



## Blackwater State School



# Student Code of Conduct 2020-2023

### ***Every student succeeding***

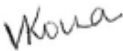

***Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.***

Queensland Department of Education  
State Schools Strategy 2020-2024

## Contact Information

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Contact Person:	Vanessa Koina (Principal)

## Endorsement

Principal Name:	Vanessa Koina
Principal Signature:	
Date:	2/11/2020
P/C President and-or School Council Chair Name:	Leanne Christison
P/C President and-or School Council Chair Signature:	
Date:	2.11.2020

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## Purpose

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

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

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

## Principal's Foreword

Blackwater State School has a long and proud tradition of providing high quality education to students from across Central Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Blackwater State School has four core values, Respect, Responsibility, Effort and Safety.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Blackwater State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours.

I thank the students, teachers, parents and other members of the community for their work in bringing this Blackwater State School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

## P&C Statement of Support

As president of the Blackwater State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Vanessa Koina and her team has ensured that all parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Blackwater State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Blackwater State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Blackwater State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart included in this Student Code of Conduct provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Blackwater State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Blackwater State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

## Consultation

The consultation process used to inform the development of the Blackwater State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff and the PBL team in 2019 and 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a Traffic Light Survey to all parents on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school. Students were also asked for feedback in relation to our school's behaviour processes and school reward systems.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in November 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association for endorsement. The P&C Association unanimously endorsed the Blackwater State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Blackwater State School Student Code of Conduct, including parent information evenings planned for 2021, promotion through the school website and Facebook page, fortnightly newsletter and staff emails. Any families who require assistance to access a copy of the Blackwater State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

### Review Statement

Blackwater 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

Blackwater State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

At Blackwater State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Blackwater 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 do to set students up for success is a shared goal of every parent and school staff member.

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

## Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

### Multi-Tiered Systems of Support

Blackwater State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.


Tier	Prevention Description
1	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"><li>• teaching behaviours in the setting they will be used</li><li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li><li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li><li>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li></ul>
2	<p>Targeted instruction and supports for <b>some students</b> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p>



	<ul style="list-style-type: none"> <li>• there is a clear connection between the skills taught in the interventions and the school-wide expectations.</li> <li>• interventions require little time of classroom teachers and are easy to sustain</li> <li>• variations within each intervention are limited</li> <li>• interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).</li> </ul> <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
<b>3</b>	<p>Individualised services for <b><u>few students</u></b> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> <li>• PREVENT problem behaviour</li> <li>• TEACH the student an acceptable replacement behaviour</li> <li>• REINFORCE the student’s use of the replacement behaviour</li> <li>• MINIMISE the payoff for problem behaviour.</li> </ul> <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

## Student Wellbeing

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

<div>  <b>BLACKWATER STATE SCHOOL</b>  <b>Student Learning and Wellbeing Framework</b> </div>		
<p>At Blackwater State School we value an inclusive and respectful teaching and learning community that promotes student wellbeing, safety and positive relationships so that students can reach their full potential. We recognise the strong links between wellbeing and student learning outcomes and the importance of developing healthy, confident and resilient lifelong learners who can succeed in a changing world.</p>		
<p>At Blackwater SS, our planned and responsive actions are articulated across the 3 domains of the SLaWf.</p>		
<p><b>CREATING SAFE, SUPPORTIVE AND INCLUSIVE ENVIRONMENTS</b> We:</p> <ul style="list-style-type: none"> <li>provide safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised through our <i>school safety, responsibility and accountability</i>.</li> <li>have an approach to wellbeing that supports the collective action of parents, support services and the wider community by meeting for regular consultation with the PBC, CC, PB and SLiR teams and for collaborative planning sessions for teachers.</li> <li>demonstrate and communicate positive respectful relationships between staff, students, parents and members of the community through the implementation of our Student Code of Conduct, PB Framework, a school values and meeting norms.</li> <li>recognise and reward positive behaviours for learning using tangible rewards that include <i>Blackwater Bucks</i>, certificates, <i>Mutual Respect Award</i> and end of semester reports.</li> <li>explicitly teach and model social and emotional skills, values and expectations for behaviour through our weekly PB lessons and social skills groups to support student wellbeing.</li> <li>make sure the physical environment and school policies and practices are accessible and inclusive of students and families.</li> <li>plan for opportunities to promote and celebrate the traditions, values and culture of the school community including <i>Indigenous week</i>, <i>ANZAC Day</i>, <i>Remembrance Day</i>, <i>Day of Action against Bullying and Violence</i> and <i>Remembrance Day</i>.</li> <li>provide learning opportunities and environments that promote healthy lifestyle choices particularly through our <i>HPV curriculum</i>, <i>respectful relationships education</i>, <i>LPR education</i>.</li> <li>recognise the varying abilities of our students and plan curriculum that is responsive to the needs of individual students using <i>streamed and priority informed practice</i>.</li> <li>implement the cross curriculum priorities in the Australian Curriculum, promoting Aboriginal and Torres Strait Islander histories and Culture, Asia and Australia's Engagement with Asia, and Sustainability.</li> <li>celebrate the academic, sporting and cultural achievements of our students at school assemblies and with the community through the school newsletter, school Facebook page, school website, school YouTube channel, SMS and email messages.</li> </ul> <p>We actively monitor our student wellbeing and engagement through:</p>	<p><b>BUILDING THE CAPACITY OF STAFF, STUDENTS AND THE SCHOOL COMMUNITY</b> We:</p> <ul style="list-style-type: none"> <li>provide health and wellbeing learning opportunities for students through curriculum focused on mental health, relationships, alcohol and other drugs, food and nutrition, benefits of physical activity, safety and lifelong physical activities.</li> <li>identify opportunities to build the capabilities of teachers and school leaders to support a whole school approach to student wellbeing and to connect to learning including the support from the <i>State Schooling Team and CQ Regional Support</i>, the <i>Early and Regional PB</i> and <i>inclusion support teams</i>.</li> <li>communicate information and advice on the benefits of supporting young people to be healthy, confident and resilient through the curriculum and school newsletter and <i>Facebook page</i>.</li> <li>respond positively to the needs of different groups within the school community, including <i>transition activities and LARF activities</i>.</li> <li>strengthen connections with parents through regular <i>parent-teacher meetings</i>, to support early intervention for students whose wellbeing is at risk.</li> <li>increase the visibility of local social support services to families whose children have higher levels of need, <i>providing services and providing referrals where required</i>.</li> <li>support staff health and wellbeing and recognise the resulting benefits for students.</li> <li>are committed to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas.</li> <li>collect and analyse a range of data, including data from the <i>School Opinion Survey</i>, to identify areas for capability building.</li> <li>encourage student participation and develop their wellbeing through <i>Student Leadership Roles and Student Council</i>.</li> <li>participate in school camps, <i>incursions and excursions</i> that develop the confidence, resilience, leadership and teamwork of students.</li> </ul>	<p><b>DEVELOPING STRONG SYSTEMS FOR EARLY INTERVENTION</b> We:</p> <ul style="list-style-type: none"> <li>plan and document school processes to support staff to respond appropriately to students at risk, including <i>student protection, suicide prevention and post-vention plans</i> and <i>peer support</i>.</li> <li>recognise the early signs that a student's wellbeing is at risk and respond appropriately by noticing, inquiring, planning.</li> <li>share responsibility for supporting students at risk by: <ul style="list-style-type: none"> <li>seeking support from the Guidance Officer and/or the leadership team as first responders.</li> <li>encouraging students and families to access support services.</li> </ul> </li> <li>using a wrap-around approach for students involving parents, school support services, health professionals and other agencies.</li> <li>integrate <i>DoS</i> support services to assist in planning and implementing practices that improve outcomes for students, including support from our <i>Speech and Language Pathologist</i>, <i>Physiotherapist</i>, <i>Occupational Therapist</i> and <i>Advisory Visiting Teachers</i>.</li> <li>use the <i>Social and Emotional Learning continuum</i> to develop and monitor the effectiveness of social skills interventions.</li> <li>actively maintain partnerships with community medical services including <i>Heard and Day and Bush kids</i>.</li> <li>engage specialist organizations, including <i>Autism Queensland</i> and the <i>Heard and Day Center</i> for student support.</li> <li>refer students and families to support organizations, including <i>Family Child Connect</i>, <i>CDD</i>, <i>Anger and Living Care</i>.</li> <li>develop support plans for students, including <i>Personalized Learning</i>, <i>Individual Curriculum Plans</i>, <i>Health Management and Support Protocols</i>.</li> </ul>

