



St Bernard State School

Student Code of Conduct

2020-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

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

The Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The St Bernard State School community has the goal of establishing a school environment in which there is a positive and supportive atmosphere and where all members will feel safe, secure and happy. In addition, the students will have the maximum opportunity to learn, work and participate with minimal disruption while accepting individual differences.

The responsible behaviour in our school depends upon both school personnel and parents/carers working towards the same goals and maintaining acceptable standards of behaviour to ensure the outcomes of our students and school are achieved.

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Endorsement

Principal Name: Scott Johnstone

Principal Signature: 

Date: 11 November 2020

P&C President: 

P&C President Signature: Stephanie Hessian

Date: 11 November 2020

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Principal's Foreword

St Bernard State School is a vibrant primary school situated on Tamborine Mountain in the hinterland of the Gold Coast. The school was officially opened as a co-educational establishment by the Queensland Government in 1914 and celebrated its 100 year anniversary in 2014.

St Bernard State School is committed to providing a productive, challenging and inclusive educational program within a warm and supportive, small school environment. The school has been strongly built on the pillars of academic excellence, values, sporting excellence, community partnerships and the arts. We focus on developing the knowledge, skills and values that will apply to all aspects of life within and beyond school. Interwoven and embedded throughout our curriculum are the following keys to success: attitude, courage, motivation, preparation, cooperation, discipline, empathy and performance. Our students' can grow in confidence and be challenged to achieve their best in all areas of schooling.

The school has a pledge that students recite on assembly. The pledge is:

***As a student of St Bernard State School I promise to always:
Do my best at school and at home,
Follow the school rules,
Treat others as I would have them treat me, and
Always play fairly***

St Bernard State School offers a unique educational environment for our students. Reflecting the values of our mountain community, our school provides a safe and positive environment for our students to achieve their very best. As our school motto states, "We care and understand". The school promotes inclusivity, catering to all students and promoting their success through the following behaviour expectations: **Safe, Respectful, Responsible, Learner.**

These expectations have been used in the development of this *Student Code of Conduct* with the commitment to building the skills of all of our students to be confident, self reflective, valued members contributing positively to society.



Consultation

St Bernard State School developed this plan in collaboration with our school community. Throughout 2020 consultation with staff and parent/carers was undertaken.

St Bernard State School staff and P&C have agreed upon and endorsed our Student Code of Conduct. This was endorsed by the Principal, the Principal's Supervisor and the President of the P&C and will be reviewed in 2024.

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

Whole School Approach to Discipline

St Bernard State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline. PBL is a structured, long term whole school approach, which defines and teaches appropriate behaviour expectations and is used in all classrooms and programs offered through the school, including extra-curricular activities.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by staff to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

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

Any student or parent who has questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Learning and Behaviour Statement

All areas of St Bernard State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic educational programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviour and preventing and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting St Bernard State School to create and maintain a positive and productive learning and teaching environment. This will ensure that all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following Vision, Motto and School Behaviour Expectations to teach and promote our high standards of responsible behaviour:

Vision: Every child can LEARN and Every child can ACHIEVE

Motto: We Care and Understand

School Behaviour Expectations: Be Safe, Be Respectful, Be a Learner and Be Responsible



At St Bernard State School, we believe that a supportive school environment is one where:

- Each member of the school feels safe and valued.
- School and academic outcomes are maximised for each individual through quality practices in the areas of curriculum, personal and school organisation.
- Positive behaviour support practices that involve a range of planned actions to encourage and reward positive behaviour and to prevent unacceptable behaviour.
- All members of the school community model and reinforce appropriate practices and language, which are non-violent and non-discriminatory.
- Suspension and exclusion will be considered when other approaches have been exhausted.

At St Bernard State School, we value:

- The individuality of each child.
- The participation of students in developing self-esteem, self-respect, self-discipline and self-motivation.
- Students and their families.
- All members of the school community being appropriate role models.
- A committed and professionally informed staff.
- The development of a positive attitude towards learning and each other.
- A secure, supportive and positive learning environment.
- Effective and appropriate learning outcomes for all.
- Effective curriculum programs developed within the Australian Curriculum and Reporting Authority (ACARA) Personal and Social Capability learning continuum.
- Effective and appropriate resource utilisation.
- Honest and open communication.
- A participative and consultative approach to decision making.

We believe that a proactive approach to learning and behaviour minimises the need for reactive strategies. We understand that by teaching behavioural expectations and rewarding students for following them, we achieve an enhanced positive environment instead of by waiting for misbehaviour to occur and then responding. The purpose of this approach is to establish a climate in which appropriate behaviour is the norm. Introducing, modelling and reinforcing positive social behaviour is an important element of a student's educational experience. Current school-based data will be used

to make decisions. We believe that positive behaviour support is most effective when there is collaboration between school, home and community.

