value of trust and the right to privacy at Biggera Waters State School. Recording of events in class is not permitted unless express consent is provided by the class teacher. A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Acceptable use of ICT, including BYOx

Upon enrolment in a Queensland Government school, parental or caregiver permission is sought to give the student(s) access to the internet, based upon the policy contained within the Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems.

This policy also forms part of the Student Laptop Charter. The acceptable-use conditions apply to the use of the device and internet both on and off the school grounds.

Communication through internet and online communication services must also comply with the department's Code of School Behaviour and this Student Code of Conduct. Parents/Guardians and students are required to sign the 'Acceptable Use of ICT Facilities and Devices at BWSS Agreement' before students are allowed to access the EQ network. Further information can be found in the Acceptable Use of ICT Facilities and Devices at BWSS policy document, including the BYOx charter.

The school reserves the right to restrict/remove access of personally owned mobile devices to the intranet, internet, email or other network facilities to ensure the integrity and security of the network and to provide a safe working and learning environment for all network users.

Biggera Waters State School deems the following to be responsible use and behaviour by a student. Students agree to use their iPad and school internet to:

- access and use only school approved websites and apps whilst at school;
- complete assigned class work;
- only photograph and video when he/she has permission from the teacher;
- print only when it is approved by the teacher.

Appropriate use of social media

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its **appropriate use**. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media. Inappropriate use of social media or email in any way associated with students of Biggera Waters State School, including out of school behaviour that affects the school's good order and management, will be dealt with according to the consequences in this document.

Preventing and responding to bullying

Biggera Waters State School regards bullying as any unprovoked, deliberate and repeated act or behaviour which causes hurt, fear or humiliation in another person. It results from an imbalance of power where the victim has difficulty defending himself or herself, and may involve physical aggression, social alienation, verbal aggression and emotional intimidation. The school regards the following as possible examples of bullying behaviours.

- **Verbal** - Name calling, put downs, threats, teasing, insults.
- **Social and Emotional** - Spreading rumours, stalking, hiding or damaging possessions, manipulating others, ignoring, excluding, ostracising, alienating, isolating, malicious notes.
- **Social Media/Email** – All the above behaviours via electronic means.

*Behaviours such as hitting, punching, kicking, scratching, tripping, spitting, pushing are treated at **Physical Misconduct**.*

The first point of contact for students and parents is the class teacher. Should the situation not be resolved, parents are encouraged to contact the sector deputy.

Strategies to support student ‘bullies’ and ‘victims’:

- Self-esteem programs
- Social skills development
- Assertion skills
- Conflict resolution skills
- Student Centred Written Agreements
- Individual Counselling – Guidance Officer
- Chaplain support

Bust A Bully

Biggera Waters State School has a clearly defined process for addressing bullying in our school. Students and parents/carers are encouraged to notify our staff of incidents by submitting a “Bust a Bully” form. “Bust a Bully” forms are accessible at the school office and then placed in the ‘Bust a Bully Box’ in the office foyer. The forms are followed up by the Deputy Principals and appropriate action is taken.

The Department’s process for responding to incidents of bullying can be seen in the flow chart on the following page.

School Bullying Process

When a Bust A Bully report is received, it is investigated by a deputy. Investigations include speaking with the student making the report, the student accused of bullying and any witnesses. If the investigation reveals bullying as occurred, staff will work with the students involved to highlight the impact of the behaviour. Consequences are applied in cases where it is established bullying has occurred. Parents are informed and proactive measures are put in place to prevent future incidents.

In many cases, Bust A Bully reports relate to friendship issues. The deputy will conference with both students, both individually and together, to assist them in problem solving and developing strategies to address conflict in relationships. The aim is to support students to resolve the issue whilst building their capacity to independently address future conflict.

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](#).