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](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Blackwater State School we provide age-appropriate drug and alcohol education that reinforces public health and safety messages.

## Policy and expectations

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

### Drug education and intervention

Blackwater State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

### Specialised health needs

Blackwater State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

### Medications

Blackwater 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.

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

Department of Education and Training

Section 1 – Details of medication to be administered by school staff (Parent/Carer to complete)

Student name \_\_\_\_\_ Date of birth \_\_\_\_\_

Parent/Carer name \_\_\_\_\_ Contact phone number \_\_\_\_\_

I hereby request that school staff administer the following medication to my child at school or during school related activities, as specified in this section.

Name of medication	Dosage (e.g. 1 tablet)	Strength (e.g. 10mg)	Route (e.g. oral)	Times to be given during school

Additional information \_\_\_\_\_

Parent/Carer signature \_\_\_\_\_ Date \_\_\_\_\_

Section 2 – Record of administration of a single medication at school (School use only)

KEY: A – Student absent; S – Self administered; P – Parent/Carer administered medication; X – School closed; O – Off campus; N/S – No supply of medication; Contact parent/carer

By Student/Parent/Carer

MONTH	TIME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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☐ Parent/Carer has collected unused medication that is no longer required to be administered at school.

### Mental health

Blackwater 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](#).

### Suicide prevention

Blackwater State School school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Blackwater State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

### *Suicide postvention*

In the case of a suicide of a student that has not occurred on school grounds, Blackwater State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Blackwater State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## **Student Learning and Wellbeing (SLAW) Team**

Blackwater State School is proud to have a comprehensive Student Learning and Wellbeing Team (SLAW) in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Blackwater State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the SLAW team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Head of Department – Curriculum, Lisa Sweeney on the school phone number.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Head of Department – Curriculum, Lisa Sweeney.

## **PBL Expectations**

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students. Our school values are Respect, Responsibility, Effort and Safety.

### **Students**

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

### **Respect**

- Be an active listener

- Use polite, school-appropriate language
- Allow others to learn
- Follow all staff and student leaders instructions
- Be honest
- Include others
- Be a team player
- Keep the school clean
- Use appropriate volume
- Only touch your own belongings

#### **Responsible**

- Accept the consequences for my behaviour
- Right place, right time
- Be organised
- Wear my school uniform with pride everyday
- Follow school routines - hand in electronic devices and inappropriate school items
- Use the High Five to negotiate and resolve conflict
- Look after and return all school resources on time

#### **Effort**

- Participate in all school activities
- Seek and apply feedback
- Develop self-discipline and set goals
- Attempt and persist with tasks
- Work independently and show initiative

#### **Safety**

- Use equipment as it is intended
- Transition through the school appropriately following the transition procedure
- Follow Sun Safety Policy
- Use hands, feet and objects appropriately
- Stay in school grounds
- Ask permission to leave the area
- Wait in designated areas
- Remain seated until dismissed

Blackwater State School has an active PBL Team which meets fortnightly to analyse and unpack data, track student progress, update systems and support for managing students displaying Tier 2 and 3 behaviours and celebrate success.

Our administration is committed to supporting and participating in the PBL team to ensure consistency and transparency. Each person on the team has a specified role:

<b>PBL TEAM ROLE</b>	<b>School Role</b>	<b>How do they help me?</b>
Team Leader	<ul style="list-style-type: none"> <li>• Agenda</li> <li>• Chair Meetings</li> <li>• Follow up with input from team prior to meetings for Agenda</li> </ul>	Behaviour tips, questions about the managing of the PBL team
Internal Coach	<ul style="list-style-type: none"> <li>• Provide support to staff</li> <li>• Observations, Modelling and guidance for implementation of</li> </ul>	Developing your capacity to be a PBL teacher, providing feedback and coaching

	PBL lessons/ addressing relevant behaviour issues <ul style="list-style-type: none"> <li>• Develop resources for PBL focus</li> <li>• Facilitate opportunities for PD</li> </ul>	
Data Manager	<ul style="list-style-type: none"> <li>• Providing policy/guidance to how and what data should be recorded</li> <li>• Collate, share and evaluate data, and lead discussion to inform PBL practice</li> <li>• Communicate data to all staff</li> <li>• Reflect regularly on data collection practises and procedures.</li> </ul>	Providing data-based solutions to classroom and school-wide behaviour
Principal	<ul style="list-style-type: none"> <li>• Facilitate Strategic Planning centrally and locally (in line with department and local practises)</li> <li>• Budget &amp; personnel support</li> <li>• Facilitate changes to school policy and procedure</li> <li>• Disseminate information to community on PBL practises</li> </ul>	Support the PBL team to support you
Secretary /Recorder	<ul style="list-style-type: none"> <li>• Take, save and email minutes to all staff</li> <li>• Maintaining records on G Drive</li> <li>• Share updated documents with all staff.</li> </ul>	Email minutes to staff
Communication Coordinator	<ul style="list-style-type: none"> <li>• Collect and compile feedback from staff on PBL policies and procedures</li> <li>• Keeps staff and community updated on team activities and seeks input from staff, students, community</li> <li>• Providing information to staff and community through emails, newsletters and discussion.</li> <li>• Report to staff during staff meetings regarding PBL initiatives/information.</li> <li>• Update P&amp;C with relevant information</li> </ul>	Keep you informed about everything PBL
Cheerleader/ Staff Acknowledgement	<ul style="list-style-type: none"> <li>• Provide and review staff and student acknowledgement systems</li> <li>• Support development of systems to celebrate student, staff and team successes</li> <li>• Chair the planning for targeted recognition for staff &amp; students</li> </ul>	Answer any questions you have about our school's acknowledgement systems (including both staff and students)

Task Tracking	<ul style="list-style-type: none"> <li>Keep records of the required tasks</li> <li>Ensure tasks are assigned fairly</li> <li>Check on progress of assigned tasks and ensure they are SMART goals</li> <li>Follow up with team members on agreed actions to ensure SMART goals are achieved.</li> </ul>	Keeps the PBL team on task so they can best support you
Parent/Community Rep	<ul style="list-style-type: none"> <li>Provide input from a parent/community perspective on PBL policies and procedures</li> <li>Gain anecdotal feedback from the community and report back to PBL team</li> </ul>	Ensures that the practices you are using at school are best suited for our community
Teacher Aide	<ul style="list-style-type: none"> <li>Provide input from a teacher aide perspective on PBL policies and procedures</li> <li>Gain anecdotal feedback from teacher aides and report back to PBL team</li> </ul>	Ensures that the teacher aides in your classroom understand our school's PBL approach

Given our school community and the turnover rate of staff, the PBL team will look different each year, including the number of people and how the roles are divided between those team members. For further information on the PBL team, please contact the principal.