PBL Expectations (Rights and Responsibilities)

Our staff are committed to delivering high quality education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students (Be Safe, Be Respectful, Be a Learner and Be Responsible). Our behavioural expectations have been expanded to outline the rights and responsibilities for all students, staff and community members.

	Behaviour Expectations	Rights	Responsibilities
Students	Be Safe	<ul style="list-style-type: none"> To learn in a safe environment free from physical and/or verbal abuse. To expect their property to be safe. 	<ul style="list-style-type: none"> To conduct themselves in a manner which guarantees the safety of others.
	Be Respectful	<ul style="list-style-type: none"> To be free from discrimination. To communicate with others and express opinions in a socially acceptable manner. To be treated with respect and courtesy by other students, staff and adults. 	<ul style="list-style-type: none"> To respect the rights and needs of others to learn and participate in school activities. To demonstrate a courteous, supportive and caring attitude. To treat others with respect, courtesy and consideration.
	Be a Learner	<ul style="list-style-type: none"> To a quality education. 	<ul style="list-style-type: none"> To be prepared and on time for class.
	Be Responsible	<ul style="list-style-type: none"> To feel proud of their school. To be given information and skills to develop responsibility and independence. 	<ul style="list-style-type: none"> To participate in learning to the best of their ability. To care for the school environment. To accept responsibility for their actions. To follow the school behaviour expectations in all settings. To communicate information accurately between home and school. To be prepared for work. To accept logical consequences of all behaviours, both positive and negative.
Staff	Be Safe	<ul style="list-style-type: none"> To carry out duties in a safe and supportive environment free from physical and/or verbal abuse. To expect their property to be safe. To work in a healthy and safe environment. 	<ul style="list-style-type: none"> To follow best WH&S practices. To report to administration any reportable offences (per Child Protection Act).
	Be Respectful	<ul style="list-style-type: none"> To be recognised as professionals in the education of students. To be free from discrimination. To communicate with others and express our opinions in a socially acceptable manner. To be treated with respect, courtesy and consideration. 	<ul style="list-style-type: none"> To enact a professional and collegial manner. To treat others with respect, courtesy and consideration.
	Be a Learner	<ul style="list-style-type: none"> To engage in professional development. 	<ul style="list-style-type: none"> To provide support for our school plan by teaching and modelling appropriate behaviours. To prepare curriculum and teaching programs and cater for student needs, interests and abilities in accordance with departmental guidelines.
	Be Responsible	<ul style="list-style-type: none"> To carry out reasonable requests in a reasonable timeframe 	<ul style="list-style-type: none"> To consistently implement the school plan for managing behaviour in a fair and just manner. To create a caring, safe and orderly environment where students are taught responsibility for their own behaviours.

			<ul style="list-style-type: none"> To reinforce with students the four Positive Behaviour for Learning expectations. To maintain open communication with parents/carers. To encourage and motivate students to become independent and responsible learners. To model and reinforce a positive attitude towards the school.
Parents / Carers / Visitors	Be Safe	<ul style="list-style-type: none"> To expect their child/ren will be educated in a safe and supportive environment. 	<ul style="list-style-type: none"> To supervise own child/ren while on school grounds outside of school hours.
	Be Respectful	<ul style="list-style-type: none"> To communicate with others and express our opinions in a socially acceptable manner. To be treated with courtesy by staff, students and other members of the school community. 	<ul style="list-style-type: none"> To communicate concerns openly and honestly with staff within our school.
	Be a Learner	<ul style="list-style-type: none"> To support from the school. To be kept informed on aspects of their child/ren's education. 	<ul style="list-style-type: none"> To become familiar with and be supportive of school policies.
	Be Responsible	<ul style="list-style-type: none"> To have access to school personnel at a mutually agreed time. 	<ul style="list-style-type: none"> To access support programs provided by the school to encourage and support their child/ren. To support the goals and aspirations of the school. To demonstrate a duty of care for all children when they are on the school grounds. To follow up concerns from the staff regarding their child/ren's behaviour.

Differentiated and Explicit Teaching

There are three levels of school-wide instructional and positive behaviour support.

These are:

• **Universal Strategies / Whole School Behaviour Support - Tier I (green)** - communicating behavioural expectations is a form of universal behaviour support. This is a strategy directed towards all students designed to teach and reinforce responsible and positive behaviour expectations.

• **Targeted Behaviour Support - Tier II (yellow)** - targeted intervention strategies and processes for students who require extra support.

• **Intensive Behaviour Support - Tier III (red)** - strategies and processes for those students who require a more intensive and individualised program of support.