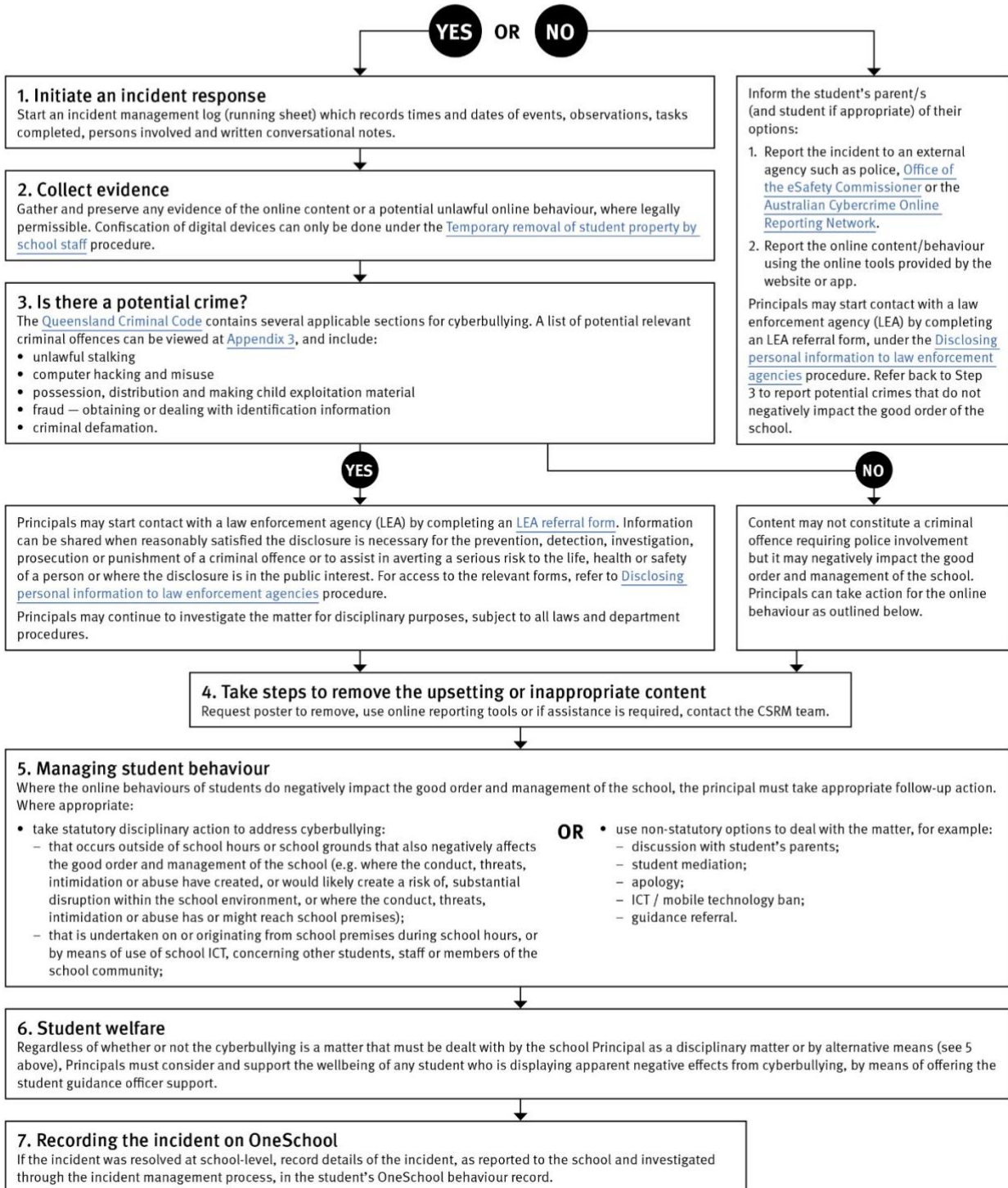
Explicit images

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 Cybersecurity 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?



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.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy. Students exhibiting dangerous behaviour are removed from the class, or the class is removed from the dangerous situation. Each incident is managed in the interest of safety. Staff judgement is required in each case.

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.

At Biggera Waters State School the following procedure should be followed when a student is showing severe problem behaviour within a classroom:

- Teacher is to contact office (or have other staff member contact office) and request support from Administration
- Teacher is to trial basic defusing strategies
- If behaviour continues classroom teacher is to remove other students and Administration will take over

The following procedure should be followed when a student is showing severe problem behaviour on the playground:

- Teacher/Teacher Aide is to give a red 'Emergency Card' to a student and ask them to go straight to the office, wave it in the air and yell "Emergency!".
- Office staff are to establish where the emergency is and alert Administration immediately.
- Teacher/Teacher Aide is to remove other students from area while Administration deals with student.

Physical Intervention

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

- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others.

