



Durong South 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

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

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

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

Contact Information

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Endorsement

Principal Name:	Delicia McDonald
Principal Signature:	
Date:	
P/C President and-or School Council Chair Name:	Mellissa Hoare
P/C President and-or School Council Chair Signature:	
Date:	

Contents (Mandated)

Whole School Approach to Discipline	4
Legislative Delegations	9
Disciplinary Consequences	10
School Policies	13
Restrictive Practices	25
Critical Incidents	26

Whole School Approach to Discipline

Multi-tiered Systems of Support

Our multi-tiered systems of support are combined with data informed decision making to support the academic and behavioural development of all students. Focus is on the whole-school implementation of the Australian Curriculum. Targeted lessons, consistency, gathering data/information from a number of sources and a consistent process of review culminate in an up to date system which responds to the needs of our changing school community.

Differentiated and Explicit Teaching - all students

At Durong South State School, we use a range of proactive strategies, these are implemented as preventative measures to decrease the likelihood of contextually inappropriate behaviours.

A whole school approach means everybody committing to the provision of a safe and supportive learning environment. Communicating behavioural expectations is a form of universal behaviour support directed towards all students and is designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

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

- Introduction of the weekly rule at School Parade
- Weekly behaviour lessons conducted by classroom teachers; and
- Reinforcement of behaviours during active supervision by staff in classroom and non-classroom activities.

RESPONSIBILITIES

- ***The Teachers' Responsibility***
 - The teacher's main function is to provide differentiated support for all students and to assist students to accept responsibility for their own behaviour.
- ***The Parents' Responsibility***
 - Parents, in partnership with the school, should also encourage their children to accept responsibility for their own behaviour. This should occur in an environment which assists the development of a positive self-image in the child.
- ***The Students' Responsibility***
 - The student role is to accept responsibility for his/her own behaviour and its consequences and to acknowledge the right to each individual to meet their basic needs without interference from anyone else.

OUR SCHOOL RULES

At the whole school level we expect and promote the following behaviours in our community:

Expected Behaviours of all students at Dulong South State School		
Be a learner	Be respectful	Be safe
<ul style="list-style-type: none">➤ Wear your uniform with pride.➤ Be neat and tidy at all times.➤ Complete all set tasks.➤ Take pride in your bookwork.➤ Demonstrate good sportsmanship.➤ School equipment are cared for and used appropriately.➤ Keep eating areas tidy.➤ Look after and respect school property.➤ Behave appropriately and responsibly when travelling to and from school.	<ul style="list-style-type: none">➤ Speak kindly.➤ Follow instructions.➤ Use appropriate language at all times with students, teachers and visitors.➤ Be punctual.➤ Use manners and treat others with kindness, respect and courtesy.➤ Respect people's personal space, group space and property.➤ Respect other people's opinions.➤ Show tolerance.	<ul style="list-style-type: none">➤ Use toilets appropriately.➤ Stay away from out of bounds areas.➤ Hats and shoes must be worn.➤ Walk on cement, bitumen or stairs.➤ Keep hands and feet to yourself.

Reinforcing expected school behaviour

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

Whole School Reinforcement Processes and Strategies

- ✓ Provision of the school's Code of School Behaviour to all enrolling students, parents and staff members
- ✓ Publication of the school's Student Code of Conduct on the school's website and on the school's G: drive
- ✓ Fortnightly notices in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- ✓ Liaison with local support staff (eg. Behaviour Support Teacher, Guidance Officer, Mental Health Coach)
- ✓ Provision of professional development to all staff on the successful implementation of Effective Strategies for Classroom Management and coaching and feedback on these
- ✓ Visual representations (posters) of the school expected behaviours displayed in prominent areas of the school

Classroom Processes and Strategies

- ✓ Daily, frequent positive reinforcement for following school behaviour expectations in the form of a sticker book, where students collect prizes from sticker collection.
- ✓ Visual representations (posters) of the school's behaviour expectations in every classroom
- ✓ Weekly student of the week certificates presented on Parade
- ✓ Weekly raffle ticket draw for following playground behaviour expectations with tuckshop voucher reward
- ✓ Situation-specific teaching and learning to support a group's social-emotional learning eg. *Zones of Regulation*