WHOLE SCHOOL UNIVERSAL BEHAVIOUR SUPPORT EXAMPLES

- Whole school teaching of behaviour expectations
 - Positive whole school culture
 - Guide to Classroom PBL
 - Professional development for all staff
- Positive and preventive actions for classroom and playground management
- Thumbs Up, Verbal Praise, Student of the Week, Principal Assembly Awards
 - PBL Team Support
 - Parent Teacher Interviews
 - Extracurricular Activities
 - School Buddies (6 and Prep)
 - Specialist lessons and support
 - Engaging and Inclusive curriculum

TARGETED BEHAVIOUR SUPPORT EXAMPLES

- Individual Behaviour Support Plan
- Check In / Check Out, Academic and Social Support
- Professional Development for all Staff
 - PBL Team Support
- HoD, STLaN, SWD, GO, Chaplain and Specialist Teacher Support
- Administration, Teacher/s, Student and Parents/Carers working together
 - Supervised play
 - Parent Teacher Interviews

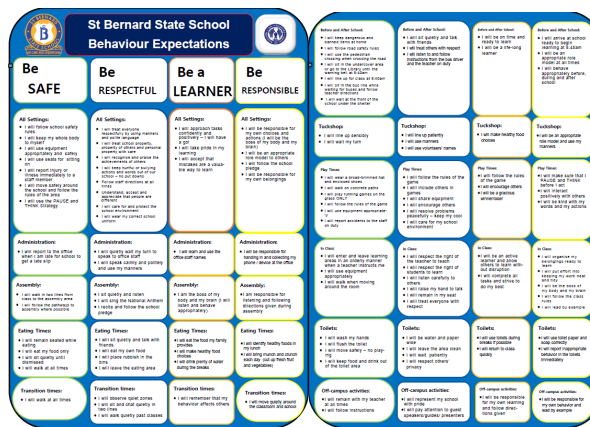
INTENSIVE BEHAVIOUR SUPPORT EXAMPLES

- Individual Behaviour Support Plan
 - Alternative Programs
- Check In / Check Out, Academic and Social Support
- Professional Development for Staff
- Specialist intervention and support: SWD, GO, Advisory Visiting Teachers, Chaplain and PBL Team support
- Administration, Teacher/s, Student and Parents/Carers working together
 - Supervised play
 - Referral to Outside Agencies

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At St Bernard State School, we emphasise the importance of directly teaching students the behaviour expectations we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, which is designed to prevent unacceptable behaviour and to provide a framework for responding to this unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school expectations. The Expectations Teaching Matrix outlines our agreed specific behavioural expectations in all school settings.



St Bernard State School Behaviour Expectations				
	Be SAFE	Be RESPECTFUL	Be a LEARNER	Be RESPONSIBLE
All Settings	<ul style="list-style-type: none"> I will follow school safety rules I will keep my whole body to myself I will use equipment appropriately and safely I will use seats for sitting on I will report injury and /or illness immediately to a staff member I will move safely around the school and follow the rules of the area I will use the PAUSE and THINK strategy 	<ul style="list-style-type: none"> I will treat everyone respectfully by using manners and polite language I will treat school property, property of toehrs and personal property with care I will recognise and praise the achievements of others I will keep hurtful and bullying actions and words out of our school I will follow staff directions I will understand, accept and appreciate that people are different 	<ul style="list-style-type: none"> I will approach tasks confidently and positively – I will have a go! I will take pride in my learning I will accept that mistakes are a valuable way to learn 	<ul style="list-style-type: none"> I will be responsible for my own choices and actions I will be an appropriate role model to others I will follow the school pledge I will be responsible for my own belongings

		<ul style="list-style-type: none"> I will care for and protect the school environment I will wear my correct school uniform 		
Administration	<ul style="list-style-type: none"> I will report to the office when I am late to school for a late slip 	<ul style="list-style-type: none"> I will wait quietly for my turn to speak to office staff I will speak calmly and politely using my manners 	<ul style="list-style-type: none"> I will learn and use the office staff names 	<ul style="list-style-type: none"> I will be responsible for handing in and collecting my phone/device
Assembly	<ul style="list-style-type: none"> I will walk in two lines from class to the assembly area I will follow the pathways to assembly 	<ul style="list-style-type: none"> I will sit quietly and listen I will sing the Australian National Anthem I will recite and follow the school pledge 	<ul style="list-style-type: none"> I will be the boss of my body and brain 	<ul style="list-style-type: none"> I will be responsible for listening and following directions given during assembly
Eating Times	<ul style="list-style-type: none"> I will remain seated while eating I will eat my food only I will wait until dismissed I will walk at all times 	<ul style="list-style-type: none"> I will sit and talk with my friends I will place rubbish in the bins 	<ul style="list-style-type: none"> I will make healthy choices I will drink plenty of water 	<ul style="list-style-type: none"> I will identify healthy foods in my lunch I will bring munch and crunch
Transition Times	<ul style="list-style-type: none"> I will walk at all times 	<ul style="list-style-type: none"> I will observe quiet zones I will line up quietly in two lines I will walk past classes quietly 	<ul style="list-style-type: none"> I will remember that my behaviour can affect others 	<ul style="list-style-type: none"> I will move quietly around the classroom and school
Before and After School	<ul style="list-style-type: none"> I will keep dangerous and banned items at home I will follow road rules and use the pedestrian crossing I will sit in the undercover area or go to the Library until 8:40am I will put my bag up and line up when the 8:40am bell rings I will sit in the bus line while waiting for the bus and follow teacher directions I will wait at the front of the school under the shelter 	<ul style="list-style-type: none"> I will sit quietly and talk with my friends I will treat others with respect I will listen to and follow directions from the bus driver 	<ul style="list-style-type: none"> I will be on time and ready to learn I will be a life long learner 	<ul style="list-style-type: none"> I will arrive at school ready to begin learning at 8:45am I will be an appropriate role model I will behave appropriately before, during and after school
Tuckshop	<ul style="list-style-type: none"> I will line up sensibly and wait my turn 	<ul style="list-style-type: none"> I will line up patiently I will use my manners I will use volunteers' names 	<ul style="list-style-type: none"> I will make healthy food choices 	<ul style="list-style-type: none"> I will be an appropriate role model and use my manners