### Our mascots

To assist in teaching these lessons, our school uses the following mascots that align with our school values:

**Sammy  
Safety Wizard**



**Rosie  
Respect Wizard**



## Rocco Responsibility



## Echo Effort Wizard



### Acknowledgement systems

To ensure that expected behaviour is acknowledged and encouraged, we use the following systems:

Description	What	When	By whom	When	How many	Where	Coordinator or person responsible
<b>Verbal acknowledgment</b>	Specific description of behaviour with approval/framed positively.	When a student and/or group is observed demonstrating an expectation.	All staff	Every day, every session	Unlimited, aiming for 4:1 ratio	Everywhere in school and all school events	Principal and HOCSS, PBL team
<b>Blackwater Bucks</b>	Class and/or individual student acknowledgment for demonstrating expected behaviour. Bucks go	For demonstration of expected behaviour.	All staff	Every day, every session	At least one for demonstrated behaviour.	Everywhere in school and all school events	PBL Team, Principal and HOCSS



	<p>towards entire class acknowledgment. When each class earns 50 'Blackwater bucks', they have a class-based celebration. They also earn a piece of a whole school puzzle. When school completes the puzzle, there is a whole school celebration.</p>						
<b>Student of the Week</b>	Certificate and picnic with the Principal.	For demonstrating a behaviour relating to one of the school values: Respect, Responsibility, Effort and Safety.	Classroom and specialist teachers (LOTE, Sport, Arts).	Once per week	One per class, including specialist teacher	Everywhere in school and all school events	Classroom and specialist teachers
<b>Mutual Respect</b>	Certificate award and wristband.	When students demonstrate respectful behaviours around the school	All classroom teachers, principal and HOCC/D deputy	Once per week	36 (on average, once per week)	During assembly	Principal and HOCSS, PBL Team

		and communit y.					
<b>Body language encouraging</b>	Smiling, thumbs up, affirmative nodding, pat on the back, high five etc.	When student is observed demonstr ating an expectati on.	All staff	Every day, every sessio n	Unlimited , aiming for 4:1 ratio	Everywhere in school and all school events	All staff
<b>End of term behaviour celebration</b>	A culminating classroom celebration to acknowledg e a successful term and encourage belonging.	Last day of each term.	Class teachers	Four times per year	N/A	N/A	PBL Team and Classroom teachers
<b>Attendance awards</b>	Certificate on assembly.	Week 10 of term.	Administr ation	Four times per year	Maximu m of four per student	At school assemblies	Classroom teachers , Principal and HOCSS and BSM
<b>Picnic with the Principal</b>	Picnic lunch with Principal.  If principal is away – PBL team member will fill in if necessary and treats will be available.	Monday first or second lunch.	Teaching staff and administr ation	Once per week	36 (on average, once per week)	Everywhere in school and all school events	Principal , PBL Team, DP, HOCSS

<b>Positive Phone-call/face-to-face conversation /email</b>	A positive phone call home/face-face conversation /email to parents/care rs.	When a student has demonstrated behaviour relating to one of the school values: Respect, Responsibility, Effort and Safety.	All classroom teachers	Every child once per semester	Based on class size.	Positive Phone-call/face-face conversation /email	Classroom teachers , PBL team
<b>Positive postcard</b>	A positive postcard mailed to the students address located on OneSchool	Demonstrating a behaviour relating to one of the school values: Respect, Responsibility, Effort and Safety.	Class teachers, Principal, HOCSS, Support Teacher, Specialist teachers and Teacher Aides	Staff meeting of Week 2, 5, 8 of each term and as required.	2 students per staff member on each occasion .	N/A	Classroom teachers , PBL team

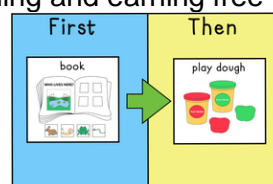
### Proactive Strategies


In addition to these systems, BSS teachers are expected to use a variety of proactive strategies to engage students and encourage expected behaviours.

Function of behaviour	What	Why	How
Attention	Daily Greetings	If a child knows that every time they come to school, a friendly, kind teacher who wants to see them will greet them, they will more likely engage in expected behaviours.	<ul style="list-style-type: none"> <li>• Handshake/greetings at the door</li> <li>• Learning all students' names</li> <li>• Hello in the playground</li> </ul>

Attention	Building relationships	A strong relationship is foundational for any learning to take place, including learning expected behaviours.	<ul style="list-style-type: none"> <li>• Story swaps</li> <li>• Show and Tells</li> <li>• Lunch time check-ins</li> <li>• Conversations about personal life</li> <li>• Learning their interests/hobbies</li> <li>• Sharing personal anecdotes from the weekend</li> <li>• Scheduled adult attention (for students who constantly craving your attention)</li> <li>• Having restorative conversations (one-on-one)</li> </ul>
Attention	Adjusting seating arrangements	If the proximity between you and the student is closer, they will feel a better sense of closeness with you.	<ul style="list-style-type: none"> <li>• Moving students to accommodate needs</li> </ul>
Attention	Tootles/Shout outs	Decorating your classroom (inside and on the outside) with visual reminders of all the wonderful things they have done. This promotes a positive and encouraging environment.	<ul style="list-style-type: none"> <li>• Displaying sticky-notes</li> <li>• Verbal shout outs</li> <li>• Yarning Circle</li> <li>• Bucket Filling strategy (see a PBL staff member to learn more about Bucket Filling)</li> </ul>
Attention	Positive Peer Buddies	<p>To provide a role model and give them the attention they're craving. A good way to make this effective is for the students to pick their own responsible role model.</p> <p><i>Note: if the students' negative behaviour continues, ensure that the buddy knows to inform the teacher and not take responsibility for the other students' actions.</i></p>	<ul style="list-style-type: none"> <li>• Arrange a positive peer to help students calm down (e.g. take them for a walk).</li> <li>• Arrange a transition buddy</li> </ul>

Attention	Lunch with teachers	One-on-one time helps you build a relationship with your students and they get to spend some time with you in a 'non-learning' context.	<ul style="list-style-type: none"> <li>One-on-One or small group lunches</li> <li>Lunch Time clubs/games</li> </ul>
Escape	Providing differentiated work	If a student is consistently getting distracted or refusing to participate in their work, consider adjusting the difficulty level to better engage them.	<ul style="list-style-type: none"> <li>Using small group rotations so student work can be differentiated</li> <li>Use varied questioning depending on the student's ability</li> </ul>
Escape	Collaborate with students to inform learning opportunities	If students know that you are willing to listen to their ideas and give them agency over their learning, the higher their engagement will be.	<ul style="list-style-type: none"> <li>Theme activities and input into curriculum to engage interest in learning.</li> <li>Give students a choice of activities, e.g. choice of spelling words relating a theme, etc.)</li> </ul>
Escape	Clear, consistent routine	The more predictable a student's day is, the more likely they will be able to self-regulate their behaviour.	<ul style="list-style-type: none"> <li>Have a familiar, achievable morning routine when students arrive so they all immediately experience success</li> <li>Use a visual schedule so students can track their progress through the day</li> </ul>
Escape	Schedule a transitional activity	If a student struggles to complete a certain activity, increase their experiences of success prior to attempting the activity. This will increase their mood and encourage them to attempt tasks that are more challenging.	<ul style="list-style-type: none"> <li>Schedule a moderately preferred activity between highly preferred and highly non-preferred activities</li> </ul>
Escape and Sensory	Free Time/Games earned	As an extra motivator, use free time/games as a reward for students when they finished the designated work. This can be used on an	<ul style="list-style-type: none"> <li>Collaborate with students to formulate 'First and Then' tasks for learning and earning free choices.</li> </ul>



		individual level or as a whole class reward.	<ul style="list-style-type: none"> <li>Encourage students to collaborate/vote on the reward (e.g. movie, game, free time etc.)</li> </ul>
Sensory	Morning moves	Exercise/games can put students in a positive mood before they start learning. It also helps build relationships between yourself and your students.	<ul style="list-style-type: none"> <li>Exercising as a class before starting the day or a lesson</li> </ul>
Sensory	Providing sensory items to meet students' sensory needs	<p>Some students require objects/smells/sounds to help regulate their emotions. An example of this is listening to music to calm down – you are using a sensory sound to regulate your emotions.</p> <p><i>Note: student sensory needs have a huge range. Consult with the PBL team if you are unsure what is needed for your student.</i></p>	<ul style="list-style-type: none"> <li>Providing students with a plain fidget (such as blu-tac, pompoms, clay) if they are have touch-sensory needs</li> <li>Using heavy work exercises (bear crawling, lying on your belly, doing push ups)</li> </ul>
Sensory	Reset breaks	<p>Some students need more breaks than others to be able to succeed at school. By identifying those students and setting up a 'Break Card' system, (e.g. student gets three break cards per lesson), they will be better equipped to manage their own behaviour.</p> 	<ul style="list-style-type: none"> <li>Set up 'chill out' zone for students to reset with timer (time designated by teacher).</li> </ul>
Sensory	Reinforcing expectations	Reminding students about the expected behaviours as often as	<ul style="list-style-type: none"> <li>Have questions before each lesson that relate to the behaviour focus or classroom</li> </ul>

	before each session	possible helps it become a part of their daily language and behaviour.	<p>expectations (what does respect look like in P.E., how do we transition?)</p> <ul style="list-style-type: none"> <li>Have visuals displayed that can be used as a quick run through</li> </ul>
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## Parents and staff

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

### Respect

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

### Responsibility

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

## Effort

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

## Safety

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You support your child to understand the need for safety to and from school and while at school	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You model and support the school in regards to sunsafety	We are clear about our learning and behavioural expectations and update the school and wider community with information through newsletter and Facebook posts

### What is a minor? What is a major?

The following table is used to classify behaviours as either minor or major, and as a strict guide for how to record behaviours on OneSchool.

Category Heading		TO ALIGN WITH THE SCHOOL'S RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS	
		Minor Examples	Major Examples
1	<b>Bullying / harassment</b>  <b>If a one-off, use item 12 (physical) or 21 (verbal):</b> <b>Repeated</b> serious verbal, physical, social or psychological	<b>No minor instances of bullying – all bullying to be treated as major</b>	<b>Repeated</b> instances of e.g.: <ul style="list-style-type: none"> <li>• Making unwanted sexual, racial, disability, degrading or religious comments either in person, written, online, or by phone.</li> <li>• Using numbers/groups/position of people to intimidate or cause harm.</li> <li>• Using physical intimidation or contact.</li> </ul>



	misbehaviour that is harmful and involves misuse of power by an individual or group towards one or more persons.		<ul style="list-style-type: none"> <li>Inappropriate use of object in a degrading or sexual manner.</li> </ul>
2	<p>Defiant / <del>threats to adults</del>. Use Defiant only. <b>Use major only</b> – refer to administration.</p> <p><b>Threats to adults:</b></p> <p>Item 12 (physical) or 21 (verbal)</p>	No minor instances of defiance. Minor incidents - use Item 9 or 16	<ul style="list-style-type: none"> <li>Major incident of Item 9 (non-compliance) or 16 (refusal to participate in program)</li> <li>After giving support/intervention/ESCM:</li> <li>Student persistently refuses to follow staff instruction or comply with reasonable requests</li> <li>Refusal to go to buddy class or Admin</li> </ul>
3	<p>Disruptive.</p> <p>Persistent behaviour resulting in an interruption to learning in a class or activity causing the teacher to stop teaching for a prolonged or repeated period.</p>	<p>Low intensity, inappropriate behaviour that disrupts learning and/or teaching. E.g:</p> <ul style="list-style-type: none"> <li>Loud calling out /shouting; tapping to annoy; rocking on chair.</li> <li>Running; throwing food/rubbish.</li> </ul>	<ul style="list-style-type: none"> <li>Repeated or sustained inappropriate behaviour e.g. loud talking, yelling or screaming, making repeated noises using materials, rough play or physical contact (gaining other students' attention or to avoid tasks), continually out of seat, severely interfering with the learning process.</li> <li>Multiple students disrupting in unison to prevent teaching and learning, or unsafe conduct in non-teaching settings.</li> </ul>
4	<p>Dress code</p> <p>Students not wearing the school uniform as per the uniform policy.</p> <p>(Record as a contact)</p>		
5	IT misconduct.	<p>Non-serious, but inappropriate use of a digital device e.g:</p> <ul style="list-style-type: none"> <li>Playing games during</li> </ul>	<p>Serious, inappropriate use of a digital device/s as detailed in the school's Responsible Behaviour Plan e.g.</p> <ul style="list-style-type: none"> <li>Inappropriate use of social media, including inappropriate</li> </ul>

		<p>learning time without permission</p> <ul style="list-style-type: none"> <li>• Off-topic/off-task web surfing during class time.</li> <li>• Bringing personal devices to school without following the school procedures.</li> </ul>	<p>language/jokes/threats made about students or school staff online/social media (e.g. Snapchat/Facebook/Instagram) or by using phones or other electronic devices.</p> <ul style="list-style-type: none"> <li>• Accessing inappropriate websites or storing inappropriate material (illegal files) on school laptops / drives; portable drives/USBs.</li> <li>• Misuse of passwords, including using someone else's log on details.</li> </ul>
6	<p>Late</p> <p>Arriving at class/school after designated start time without approval.</p> <p>Follow school procedures.</p>		
7	Lying /cheating	<ul style="list-style-type: none"> <li>• Use of untruth when dealing with an adult</li> <li>• Failure to follow the rules of a game</li> <li>• Use teacher discretion for minor lying/cheating offences.</li> <li>• Copying work of another.</li> <li>• Consistently cheating to win or stay 'in' (e.g. game, sports, etc.)</li> </ul>	<p><b>Lying:</b></p> <ul style="list-style-type: none"> <li>• Deliberately and consciously implicating a student in a behaviour incident when they were not involved.</li> <li>• Deliberately and consciously telling an untruth/s in order to minimise the involvement of a fellow student in a behaviour incident (e.g. lying so a peer does not get in trouble).</li> <li>• Deliberately misleading by giving incorrect information relating to a behaviour incident.</li> </ul> <p><b>Cheating:</b></p> <ul style="list-style-type: none"> <li>• Plagiarises the work of another for an assessment piece.</li> <li>• Copies the work of another student or inappropriately uses a digital device during an examination or test.</li> </ul>
8	<p>Misconduct involving object</p> <p>(misuse of intended purpose)</p>	<ul style="list-style-type: none"> <li>• Student engages in actions using an object not for its intended purpose (stick, school equipment, pulling</li> </ul>	<ul style="list-style-type: none"> <li>• Using equipment unsafely e.g. inappropriate use of power points, fans, scissors.</li> <li>• Inappropriate use of sporting equipment i.e.: cricket bat/tennis</li> </ul>

	May cause unintentional harm or disruption.	apart crayons/pens etc. to re-purpose).	<ul style="list-style-type: none"> <li>racquet to hit another person, a ball to harm another.</li> </ul>
9	Non-compliant with routine. Focus is on routines, procedures, following instructions in order to <b>access</b> the curriculum/activity.	<ul style="list-style-type: none"> <li>Continual failure to follow standard school routines such as walking in line, waiting for instruction before leaving class, not logging off the computer when finished (despite use of ESCMs and proactive, preventative measures)</li> <li>Interfering with wildlife (e.g. leaving line or appropriate areas to chase and/or capture birds/lizards etc.)</li> </ul>	Major incident – use Item 2
10	<del>Other</del> Do not use.		
11	Other conduct prejudicial to the good order and management of school	Do not use.	Theft/shoplifting and trespassing in school uniform– used by administration only.
12	Physical misconduct. Person to person contact made.	<b>Minor:</b> <ul style="list-style-type: none"> <li>Intentional inappropriate physical contact/touching which does not result in physical injury.</li> <li>Low level contact – e.g. flicking, touching, elbowing, general pushing and shoving of others. Spit Balls.</li> <li>Dangerous projectiles: paper wasps, picking up and brandishing sticks.</li> </ul>	<b>Major:</b> <ul style="list-style-type: none"> <li>Inappropriate, direct or indirect, physical contact which results in injury or offence to another person or persons with the intent to injure – hitting, biting, kicking, punching, scratching, wrestling, hair-pulling, spitting, pushing a person into the path of, or at another person, which may cause injury.</li> <li>Student engages in actions using an object not for its intended purpose causes harm to others. E.g. throwing an object and injures another; stick and injury is caused, hitting/stabbing with object.</li> </ul>

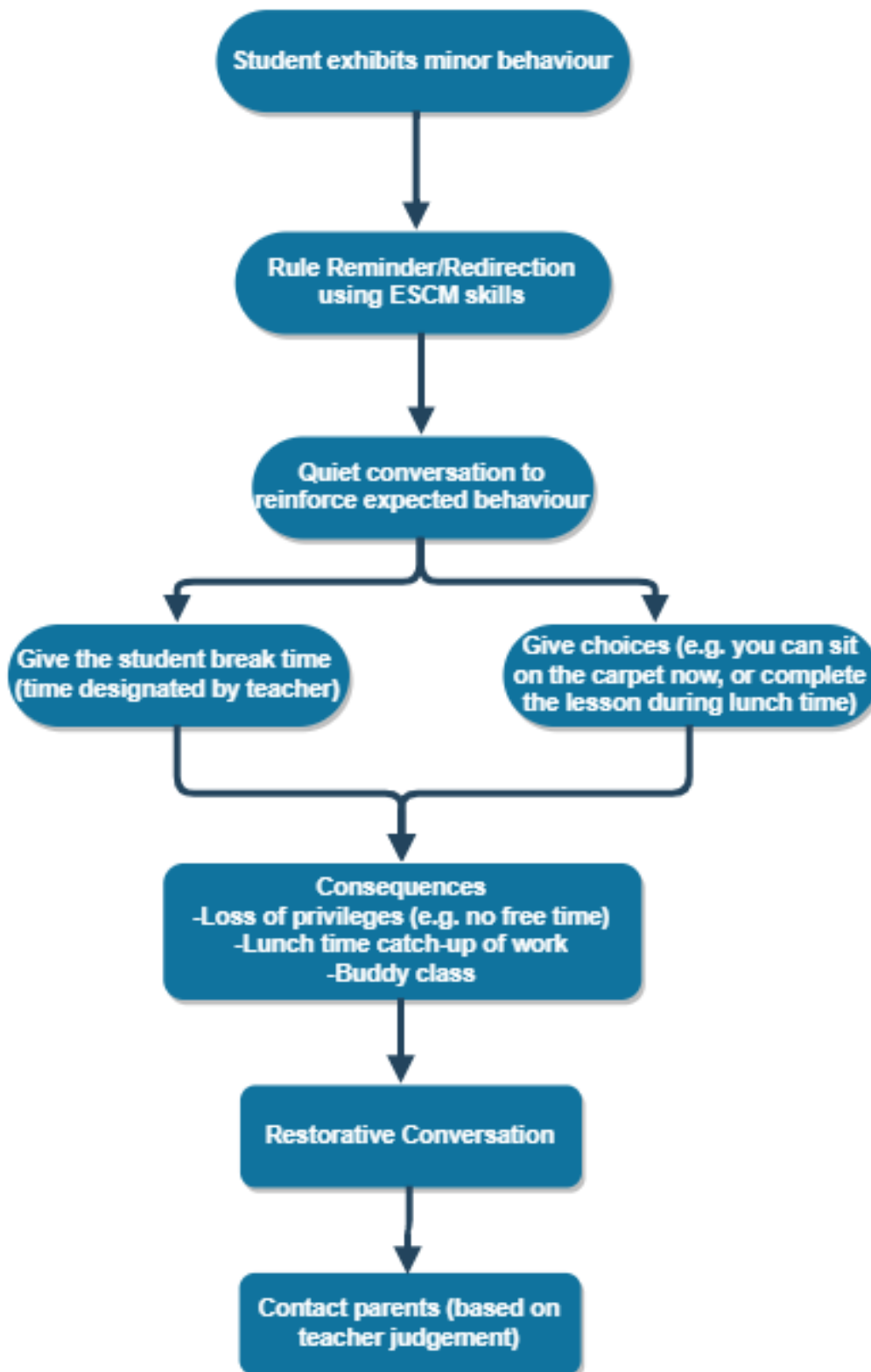
13	Possess prohibited items. As outlined in banned items	<ul style="list-style-type: none"> <li>• Possession of banned items: Mobile Phones, electronic music devices as per policy, aerosol sprays, chewing gum, computer games.</li> </ul>	<ul style="list-style-type: none"> <li>• Possession of sharp instruments, including knives.</li> <li>• Possession of firearms and laser pointers.</li> <li>• Refusal to hand over electronic device.</li> </ul>
14	<del>Prohibited items</del>	Do not use. Refer to Item 13.	
15	Property misconduct.	<ul style="list-style-type: none"> <li>• Students engage in low-level damage to property of school, staff or student's property (e.g. writing on desk with pencil, student's work) can be easily removed or fixed.</li> <li>• Taking items from others, without return – erasers, pencil cases.</li> <li>• Inappropriate use of equipment or treatment of property which doesn't result in damage.</li> <li>• Touching or interfering with others' food (e.g. preventing them from eating it).</li> </ul>	<ul style="list-style-type: none"> <li>• Student participates in an activity that results in substantial destruction or disfigurement of property belonging to the school, staff or student's property. E.g. major graffiti, vandalism &amp; destruction of vegetation.</li> <li>• Climbing on structures to an unsafe height</li> </ul>
16	Refusal to participate in program of instruction. Failure to undertake/complete set tasks and follow teacher direction  Focus is on teaching and learning – engagement with curriculum content.	<ul style="list-style-type: none"> <li>• Failure to complete or participate in set task, class activity or assessment.</li> <li>• Refusal to participate in school/staff-led tasks (despite activity being able to be accessed at their academic level i.e. appropriately differentiated and/or their ICP level.)</li> </ul>	Major incident – use Item 2.
17	Substance misconduct involving illicit substance. For		<ul style="list-style-type: none"> <li>• Possession, distribution or use of illicit drugs, utensils, drug paraphernalia or chemicals.</li> </ul>

	majors only – refer to administration.		
18	Substance misconduct involving tobacco and other legal substances. For majors only – refer to administration.		<ul style="list-style-type: none"> <li>• Possession, distribution or use of tobacco, or items used in the creation or smoking tobacco (papers, lighters).</li> <li>• Possession, distribution or use of alcohol, medication or other intoxicating substances.</li> </ul>
19	Third minor referral  That impacts the right of the teacher to teach and students to learn	Monitored by PBL team	Monitored by PBL team
20	Truant/skip class	<ul style="list-style-type: none"> <li>• Student repeatedly walks out of class (without permission but within view) on an ongoing basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Student found outside of school grounds without permission.</li> <li>• Student repeatedly walks out of class without permission and outside of teacher view on an ongoing basis.</li> <li>• Student is truant from lesson.</li> </ul>
21	Verbal Misconduct	<ul style="list-style-type: none"> <li>• Low intensity or incidental use of inappropriate or offensive language – low level swearing (e.g. during an accident or mistake and not-directed at any individual or group).</li> <li>• Minor teasing, name calling, rudeness.</li> <li>• Inappropriate or offensive gestures.</li> </ul>	<ul style="list-style-type: none"> <li>• High intensity use of inappropriate language including verbal threats/aggression, swearing, use of offensive or discriminatory language and name calling directed at staff, students and other persons.</li> </ul>

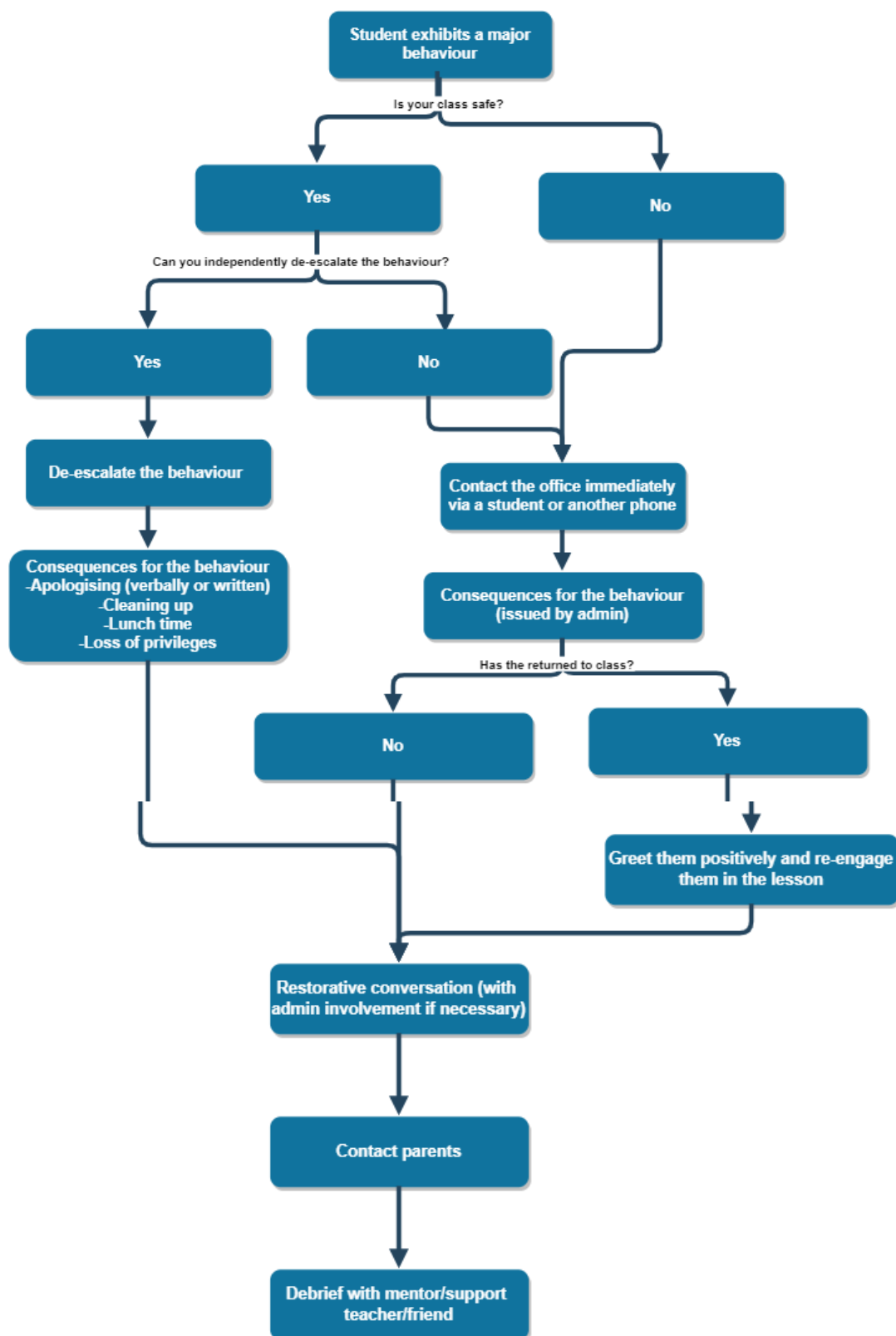
### Responding to minor and major behaviours

The following flowcharts describe the process that should be used when responding to minor and major behaviours. Always try to use a logical / natural consequence to match the behaviour. Consequences should provide an **opportunity to learn**, rather than punish.

## Responding to minor behaviours



## Responding to major behaviours



## Consideration of Individual Circumstances

Staff at Blackwater 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.

## **Differentiated and Explicit Teaching**

Blackwater State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

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



Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

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

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.



**Blackwater State School Whole School Behaviour Matrix**

	All areas	Teaching and learning environment	Eating and play areas	Toilets	Audience member	Tuckshop	Traveling to and from school and off campus activities
Respect	<ul style="list-style-type: none"> <li>Be an active listener</li> <li>Use polite, school-appropriate language</li> <li>Allow others to learn</li> <li>Follow all staff and student leaders instructions</li> <li>Be honest</li> <li>Include others</li> <li>Be a team player</li> <li>Keep the school clean</li> <li>Use appropriate volume</li> <li>Only touch your own belongings</li> </ul>	<ul style="list-style-type: none"> <li>One speaker at a time</li> </ul>	<ul style="list-style-type: none"> <li>Eat my own food</li> <li>Play fairly and take turns</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the privacy of myself and others</li> </ul>	<ul style="list-style-type: none"> <li>Stand during the national anthem with hat or hood off</li> <li>Respond in an appropriate way</li> </ul>	<ul style="list-style-type: none"> <li>Wait appropriately for my turn</li> </ul>	<ul style="list-style-type: none"> <li>Follow bus procedures</li> <li>Leave school grounds promptly</li> <li>Follow supervisors instructions at all times</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>Accept the consequences for my behaviour</li> <li>Right place, right time</li> <li>Be organised</li> <li>Wear my school uniform with pride everyday</li> <li>Follow school routines - hand in electronic devices and inappropriate school items</li> <li>Look after and return all school resources on time</li> <li>Use the High Five to negotiate and resolve conflict</li> </ul>	<ul style="list-style-type: none"> <li>Complete set tasks</li> <li>Line up and wait for staff member</li> </ul>	<ul style="list-style-type: none"> <li>Learn and follow agreed game rules</li> <li>Report issues to staff on duty as soon as possible</li> <li>Pack up on time</li> </ul>	<ul style="list-style-type: none"> <li>Use the soap and toilet paper appropriately</li> <li>Report problems to staff</li> <li>Flush the toilet after use</li> </ul>		<ul style="list-style-type: none"> <li>Order tuckshop before school</li> <li>Visit the tuckshop at the right times</li> </ul>	<ul style="list-style-type: none"> <li>Park my bike, scooter, skateboard and rollerblades in the bike racks</li> <li>Follow all off campus activity, routines and expectations</li> </ul>
Effort	<ul style="list-style-type: none"> <li>Participate in all school activities</li> <li>Seek and apply feedback</li> <li>Develop self-discipline and set goals</li> <li>Attempt and persist with tasks</li> <li>Work independently and show initiative</li> </ul>	<ul style="list-style-type: none"> <li>Actively engage in learning tasks</li> <li>Follow book work expectations/policies</li> </ul>					
Safety	<ul style="list-style-type: none"> <li>Use equipment as it is intended</li> <li>Transition through the school appropriately following the transition procedure</li> <li>Follow Sun Safety Policy</li> <li>Use hands, feet and objects appropriately</li> <li>Stay in school grounds</li> <li>Ask permission to leave the area</li> <li>Wait in designated areas</li> <li>Remain seated until dismissed</li> </ul>	<ul style="list-style-type: none"> <li>Use chairs appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Remain seated when eating</li> </ul>	<ul style="list-style-type: none"> <li>Use the toilets for toileting only</li> <li>Wash my hands with soap</li> </ul>		<ul style="list-style-type: none"> <li>Only touch my food</li> <li>Carry food in the class bucket</li> </ul>	<ul style="list-style-type: none"> <li>Follow road rules</li> <li>Wear a helmet</li> <li>Walk across the crossings</li> <li>Walk my bike, scooter, skateboard and rollerblades in the school grounds</li> <li>Lock up my belongings</li> <li>Stay with a buddy or the group</li> </ul>

Blue – links to the ACARA Personal and Social Capability learning continuum

Green – links to a Blackwater State School policy or procedure

## Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Blackwater State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

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

- The Incredible Years
- Functional Based Assessment.

For more information about these programs, please speak with the principal.

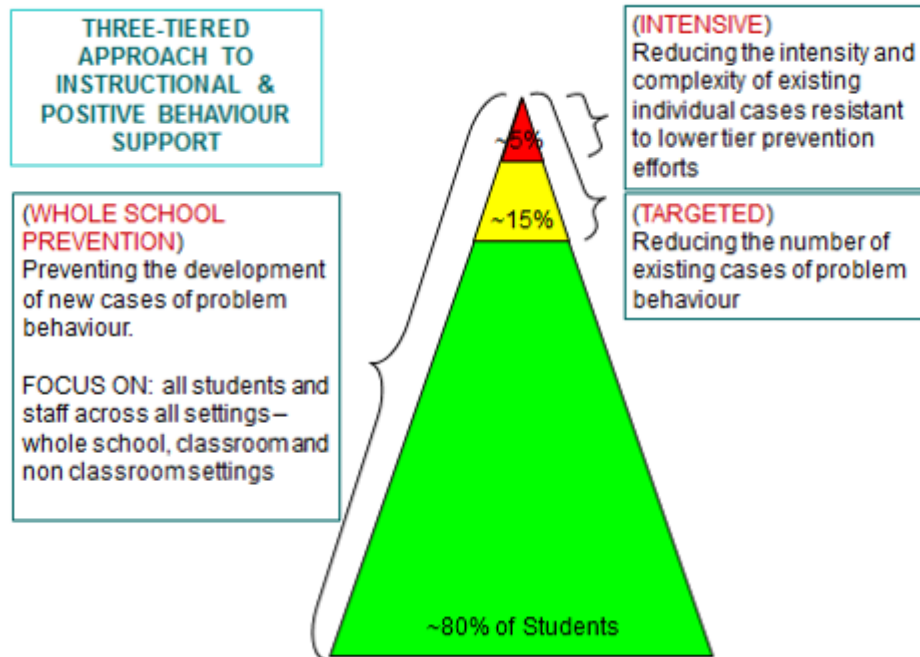
## Intensive Teaching

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

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

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

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



## Disciplinary Consequences

The disciplinary consequences model used at Blackwater 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, supports and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, supports and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

### Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")

- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- 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
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention
- Support provisions recorded for each student on OneSchool

## **Focussed**

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Learning and Wellbeing (SLAW) team for team based problem solving
- Stakeholder meeting with parents and external agencies

## **Intensive**

School leadership team work in consultation with Student Learning and Wellbeing (SLAW) 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.

## 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 Blackwater 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 Blackwater 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.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

### **Reasonable adjustments**

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

## School Policies

Blackwater 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 Blackwater 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 Blackwater 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 Blackwater 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 Blackwater 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 Blackwater 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 Blackwater 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.

At Blackwater State School, students are not permitted to bring their own personal mobile phone or other personal technology device to school without prior approval from the principal. Personal Technology Devices include, but are not limited to, games devices, laptop computers, PDAs, Blackberrys®, iPads®, tablets, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), iPods® and devices of a similar nature.

Should items of the above nature be brought to school, they will be removed with accordance of this policy and the *Temporary Removal of Property* policy. The table below will indicate the process and procedures followed should a student bring such device to school.