Differentiated Reinforcement Processes and Strategies

- ✓ The publication and use of sticker books for students as a tangible representation of reward when positive behaviours are demonstrated
- ✓ Use of personalised stamps on the sticker book to encourage positive behaviours
- ✓ Use of a negotiated classroom system of rewards when a student completes pages of their sticker book to generate classroom Bronze, Silver and Gold rewards
- ✓ Curriculum and/or pedagogical modifications are designed to support differentiated academic, behaviour and/or social needs

Durong South State School will endeavour to access support both within the Department of Education and Training and through the community. An outline of some of these include:

SCHOOL BASED SERVICES	DISTRICT & OTHER DET SERVICES	COMMUNITY SERVICES
<ul style="list-style-type: none">▪ Teaching Staff▪ Teacher Aides▪ Principal▪ Guidance Officer▪ Inclusion Teacher	<ul style="list-style-type: none">▪ District Advisory Visiting Teacher for Behaviour Support▪ AVT's▪ Senior Guidance Officers▪ Access to Behaviour Management Funding▪ Management of Young Children Program	<ul style="list-style-type: none">▪ Department of Child Safety▪ Police Liaison Officer▪ Child Mental Health▪ Qld Health Services (Nurse)

Students will be supported in their learning in all aspects of their education. When behaviour is inappropriate, programs will be negotiated involving the support personnel listed above for support and guidance.

Consideration of Individual Circumstances (Mandated)

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

- Promoting a teaching and learning 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

- Recognising and taking into account students' age, religious and cultural background, home environment and care arrangements, and their emotional state
- Recognising and taking into account a students' individual circumstances, including their behaviour history, disability, mental health and wellbeing
- Recognising the rights of all students to:
 - express their opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment.

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.

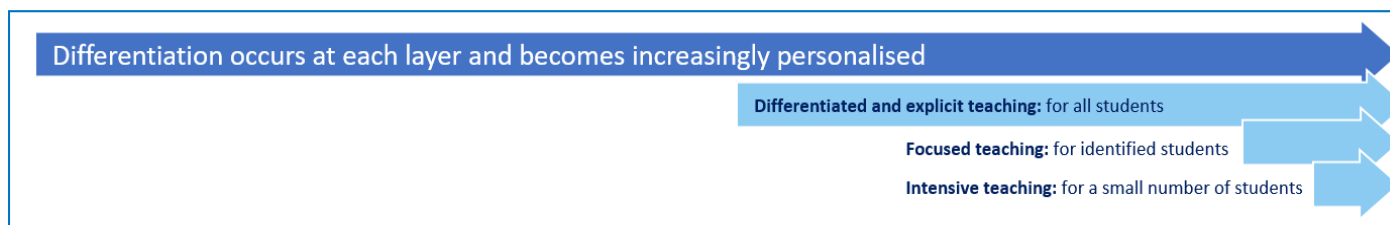
Durong South State School adheres to confidentiality obligations limiting discussion or sharing information about individual circumstances of students, including disciplinary consequences, with persons other than the student's caregivers.

Durong South State School utilises the One School support tab options to record and reflect on supports provided, short and long term data and planning.

Differentiated and Explicit Teaching

At Durong South State School we recognise each student as an individual and that every student has a right to learn and can learn, given support. Differentiation of teaching and learning allows for all students to participate and engage in learning. Teachers at Durong South 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 learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model represents differentiation that occurs for teaching and learning.



Focused Teaching

Tier 2: Focused Teaching and Support

Due to the size of Durong South State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact

is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through consultation with teachers.

Strategies used for targeted behaviour support include:

- curriculum adjustment
- verbal and non-verbal prompts
- increased attention
- communication with the school community
- added responsibilities.

Curriculum Adjustment	Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve: <ul style="list-style-type: none"> • working with a teacher aide or learning support teacher • adjusted class work • working with a peer or older student.
Verbal	Verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> • specific reinforcement e.g. Thank you for sitting down. • Targeted direction giving.
Non-Verbal	Non-verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> • body language – smile, thumbs up • behaviour charts • privately understood signals • proximity to the child in terms of desk placement or where staff members are standing • awards.
Increased attention	Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through: <ul style="list-style-type: none"> • One on one curriculum support with the teacher • Teacher aide support • Work with another member of school staff • Curriculum support through an older classmate.
Communication within the school community	Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.