Play Time	<ul style="list-style-type: none"> I will wear a school hat and enclosed shoes I will walk on concrete paths I will play running games on the grass only I will follow the rules of the game I will use equipment appropriately I will report accidents to staff on duty 	<ul style="list-style-type: none"> I will include others in games I will share equipment I will encourage others I will resolve problems peacefully by keeping my cool I will care for the school environment 	<ul style="list-style-type: none"> I will be a gracious winner or loser 	<ul style="list-style-type: none"> I will use the PAUSE and THINK strategy when needed I will interact positively with others I will be kind with my words and actions
In Class	<ul style="list-style-type: none"> I will enter and exit the learning area in an orderly manner when a staff member instructs me to I will use equipment appropriately I will walk when moving around the classroom 	<ul style="list-style-type: none"> I will respect the right of the teacher to teach I will respect the right of students to learn I will listen carefully to others I will raise my hand to talk I will remain in my seat I will treat everyone with respect 	<ul style="list-style-type: none"> I will be an active learner and allow others to learn without disruption I will compete my work and strive to do my best 	<ul style="list-style-type: none"> I will organise my belongings ready to learn I will put effort into keeping my work neat and tidy I will be the boss if my body and brain I will follow the class expectations I will lead by example
Toilet Block	<ul style="list-style-type: none"> I will wash my hands I will flush the toilet I will move safely – no playing I will keep my food and drink out of the toilet area 	<ul style="list-style-type: none"> I will be water and paper wise I will leave the toilet area clean I will wait patiently I will respect others' privacy 	<ul style="list-style-type: none"> I will use toilets during breaks if possible I will return to class quickly 	<ul style="list-style-type: none"> I will use toilet paper and soap sensibly I will report inappropriate behaviour in the toilet immediately
Off Campus Activities	<ul style="list-style-type: none"> I will remain with my teacher at all times I will follow instructions 	<ul style="list-style-type: none"> I will represent my school with pride I will pay attention to guest speakers / guides / presenters 	<ul style="list-style-type: none"> I will be follow directions 	<ul style="list-style-type: none"> I will be responsible for my own behaviour and lead by example

Teaching Responsible Behaviour Expectations

St Bernard State School has developed lesson plans for the individual behaviour expectations that are to be taught to all students. To assist with teaching the agreed school expectations, the lessons include many teaching ideas and strategies.

Process for Teaching Behaviour Expectations

- A new behaviour expectation/s is taught each week.
- Every teacher teaches and positively reinforces the same behaviour in classrooms during the week. Non-teaching staff positively reinforce the behaviours outside of the classroom.
- All staff use common language when talking about behaviour.
- The behaviour expectation focus of the week is displayed and discussed on assembly.
- The behaviour expectations are displayed in the school newsletter, school Facebook page, class emails and in classrooms.

- Reinforcers such as ‘Thumbs Up’ and verbal praise are given to those students who are observed following the expected behaviour in all settings of the school.
- Teachers use a variety of strategies to teach and positively reinforce the behaviours:
 - a) Discussions about the behaviour – what does it mean, look and sound like?
 - b) Role plays
 - c) Design charts and posters
 - d) Review the behaviour expectation daily
 - e) Reinforce and reward students who exhibit the expected behaviour

Promoting and Reinforcing Expected School Behaviour

At St Bernard State School, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

These expectations are communicated to students via several strategies, including but not limited to:

- Behaviour lessons conducted by teachers (focusing on the behavioural expectations).
- Reinforcement of behavioural expectation focus by all St Bernard State School staff. This could include reinforcement on assembly, specialist lessons and during active supervision by staff during classroom and non-classroom activities.
- Reinforcement of expected behaviours by staff both before, during and after school.
- Signage and posters throughout the school and in classrooms.
- School Motto
- School Pledge
- School Newsletter

St Bernard State School Positive Rewards

The staff at St Bernard State School recognise positive behaviour regularly and understand that a positive ratio of language drives a positive environment.

The following are suggested ways that the staff at St Bernard State School can recognise positive behaviour choices. This list is by no means exhaustive and will change to suit the individual teaching style of a teacher and will be differentiated to meet the individual learner.

- Thumbs Up (recorded as a positive behaviour on each student’s OneSchool profile)
- ‘Thumbs Up’ draw on assembly to sit in the VIP area
- One point per award tallied for their house for the annual ‘Spirit Award’
- An acknowledge certificate when students earn 10 ‘Thumbs Up’
- Student of the Week (recorded as a positive behaviour on each student’s OneSchool profile and presented at assembly)
- Principal Assembly Award (recorded as a positive behaviour on each student’s Oneschool profile for students who have shown major improvement in all areas of their work and have made a significant contribution to the class or subject area)

Targeted Behaviour Support

Our school recognises that some students continue to exhibit challenging behaviours after the universal interventions have been implemented. We understand that some students require additional time and support during the school day to learn essential social and emotional skills. To

support these students, our school provides a targeted behaviour response, which uses strategies and approaches to support students to master these skills.

In most cases the concerning behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Targeted behaviour support involves teaching and revisiting key behavioural expectations and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff (Principal, PBL Coach, SWD Teacher) work collaboratively with class teachers at St Bernard State School to provide focused teaching of behaviour expectations. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s and the PBL Team. The PBL Coach, along with the class teacher/s, will develop an Individual Behaviour Plan with clear targets, goals and intervention strategies to support the student to learn and develop the targeted skills. A parent/carer meeting will then be conducted to go through and sign the plan. Student progress is monitored and reviewed to support them mastering explicit goals that have been set.

Intensive Behaviour Support

St Bernard State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviour need comprehensive systems of support. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

Disciplinary Consequences

The disciplinary consequences model used at St Bernard State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion, the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

Differentiated

Class teachers and staff provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 4 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Warning of more serious consequences (e.g. removal from classroom)

Focussed

Class teachers and staff are supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- RTR (Reflective Thinking Room) time with a member of the PBL Team
- Behavioural contract
- Counselling and guidance support

- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Stakeholder meeting with parents and external agencies

Intensive

The school leadership team work in consultation with the PBL Team to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Consequences for Unacceptable Behaviour Choices

St Bernard State School staff make systemic efforts to prevent unacceptable student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and Major Behaviours

When responding to behaviour incidents, the staff member first determines if the unacceptable behaviour is major or minor.

Minor behaviours are those that:

- are minor breaches of the school expectations;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of unacceptable behaviour; and
- do not require involvement of specialist support staff or Administration.

Major unacceptable behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

One School Behaviour Category	The table below outlines examples of, but not limited to, low level, minor and major behaviours.		
	Low Level	Minor	Major
Response Required	<ol style="list-style-type: none"> 1. Low severity and frequency 2. Does not require administration involvement – documented in classroom (step folder) or duty folder – managed by timetabled teacher or staff member on duty 3. No more than a minor disruption to the learning environment or setting 4. Respond to staff direction and learning or activity is resumed immediately 	<ol style="list-style-type: none"> 1. Managed by the timetabled teacher or staff member on duty – not referred to administration 2. Low level disruptions 3. May require more than one re-direction and expectation reminder 4. Use PBL Steps and strategies 5. Recorded in One School 6. Parents/Carer contacted (Buddy Class) 	<ol style="list-style-type: none"> 1. Are a major disruption to the learning environment or setting 2. Managed by referral to appropriate support staff 3. Pose a danger to themselves and/or others 4. Are illegal 5. Are chronic minor behaviours that have not been resolved after contact with parents or carers
Possible Consequences/Support Measures	<ol style="list-style-type: none"> 1. Use Essential Skills 	<ol style="list-style-type: none"> 1. Use Essential Skills 2. PBL Step Chart – Reminder, Redirection, Time Out and/or Buddy Class 3. OneSchool Report of Buddy Class 4. Parent contacted for Buddy Class 	<ol style="list-style-type: none"> 1. Referral to appropriate support staff e.g. Administration, PBL Coach, SWD 2. OneSchool Report including referral for action 3. Parent or carer contact required

			4. RTR, Administration Referral, Parent Notified, Formal Warning, Apology, Individual Conference, Area Card, Suspension or Exclusion
Bullying/Harassment <i>Continuous emotional, physical, verbal and/or cyber bullying.</i>	<ul style="list-style-type: none"> Isolated or one off minor incidents such as name calling or teasing 	<ul style="list-style-type: none"> Continual harassment - name calling or teasing 	<ul style="list-style-type: none"> Ongoing targeted abuse- actions, words or texts Student delivers disrespectful message/s (verbal or gestures) to another student that includes: threats or intimidation, obscene gestures, texts, emails or written notes. Causes changes in 'victims' behaviour
Defiant/threat/s to adults <i>Aggressive / passive aggressive actions directed at school staff and/or volunteers and visitors</i>			<ul style="list-style-type: none"> Continued blatant disrespect Persistent refusal to follow instructions Physical threats to an adult, physical intimidation, verbal intimidation
Disruptive <i>Engaging in disruptive behaviour which stops the learning/teaching process</i>	<ul style="list-style-type: none"> Disrupting others by calling out or making noises 	<ul style="list-style-type: none"> Disruption that takes away from the learning environment, but does not result in physical harm to self or others Continual misuse of materials or equipment to gain peer or adult attention Moving around the classroom after re-direction given Active attention seeking behaviour 	<ul style="list-style-type: none"> Persistent behaviour causing interruption to learning and teaching in a class or activity causing complete disruption to teaching and learning Intentional and deliberate distraction of other students or staff Deliberate intent to impede delivery of lesson content Repeated movement around the classroom that disrupts learning
Dress code <i>Not following school dress code</i>	<ul style="list-style-type: none"> Not wearing a hat or shoes when playing or involved in class activity outside 	<ul style="list-style-type: none"> Not wearing a hat when playing or involved in class activity outside after being directed Not wearing shoes after being directed 	<ul style="list-style-type: none"> The clothing worn to school is inappropriate or offensive Refusing to remove jewellery or to wear protective equipment for safety reasons
IT misconduct <i>Using computers for non-school based activities Breaching Internet user agreement.</i>	<ul style="list-style-type: none"> Isolated incident of using programs not related to learning 	<ul style="list-style-type: none"> Using other students' logins Off task internet use, turning off or pulling out computer cables Misuse of email Continual use of non-related programs 	<ul style="list-style-type: none"> Persistent minor behaviour Accessing inappropriate material Printing offensive words or images Cyber Bullying students through Social Media or email either at school or at home Attempts to cause permanent and/or serious damage to equipment
Late <i>Being late for class without authorisation</i>	<ul style="list-style-type: none"> Less than 5 minutes late to class 	<ul style="list-style-type: none"> Deliberate lateness, taking the long way to class Late from break times 	<ul style="list-style-type: none"> Persistently late to class after breaks without a valid reason
Lying/Cheating	<ul style="list-style-type: none"> Copying someone else's work 	<ul style="list-style-type: none"> Lying or making false accusations about incidents 	<ul style="list-style-type: none"> Plagiarism of assessment from the internet or books

<i>Making false statements/misrepresenting one's behaviour or completed work</i>	<ul style="list-style-type: none"> White lies / changing stories 	<ul style="list-style-type: none"> Continually copying the work of another student for the purpose of completing assessment/work 	<ul style="list-style-type: none"> Repeated lying to cover up incidents or involvement
Misconduct involving object <i>Using an object inappropriately other than intended purpose.</i>	<ul style="list-style-type: none"> Sitting on top of bag racks, climbing trees, swinging on tree branches, standing or jumping off seats or tables Throwing equipment in the classroom Slamming doors 	<ul style="list-style-type: none"> Inappropriate use of equipment that does not cause harm to people or damage equipment/property Throwing equipment/object in class that accidentally hits another student 	<ul style="list-style-type: none"> Deliberate inappropriate use of equipment that causes harm to another person or damages equipment
Non-compliant with routine <i>Not following routines, teacher expectations/rules.</i>	<ul style="list-style-type: none"> Slow to respond to instructions or needing to have the instruction repeated Occasionally non-compliant 	<ul style="list-style-type: none"> Failure to follow basic teacher / staff member instructions or behaviour expectations Regularly non-compliant to class expectations On the playground before or after school or in class times Refusal to follow PBL Behaviour Step Chart expectations – time-out 	<ul style="list-style-type: none"> Repeated failure to follow teacher instructions or follow PBL Behaviour Step Chart expectations Refusal to go to buddy class or RTR
Other conduct prejudicial to the good order and management of school <i>Inappropriate conduct which defames reputation of the school/staff.</i>			<ul style="list-style-type: none"> Behaviour that causes damage to the school's reputation or that prevents students and teachers from doing their work High-level disruption on the school grounds and/or in the community. Rudeness to members of the community Defamatory posts on social media Graffiti
Physical misconduct <i>1. Actions involving serious physical contact where injury may occur or is intentional.</i> <i>2. Wilfully using force or violence.</i>	<ul style="list-style-type: none"> “Mucking around” where the other person is not harmed or annoyed e.g. flicking or nudging Play fighting that does not escalate Running on paths 	<ul style="list-style-type: none"> Deliberate contact by a student with another student that does not cause harm - may involve pushing, shoving and tripping Poking, prodding another student in an attempt to annoy that student Spitting on the ground – not directed at anyone 	<ul style="list-style-type: none"> Punching, hitting, kicking and spitting - contact with another student that causes harm Deliberate contact with a teacher in a threatening or harmful way Engaging in a behaviour which provokes a student to anger and causes a possible physical response Inappropriate touching
Possess prohibited items <i>Possess, sell, or carry a weapon or any item capable of causing harm</i>	<ul style="list-style-type: none"> Non appropriate utensils in bag 	<ul style="list-style-type: none"> Student has any minor prohibited item at school Student boasts about having prohibited items at school to other students 	<ul style="list-style-type: none"> Student has any major prohibited item at school: <ul style="list-style-type: none"> alcohol drugs/ drug paraphernalia cigarettes + lighters knife/shanghai/gun/other weapons pornographic material stolen property paint for graffiti or vandalism
Property misconduct	<ul style="list-style-type: none"> Accidental damage of school property such as running through gardens or marking school furniture Inadvertently taking another student's property 	<ul style="list-style-type: none"> Stealing low value items such as stationery, food and other personal belongings Deliberately moving someone's bag 	<ul style="list-style-type: none"> Destroying school property including structures of buildings and furniture Punching holes in walls, breaking windows