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident report
- Health and Safety incident record

Critical Incidents

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

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

The Biggera Waters State School Critical Incident Policy has clear procedures for dealing with whole school emergency situations including:

- **Evacuation Procedure** – used when students, staff and visitors need to be evacuated from school buildings; E.g. in the event of fire
- **Lock Down Procedure** – used when students, staff and visitors need to be safely held inside school buildings; E.g. dangerous person on premises



**Department of Education
Biggera Waters 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, Kylie Bell, Principal of Biggera Waters State School authorise the persons who are from time to time the holders of the position of Deputy Principal, 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 Deputy Principal, to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal, who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows: a suspension of a student under section 293 of the EGPA will start when a Deputy Principal, tells the student about my decision, as per section 293(3) of the EGPA: when a Deputy Principal, tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

Kylie Bell 31/05/2022

Principal

Biggera Waters State School

QUEENSLAND DEPARTMENT OF EDUCATION



Resources

The follow documents appear below:

- Biggera Waters State School Behaviour Matrix
- Biggera Waters State School Reinforcement Continuum
- Definitions of major and minor behaviours
- Student-friendly version of our behaviour management flowchart

Further resources related to Biggera Waters State School's framework for Positive Behaviour for Learning can be requested via the school office.

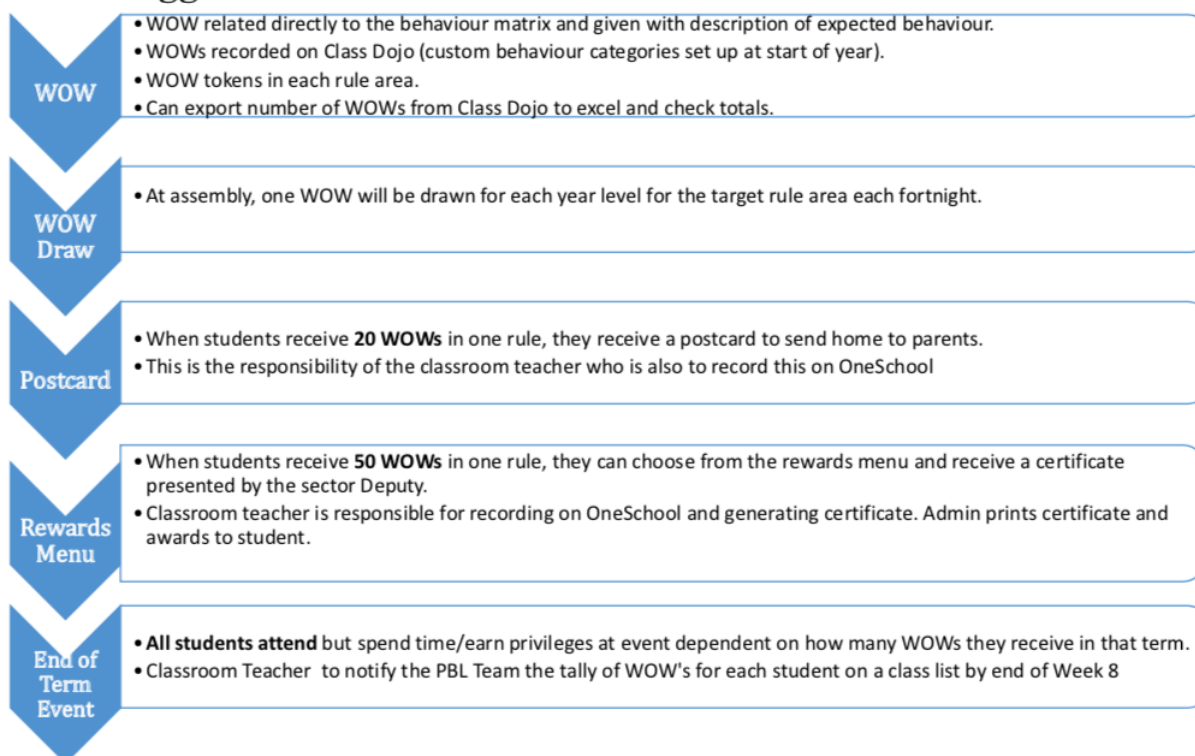
Biggera Waters State School Behaviour Matrix

	ALL AREAS	Toilets	Undercover/Eating Areas	Play Areas	Learning Environments	Transitions	Online
Be Safe	<p>I use equipment and furniture sensibly and safely.</p> <p>I keep my hands, feet and objects to myself.</p> <p>I walk safely around the school.</p> <p>I remain in an area where I can be seen by staff and peers.</p>	<p>I use all facilities and resources as intended.</p> <p>I wash hands, flush toilet and leave the area tidy.</p> <p>I only enter the toilets if I need to use them.</p>	<p>I walk on concrete.</p> <p>I put my rubbish in the bin.</p> <p>I avoid hazards</p> <p>I remain in the correct area until instructed to move.</p>	<p>I wear my hat every break.</p> <p>I stay in my designated play areas.</p> <p>I play games safely.</p> <p>I only use the play areas when they are open.</p>	<p>I am only in the classroom when a teacher is present.</p> <p>I keep my desk/area tidy and uncluttered.</p> <p>I remain seated unless instructed.</p>	<p>I keep to the left when walking on the stairs and pathways.</p> <p>I wait for my teacher in two quiet lines.</p> <p>I walk with my class.</p>	<p>I keep usernames or passwords private.</p> <p>I keep private information off online sites.</p>
Be a Learner	<p>I follow school routines.</p> <p>I am prepared and on time.</p> <p>I am ready to listen and I am ready to learn.</p> <p>I try to find a solution before seeking help.</p> <p>I attempt all tasks and try my best.</p>	<p>I go to the toilets during breaks.</p> <p>I return immediately to the classroom.</p>	<p>I am a positive role model to others in the under covered area.</p>	<p>I take turns with others who are waiting.</p> <p>I am a positive role model to others on the playground.</p> <p>I leave the play area as soon as the bell rings.</p> <p>I go to the toilet and get a drink before lining up.</p>	<p>I persevere when faced with challenging tasks.</p> <p>I allow others to work.</p> <p>I engage positively with others.</p> <p>I give my full attention to my teacher.</p>	<p>I remain with my class.</p> <p>I check that I have all equipment before moving.</p>	<p>I learn and follow good netiquette.</p>
Be Respectful	<p>I communicate and act positively and politely toward all students, staff and visitors.</p> <p>I take responsibility for my own actions and behaviour.</p> <p>I wear the school uniform correctly and with pride.</p> <p>I care for property and the environment.</p> <p>I follow instructions, first time every time.</p>	<p>I allow others to use the toilet in private.</p> <p>I use a respectful noise level when using the toilets.</p>	<p>I line up quietly.</p> <p>I eat my own lunch.</p> <p>I sit down to eat my lunch in the designated area.</p> <p>I use a respectful noise level.</p>	<p>I always display sportsperson-like behaviour.</p> <p>I borrow and return sport equipment.</p>	<p>I raise my hand and wait to be asked to speak.</p> <p>I am an active listener and participant.</p>	<p>I walk quietly throughout the school.</p> <p>I line up quietly in front of classrooms.</p> <p>I promptly pack up my belongings.</p>	<p>I post only appropriate content online.</p> <p>I communicate with others as if they are with me.</p>

Biggera Waters State School Reinforcement Continuum

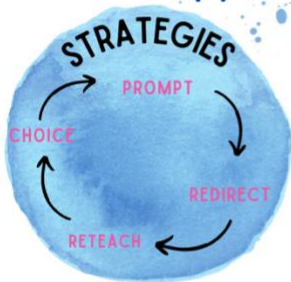
Description	Verbal acknowledgement	Tangible (Free and Frequent)	Tangible	Tangible	Reward	Reward	Event
What	Specific description of behaviour with approval	WOW's Related directly to the behaviour matrix and given with description of expected behaviour.	WOW Draw on focus rule (Computer generated)	Postcard generated by Positive contact on OneSchool and emailed home (specific rule: safe respectful or learner)	Certificate and choice from the rewards menu Certificate presented by the sector DP	Biggera Bear presented to a class who demonstrates positive behaviour or recognition of curriculum work.	Year Level Non costing Celebrations Event
When	When student is observed demonstrating an expectation	When student is observed following an expectation	Assembly (fortnightly)	After 20 WOWs in one rule	After 50 WOWs in one rule	Presented on Assembly	Please hand in tally of WOW's by end of Week 8 Event held at the end of term
Given By Whom	All staff	All staff	Deputy Principal	Classroom Teacher	Teachers generate certificate on OneSchool, given by Deputy Principal	Deputy Principal	Teacher Notify PBL Team and Year Level Rep
How often	Every day, every session	Every day, every session	Fortnightly (specific dates)	When achieved	When achieved	Every assembly	End of each term
How many	Unlimited	Teacher discretion. We want to flood students with WOWs when demonstrating focus behaviour as well as other expected behaviours. <u>WOWs are reset on Class Dojo at the end of every term.</u>	1 per year level	When achieved	When achieved	Two Biggera Bears across P-6	All students participate Students with higher numbers of WOWs earn more privileges <i>Yellow cards and any minor or major behaviours during the term do not mean a student is not allowed to attend.</i>
Recording	N/A	WOWs will be recorded on Class Dojo by the classroom teacher. WOWs received during breaks and specialist lesson will be recorded by the classroom teacher	n/a	Recorded on OneSchool by classroom Teacher	Recorded on OneSchool by Classroom Teacher	N/A	NA
Where	All contexts and all school events	All contexts and all school events	Assembly/Hall	Classroom Teacher	Classroom (DP present)	Assembly/Hall	Hall/Oval/Pool/Computers/iPads
Person Responsible	Whole School	All Staff	Deputy Principal	Classroom Teacher	PBL Team	All Staff	PBL Team/Year Level Rep

Biggera Waters State School Reinforcement Flow Chart

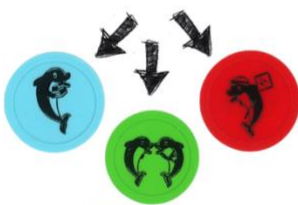




MINOR BEHAVIOUR MANAGEMENT FLOWCHART



BEHAVIOUR STOPS

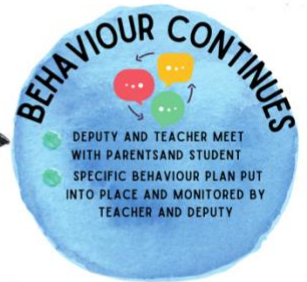


BEHAVIOUR CONTINUES

REFER TO REPEATED MINOR BEHAVIOUR FLOWCHART



REPEATED MINOR BEHAVIOUR FLOWCHART



UNDESIRABLE BEHAVIOUR CONTINUES

- RESTRICTION OF PLAYGROUND ACCESS OR WITHDRAWAL FROM PLAYGROUND
- IN-SCHOOL WITHDRAWAL FOR A SPECIFIED TIME (SUPERVISION BY A MEMBER OF THE ADMINISTRATION)
- SUSPENSION 1-5 DAYS
- SUSPENSION 6-20 DAYS
- PROPOSAL FOR EXCLUSION



Minor incident strategies

Essential Skills for Classroom Management:

1. Establishing expectations	Making rules
2. Giving instructions	Be clear and specific when telling students what is expected.
3. Waiting and scanning	Stop and assess what is happening
4. Cue with parallel acknowledgement	Praise a student who is displaying expected behaviour as a prompt to other students. <i>I love the way this group of students has their books out and ready to start work.</i>
5. Body language encouraging	Smiling, nodding, gesturing, moving near
6. Descriptive encouraging	Behaviour specific praise <i>I can see you have really tried to solve this before coming to me for help, well done.</i>
7. Selective attending	Not reactive to behaviour/ignore trivial behaviours
8. Redirecting to learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour.
10. Following through	Doing what you said you would



Consider:

- *Is the task too difficult or too easy?
- *Are there barriers that might prevent student success? E.g. materials, cultural contexts, prior knowledge
- *Have you established positive connections with the student which may help during unsettled behaviour?

Student Conference

*Keep interaction **Private, Calm and Positive***

Leading questions:

- Why do I need to talk to you? What are you doing?
- Are you being Safe/ Respectful/ A Learner?
- What should you be doing?
- What can I do to help you make the expected behaviour choices?

Consequences

Classroom

- Break Space 10 minutes- In class or Break Space Class
- Loss of Privilege- Computer, iPad, activity
- Community Service- Pick up rubbish during next break
- Finish work during break time

Playground

- Walk and Talk- Opportunity to revisit Student Conference
- Redirected to another play area- Student is to move to another play area in the school for the remainder of break
- Community Service- Pick up rubbish

Major behaviours requiring non-urgent office referral:

- Inform student of incident infringement referring to behaviour matrix
E.g. "You are not keeping your hands and feet to yourself and will be visiting the office at the next break."
- Refer the student to the office at the next break using a purple slip.
- Create OneSchool report and refer to sector DP. This should be done prior to the student attending the office to provide all available information to admin staff.
- If the incident occurs during breaks, purple slip. Student will go to the office (either the same day or the following day). OneSchool report will still need to be created prior to the student attending the office.