Added responsibilities - meaningful roles	A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include: <ul style="list-style-type: none"> • Peer tutoring • Working with a younger or older classmate • Classroom jobs • School jobs.
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Intensive Teaching

Tier 3: Intensive Teaching and Support

Durong South State School offers intensive teaching and support for students who demonstrate chronic and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others.

Some students may require intensive teaching and support for a short period and for particular behaviour or academic need. Other students may require intensive teaching and support for a more prolonged period. These decisions are based on data gathered and in consultation with the student's parents or caregivers. Intensive teaching and support may include:

- Guidance Officer support
- Individual Behaviour Support Plan (IBSP)
- Functional Behaviour Assessment (FBA)
- Risk Assessment Plans
- Outside agencies – consultation/recommendations through Principal.

Legislative Delegations

Legislation

This section of the Durong South State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)

- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

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

Disciplinary Consequences

In 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 are considered at all times.

Strategies to implement supportive, fair, logical and consistent consequences include:

Classroom Management

The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non-verbal messages to alert or cue the student.

Restatement, Rule Reminders

The teacher adds a combination of the following strategies to address the student's behaviour: restatement of the rule, giving a specific direction, giving the student a choice e.g. to work/play appropriately or move to a different area/activity.

Time Away/Time Out of Play

The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed manner. Continual or serious disturbances may result in the student being referred to the Principal and parents/carers being notified.

Teacher and Student Plan of Action

If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted.

Withdrawal: The student is withdrawn from the playground for a specified number of days. They are not to play with other students at morning tea or at lunch.

School Intervention and Recording of Student's Inappropriate Behaviour

An Individual Behaviour Plan is created when necessary through consultation with staff and parents/ care givers. The school provides counselling with the Guidance Officer if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded on OneSchool. If necessary, witness statements will also be collected and recorded on OneSchool.

Suspension Procedures - School Disciplinary Absences:

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences*.

A student may be suspended on the following grounds:

- Disobedience
- Misconduct
- Other conduct that is prejudicial to the good order or management of the school.

The student is suspended from school for one to twenty days. Parents are informed immediately in writing. The student is not allowed at school throughout this period of time. The student and their parents are required to attend a re-entry meeting to outline ongoing support to manage the child's behaviour.

Suspension with Recommendation for Exclusion:

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences*.

Whilst proactive and preventative approaches are used mostly, certain types of behaviour are unacceptable whatever the circumstances and responses can include the most stringent step of exclusion. This is considered only when all other approaches have been exhausted. In particular, students selling drugs, violent assaults or using weapons can expect to be recommended for exclusion.

The Principal may suspend a student between one and twenty days (inclusive) when there has been a disobedience by the student, misconduct of the student, or other conduct of the student that is prejudicial to the good order and management of our school.

In cases of serious misbehaviour, the Principal may recommend exclusion, with or without previous suspension. The Executive Director (Schools) reviews exclusion recommendations.

Parents will be notified of the decision to suspend or exclude a child from school in writing.

Inappropriate behaviours, which may result in suspension or exclusion.

Non-compliance: may include disruptive behaviours, refusing to follow instructions/directions, absence from classes, non-cooperation, breach of behaviour management strategy, lying

Assault: may include hitting, kicking, punching, throwing objects at others

Verbal abuse: may include offensive language or language that intimidates others

Substance abuse: may include involvement with cigarettes, alcohol, drugs, substance sniffing

Harassment: may include racial and sexual harassment, intimidation

Vandalism

Unlawful behaviour: may include theft, break and enter, possession of a weapon

Improper/indecent behaviour: may include exposure, sexual intercourse, simulated sexual intercourse, involvement with offensive material – print, pictures, drawings

Involvement with, distributing, selling or using illegal substances

School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Durong South State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Durong South State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of

the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);

- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Durong South State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Durong South State Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Durong South State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Durong South State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Durong South State School has determined that explicit teaching of responsible use of mobile

phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Durong South State School to:

- use mobile phones or other devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Durong South State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat

- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

Preventing and responding to bullying

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

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

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Durong South 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 Durong South 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.