<i>Theft or wilful destruction of school, other students', teachers' or public property. Inappropriate use of mobile phone or other electronic device.</i>		<ul style="list-style-type: none"> • Unauthorised use of other students' property without intending to keep it • Low level graffiti that can be easily removed • Having mobile phone / personal technology device in school bag • Breaking stationary 	<ul style="list-style-type: none"> - Graffiti or vandalism - Ripping & writing in library books - Deliberately breaking school equipment - Stealing • Using mobile phone / personal technology device during school hours • Deliberately going through someone's bag
Refusal to participate in program of instruction <i>Not following teachers' instructions regarding completion of class work</i>	<ul style="list-style-type: none"> • Tasks not attempted or completed with care 	<ul style="list-style-type: none"> • Failure to complete set class work or submit assessment items 	<ul style="list-style-type: none"> • Repeated failure (more than three times or continuously through the day) to complete set class work or submit assessment items
Substance misconduct involving illicit substance			<ul style="list-style-type: none"> • Possession of substances or implements that are deemed illegal
Substance misconduct involving tobacco and other legal substances			<ul style="list-style-type: none"> • Possession and/or use of cigarettes, lighters • Possession of alcohol, drinking or being under the influence of alcohol or other illegal substances at school or during a school event • Taking another student's medication
Third minor referral			<ul style="list-style-type: none"> • Three or more minor incidents, of the same type of behaviour, recorded on One School
Threat/s to others		<ul style="list-style-type: none"> • Non-directed verbal or gestural messages used within conversation that may include swearing, name calling, or use of words in an inappropriate way 	<ul style="list-style-type: none"> • Death threats with intent to harm themselves or others • Physical threats directed at others
Truant/skip class		<ul style="list-style-type: none"> • Student is at school, not in a class and has not been signed out at the office • Student not advising a staff member that they are leaving the classroom or supervised area 	<ul style="list-style-type: none"> • Being out of school grounds without permission
Verbal misconduct	<ul style="list-style-type: none"> • Comments to self or a quick reactionary comment • Calling out in class 	<ul style="list-style-type: none"> • Swearing to self • Using rude or abusive language in general conversation either when speaking to a staff member or another student 	<ul style="list-style-type: none"> • Deliberately directing offensive and aggressive language at a member of staff or another student • Persistent and repetitive verbal reaction, comment or refusal to complete a task

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At St Bernard State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

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

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

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

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Consideration of Individual Circumstances

Staff at St Bernard State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Student Wellbeing and Support Network

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

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

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

St Bernard State School also acknowledges the positive impact that meaningful relationships between staff and students can have on students' academic and social outcomes.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Medications

St Bernard State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

St Bernard State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health

St Bernard State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Student Support Network

Students at St Bernard State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Administration Staff
- PBL Coach and Team
- Guidance Officer
- Head of Curriculum
- Teachers
- Support Staff
- Special Education Teacher
- Non-teaching staff
- Specialist Teacher/s
- School Chaplain
- Advisory Visiting Teachers
- Senior Guidance Officer
- Parent/Carer

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Tamborine Mountain Police
- Child Protection Unit – QPS
- Tamborine Mountain Chaplaincy Branch

School Policies

St Bernard 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 St Bernard 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 St Bernard 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 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 St Bernard State School:

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

Students of St Bernard 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 St Bernard State School Student Code of Conduct
 - ❖ is illegal
 - ❖ puts the safety or wellbeing of others at risk
 - ❖ does not preserve a caring, safe, supportive or productive learning environment
 - ❖ does not maintain and foster mutual respect;
- collect 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.

St Bernard 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

Students of St Bernard State School are to take personal technology devices, including mobile phone, to Administration each morning before class commences at 8:40am. Students can then collect their devices at the end of the school day (2:45pm). All devices are to be switched off when handed to Administration.

It is **unacceptable** for students at St Bernard state School to:

- use a mobile phone or other devices in an unlawful manner
- 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 St Bernard 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

St Bernard 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.

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.

St Bernard State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity
- ensuring the safety and well-being of all members of the school community

Prevention

The student curriculum consists of lessons taught by all teachers, in all classrooms, to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school. All teachers will explicitly teach students our 'Pause

and Think' (High 5) process which will be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.



Cyberbullying

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

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

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

Students enrolled at St Bernard State School may face in-school disciplinary action, withdrawal, RTR time, 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 which is directed towards other community members or students from other school sites.

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

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

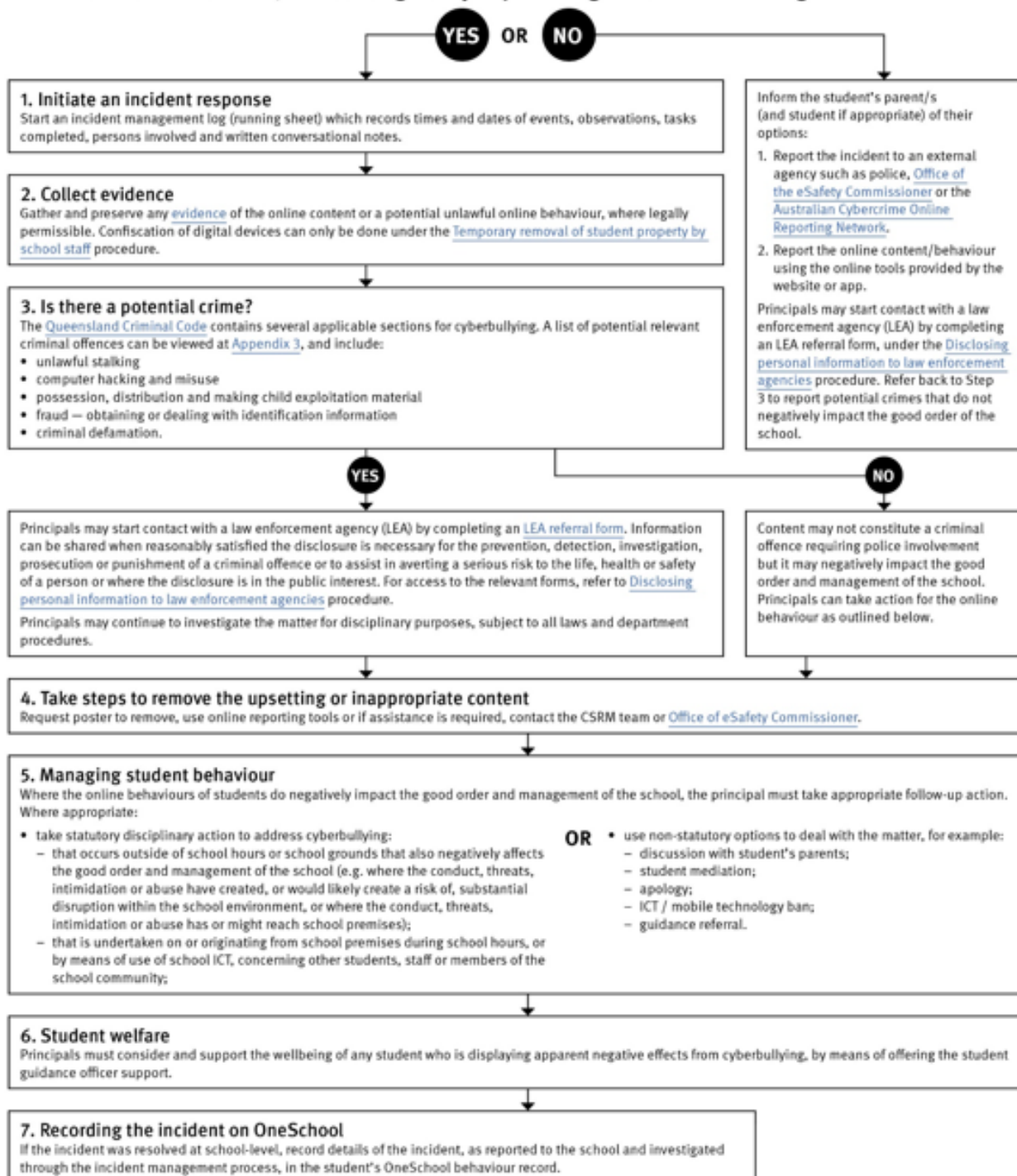
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSR) 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.

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 St Bernard State School need to respond to student behaviour when it 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 which 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 which 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:

- 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.
- 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.
- 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.

- Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
- Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student's wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Using mobile devices
- Use of ICT systems

Legislative Delegations

Legislation

In this section of the St Bernard 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](#)

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

St Bernard State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of

Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

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

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

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

Early resolution: discuss your complaint with the school

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

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

Internal review: contact the local Regional Office

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).