<i>with approval</i>	<i>without approval</i>
1. Student to arrive at school and inform principal or administrator that they have brought the device to school.	1. Parent/s will be contacted by Principal or administrator within a reasonable timeframe to communicate the prohibited item/s that has been found and discuss the removal of item. Individual circumstances will be considered when identifying whether an item is prohibited or not.
2. Administrator/principal to communicate with parent that the device is at school	2. State School staff will remove property as per the policy.
3. Device will be kept in safe storage in the office, signed in by staff member and student.	3. Device will be kept in safe storage in the office, signed in by staff member and student.
4. Device to be collected at 3:00pm by student. Signed out by student and staff member.	4. Parents are required to collect the prohibited items from Principal in a timeframe that is given.
	5. Incident will be recorded on the students One School behaviour profile.

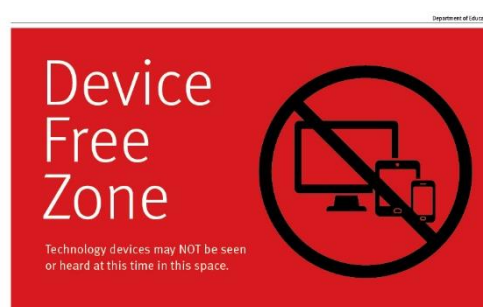
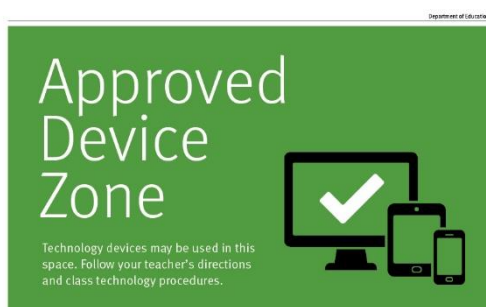
In consultation with the broader school community, Blackwater State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these

technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

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 Blackwater 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

Blackwater 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.

Blackwater State School has a **Student Learning and Wellbeing Team**, meeting regularly to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



### 1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

### 2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

### 3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

### 4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

### 5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Learning and Wellbeing Team is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Blackwater

State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

## **Bullying**

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

## Blackwater State School - Bullying response flowchart for teachers

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

### Key contacts for students and parents to report bullying:

**Prep to Year 6** – Class teacher

Engagement Support Coach – Morgan Batty

**Head of Department – Curriculum** – Lisa Sweeney

**Principal** – Vanessa Koina

First hour  
Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one  
Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two  
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three  
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about Student Learning and Wellbeing Team
- Agree to a plan of action and timeline for the student, parent and yourself

Day four  
Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from SLAW if needed

Day five  
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

## Cyberbullying

Cyberbullying is treated at Blackwater 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. The Head of Department – Curriculum or Principal can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Blackwater 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.



# Blackwater State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

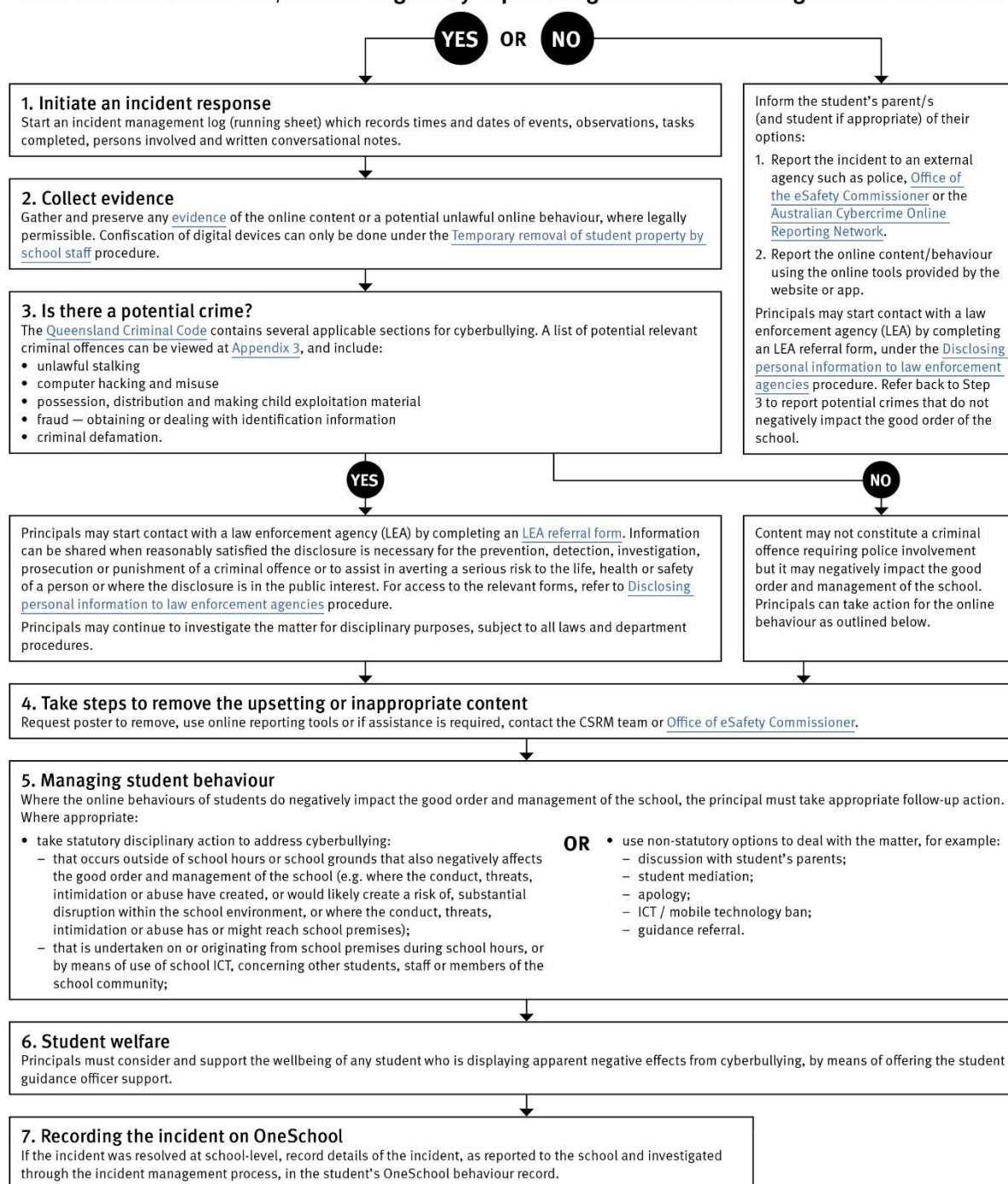
### Explicit images

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

### Report

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

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





## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

### Student Intervention and Support Services

Blackwater 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 Learning and Wellbeing (SLAW) team 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 Blackwater 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.

## **Blackwater State School – Anti-Bullying Compact**

The Anti-Bullying Compact provides a clear outline of the way our community at Blackwater State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

### **Blackwater State School – Anti Bullying Compact**

We agree to work together to improve the quality of relationships in our community at Blackwater State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

## Appropriate use of social media

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

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

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

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

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

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

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

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

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

### **Possible civil or criminal ramifications of online commentary**

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

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

## Restrictive Practices

School staff at Blackwater 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

## Related Procedures and Guidelines

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

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

## 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

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

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

- 3. External review:** contact a review authority  
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://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](#).