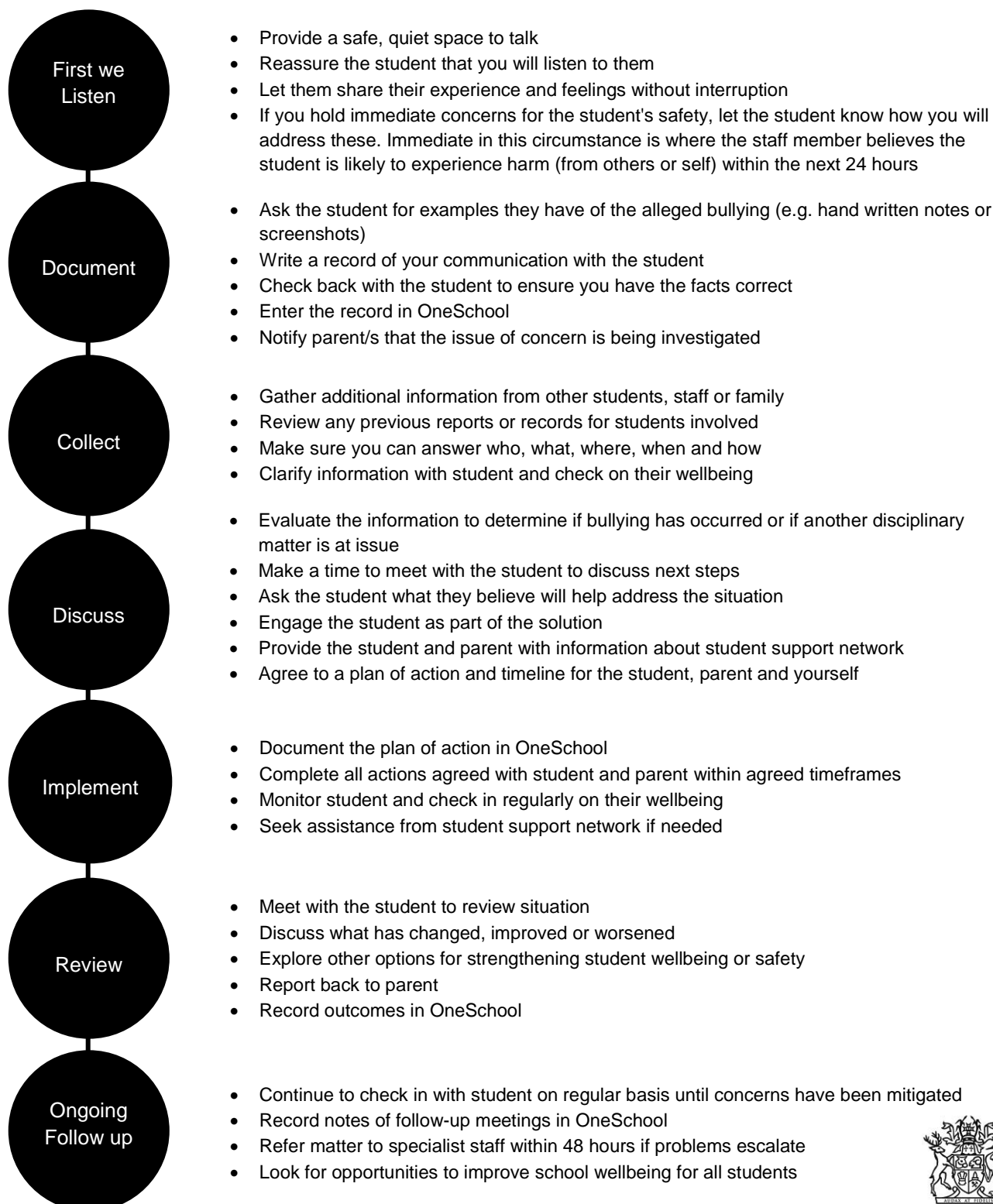
Durong South State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Jane Coe/ Mellissa Hoare/ Michelle Mearns/ Tonia Redman/ Delicia McDonald/ Mark Smith
(Classroom Teachers) (07) 41680259

Principal – Delicia McDonald (07) 41680259



Cyberbullying

Cyberbullying is treated at Durong South State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher or principal.

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

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

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](#).

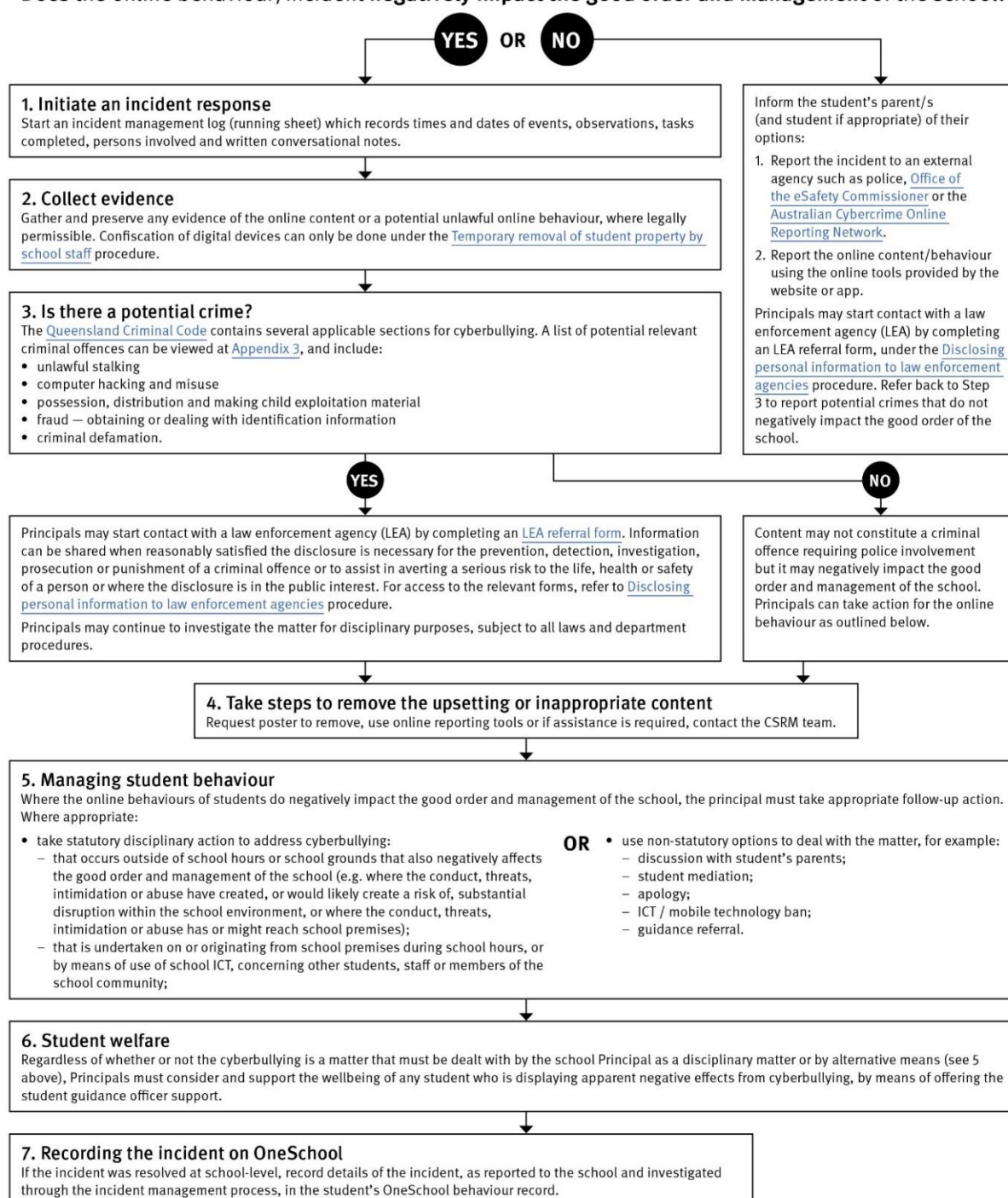
Explicit images

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.

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



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Durong South State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Durong South State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community

takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can

be provided to the school principal, or police, as needed for escalation of serious concerns

- block the offending user
- report the content to the social media provider.

Restrictive Practices

School staff at Durong South State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

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

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an

emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

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

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

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations