



Dunwich State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024



Purpose Statement

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

The Dunwich 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 and where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong learning.

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

Contact Information

Postal address:	Bingle Road, Dunwich Queensland 4138
Phone:	07 3409 6333
Email:	principal@dunwichss.eq.edu.au
School website address:	www.dunwichss.eq.edu.au
Contact Person:	Tammy Burnett

Endorsement

Principal Name:	Tammy Burnett
Principal Signature:	
Date:	
P/C President and-or School Council Chair Name:	Belinda Martin / Amy Sheil
P/C President and-or School Council Chair Signature:	
Date:	



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Principal's Forward

Dunwich State School has a long and proud tradition of providing high quality education to students from Minjerribah/Tjerrangerri (North Stradbroke Island). We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Dunwich State School has four core expectations to teach and promote our high standards of responsible behaviour;

Be Safe

Be Respectful

Be Responsible

Be Committed to Learning

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.

Dunwich 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. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing Dunwich State School's Student Code of Conduct together. 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.

Tammy Burnett

Principal



P&C Statement

As president of the Dunwich State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Principal, Tammy Burnett, the PBL team and Dunwich State School staff, has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Dunwich 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 Dunwich 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 Dunwich State School knows what to do if subjected to bullying, regardless of where it occurs.

*Bullying is an **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. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen **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). Bullying of any form or for any reason can have **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. (**Bullying No Way website**)*



Any parents who wish to discuss Dunwich State School's 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 Dunwich State School's 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.



School Captains/Leaders Statement

On behalf of the student body at Dunwich State School, we endorse the Student Code of Conduct for 2022. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Dunwich State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

Captain:

Captain:

Date:

Date:

Consultation & Review

Dunwich State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through the ongoing PBL consultation process.

A review of the following important data sets for this school relating to attendance, unexplained absences, school disciplinary absences, exclusions and behaviour incidents also contributed to the development of this plan.

A communication strategy has been developed to support the implementation of Dunwich State School's Student Code of Conduct, including promotion through the school website and fortnightly newsletter. Any families who require assistance to access a copy of the Dunwich State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

The Dunwich State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. This version was last updated in November 2022. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.



Learning and Behaviour Statement

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

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

Student Wellbeing and Support Network

Dunwich 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.

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 their learning.

Dunwich State School is proud to have a comprehensive Student Support Network 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.



Student Wellbeing and Support Network (cont.)

Role	What they do
Community Education Counsellor	• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities. • provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Principal	• leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need.
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Learning Support / SEP Teacher	• lead role for implementation of Positive Behaviour for Learning (PBL) • Liaise with external agencies to support individual students and staff • assist with the development of PLPs, ISPs and ICPs to support students with disability. • provide consultation around reasonable adjustments and suitable accommodations for students with disability. • coordinate transition to Prep and Secondary for students.

Regional and State-Wide Support Services

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network.

These include;

- Principal Advisor Student Protection,
- Disability Services Queensland
- Child and Youth Mental Health
- Advisory Visiting Teachers
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police
- Community Learning Group
- Yulu Burri Ba
- Kummara



A Whole School Approach to Discipline

Dunwich 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 Dunwich 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 Dunwich 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 or make an appointment to meet with the principal.

Our 4 Behaviour Values

At Dunwich State School there are Four Values that guide the way we behave at School:

- **Be Safe**
- **Be Respectful**
- **Be Responsible**
- **Be Committed to Learning**

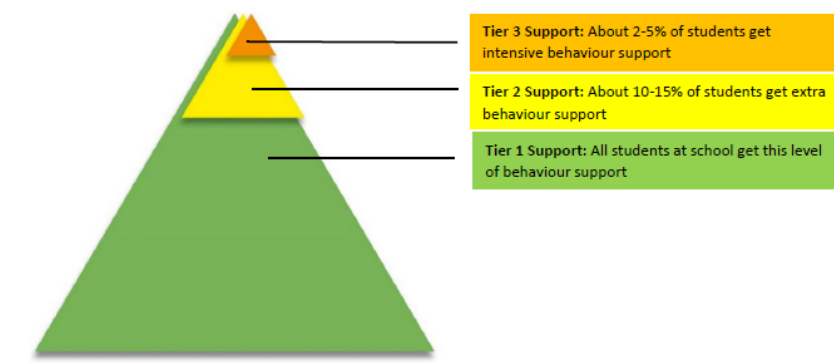
From these values, our school describes to all staff and students our expected behaviours at school. A poster or Matrix (below) is displayed clearly in every classroom and around the school. It shows what these expected behaviours look like in different parts of the school. A larger version of this document is available for referral (see Appendix 1).

When speaking to students about their behaviour, all staff use the language of these expectations:

	Before school	Learning areas	Trains	Recreation/leisure	Classrooms	Other / Playgrounds	All areas
Be Safe	• I am in the correct area and instructed by the supervising adult and I listen. • I am on the playground and I listen to the teacher.	• I am only food packed by my family. • I am not eating during lesson time. • I get permission to go to the toilet. • I am in the play area and I listen to the teacher.	• I walk and move safely to and from the trains. • I walk my hands with me. • I keep the floor dry. • I am in the play area and I listen to the teacher.	• I walk and move safely to and from the trains. • I walk my hands with me. • I keep the floor dry. • I am in the play area and I listen to the teacher.	• I keep my hands at all times. • I keep my hands at all times. • I keep my hands at all times. • I keep my hands at all times.	• I keep my hands at all times. • I keep my hands at all times. • I keep my hands at all times. • I keep my hands at all times.	• I keep my hands at all times. • I keep my hands at all times. • I keep my hands at all times. • I keep my hands at all times.
Be Respectful	• I use appropriate words and volume. • I use my equipment in the correct way.	• I follow instructions first time, every time. • I listen to the teacher. • I leave for Country by clearing up my area.	• I respect the privacy of others and wait outside. • I am in the play area and I listen to the teacher.	• I respect the privacy of others and wait outside. • I am in the play area and I listen to the teacher.	• I respect the privacy of others and wait outside. • I am in the play area and I listen to the teacher.	• I respect the privacy of others and wait outside. • I am in the play area and I listen to the teacher.	• I respect the privacy of others and wait outside. • I am in the play area and I listen to the teacher.
Be Responsible	• I tidy the area around me and put rubbish in the bin. • I am in the play area and I listen to the teacher.	• I tidy the area around me and put rubbish in the bin. • I am in the play area and I listen to the teacher.	• I tidy the area around me and put rubbish in the bin. • I am in the play area and I listen to the teacher.	• I tidy the area around me and put rubbish in the bin. • I am in the play area and I listen to the teacher.	• I tidy the area around me and put rubbish in the bin. • I am in the play area and I listen to the teacher.	• I tidy the area around me and put rubbish in the bin. • I am in the play area and I listen to the teacher.	• I tidy the area around me and put rubbish in the bin. • I am in the play area and I listen to the teacher.
Be Committed to Learning	• I am where I need to be and ready to learn by the second bell.	• I am in my room and I listen to the teacher.	• I am in my room and I listen to the teacher.	• I am in my room and I listen to the teacher.	• I am in my room and I listen to the teacher.	• I am in my room and I listen to the teacher.	• I am in my room and I listen to the teacher.

Multi-Tiered Systems of Support

At Dunwich State School, we are committed to supporting students to behave the right way at school, because this helps them to be happy, healthy and successful learners. We use a **Multi-Tiered Systems of Support (MTSS)** model to ensure all students get the right amount of help to consistently follow the Behaviour Expectations at school. Through teacher driven PBL committee meetings, leadership meetings, complex case management meetings, we focus on data to problem-solve identified behaviour concerns within the school. With these services the school staff match increasingly intensive interventions to the identified needs of individual students. There are 3 tiers (levels) of support, as shown:



<u>Tier</u>	<u>Prevention Description</u>
1	All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. <u>This involves:</u> - teaching behaviours in the setting they will be used - being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account - providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them - asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for some students (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. 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: - there is a clear connection between the skills taught in the interventions and the school-wide expectations. - interventions require little time of classroom teachers and are easy to sustain - variations within each intervention are limited - interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

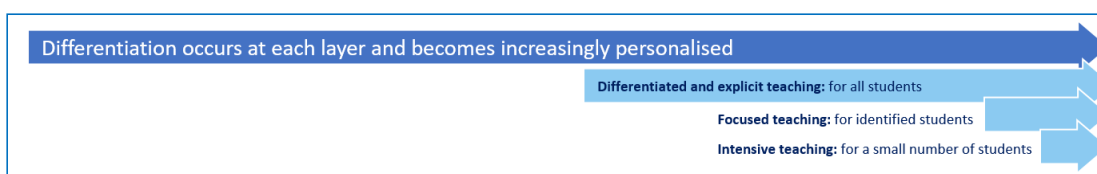
	If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. 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: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. 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. 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.

Tier 1: Differentiated and Explicit Teaching

Dunwich 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 Dunwich 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.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour 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.

Tier 2: 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 Dunwich 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.

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

- Zones of Regulation
- Super-Flex
- Functional Behaviour Based Assessment



The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

BLUE ZONE		GREEN ZONE		YELLOW ZONE		RED ZONE	
Sad Sick Tired Bored Moving Slowly		Happy Calm Feeling Okay Focused Ready to Learn		Frustrated Worried Silly/Wiggly Excited Loss of Some Control		Mad/Angry Terrified Yelling/Hitting Elated Out of Control	

Tier 3: 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 required to participate in targeted behavioural learning support with the school Behaviour Support Teacher. A personalised program will be developed in consultation with the classroom teacher and student to promote positive behaviour development and improved social and academic engagement.

Consideration of Individual Circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account a student's age, gender, disability, cultural background, socio-economic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

Legislation & Delegations

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Information Privacy \(IP\) Act 2009](#)
- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cyber safety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

Under the Education (General Provisions) Act 2006, the Dunwich State School Principal is responsible for "controlling and regulating student discipline in the school.

The principal is afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school.

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



Disciplinary Consequences

A range of SDAs include detention, suspension, behaviour improvement condition, exclusions. *The Education & General Provisions Act 2006* (EGPA) states the following in relation to SDAs:

Detention – a principal or teacher can detain a student as a consequence for disobedience, misconduct, wilful neglect to prepare homework or for other breaches of school discipline. A period of detention must not be more than 20 minutes during lunch breaks or more than 30 minutes after the school program has finished for the day. If the detention is completed after school, a parent must be informed prior.

Suspension – (Appendix 2 and Appendix 6.) A principal may suspend a student from the school under the following circumstances:

- a) disobedience by the student
- b) misconduct by the student
- c) other conduct that is prejudicial to the good order and management of the following school.

Behaviour Improvement Condition – a behaviour improvement condition may be imposed if the principal is reasonably satisfied that the student has engaged in behaviour that is the basis for a recommendation for exclusion of the student from the school or certain State schools as mentioned below. Should a student breach the condition the consequence reverts to a proposal to exclude.

Recommendations for Exclusion – a principal may exclude a student from the school or certain State schools under the following circumstances:

- a) disobedience by the student
- b) misconduct by the student
- c) other conduct that is prejudicial to the good order and management of the following school;

If the student's disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.

A student may also be excluded if they are in breach of behaviour improvement conditions.

School Policies

Dunwich State School has several school behaviour policies that address areas of student conduct and staff-student interaction. The Policies define Expectations for the behaviour of students and staff in particular areas of concern. Some are standard policies common to most schools, while others address unique aspects of our school and Community context, and so it is very important that they are read and understood by all staff, students and parents.

The School Behaviour Policies are currently:

- Temporary Removal of Student Property
- Device Usage Policy, covering student use of personal mobile phones, iPads, headphones, music players and other devices
- *IT and Social Media Policy*, covering students accessing of content through computers, iPads and personal devices
- Restrictive Practices, policy defines the rules of physical restraint of students by school staff

Temporary Removal of Student Property

Fact sheet

Temporary removal of student property by school staff

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

Power to remove property from students

As per the [Education \(General Provisions\) Regulation 2017](#), the principal or state school staff member may remove from a student at the school any property in the student's possession if the principal or staff member is satisfied the removal is necessary—

- to promote the caring, safe and supportive learning environment of the school; or
- to maintain and foster mutual respect between staff members and students at the school; or
- to encourage all students attending the school to take responsibility for their own behaviour and the consequences of their actions; or
- to provide for the effective administration of matters relating to students of the school.

Key information

- Each school's [Student Code of Conduct](#) details information about the Temporary removal of student property by school staff procedure.
- Consent is not required** to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- If student property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the property or the bag it is in should be seized immediately and retained for handing to police.
- Under normal circumstances state school staff are not permitted to search student property unless they have the consent of the student or parent.
- In emergency circumstances it may be necessary to search a student's property without the appropriate consent (e.g. to access an EpiPen for an anaphylactic emergency).
- State school staff do not have the authority to search the person of a student. If a search is considered necessary, the police should be contacted to make such a determination.

Principals

- Ensure school staff are aware of the responsibilities outlined in the [Temporary removal of student property by school staff procedure](#) that must be followed when temporarily removing property from students.

- Ensure parents and students are:
 - informed of the procedure which enables state school staff to temporarily remove student property
 - aware of the right to refuse permission for school staff to search student property, and that police may be called if consent is not provided.
- Include within their [Student Code of Conduct](#):
 - that state school staff may remove property without the consent of parents or students
 - the limits on state school staff accessing information from temporarily removed property, such as mobile phones
 - examples of property that may be temporarily removed
 - examples of the amount of time certain property may be temporarily removed
 - that student property may be seized by the police.

State school staff (including principals):

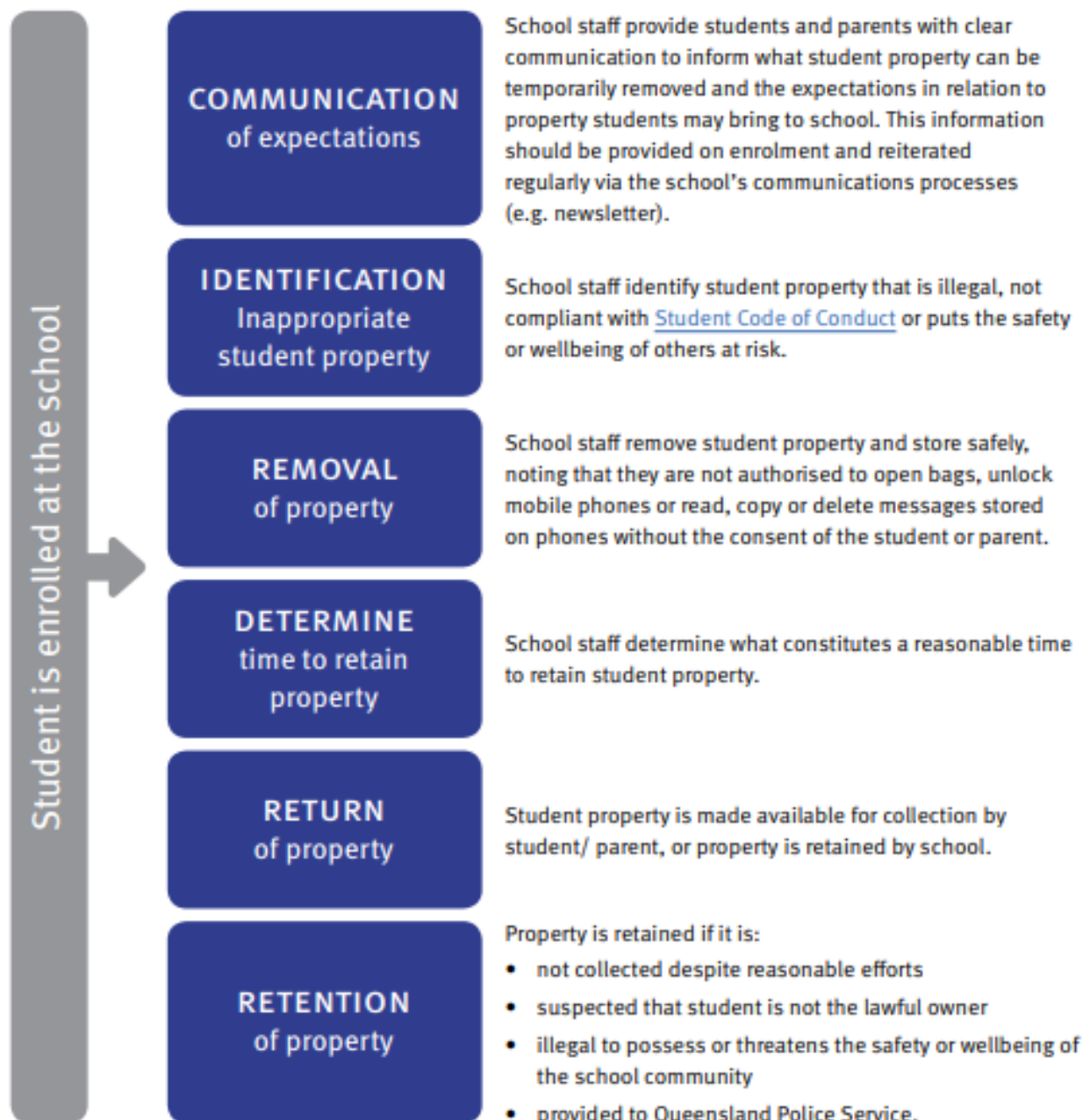
- Where there is suspicion that the student has a dangerous item in their possession, seize student property immediately and remove from the student's access prior to seeking consent or contacting Queensland Police Service.
- Follow appropriate processes outlined in the [Student Code of Conduct](#) regarding:
 - temporary removal of property
 - access to information on temporarily removed property
 - return of temporary removal of property
 - circumstances where temporary removal of property need not be made available for collection
 - deciding a reasonable time to make temporary removed property available for collection.

Students and parents

- Ensure they/their children do not bring property onto school grounds or other settings used by school that:
 - is prohibited according to the school's [Student Code of Conduct](#)
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect.
- Collect their/their child's property as soon as possible after they have been notified the property is available for collection.

Temporary removal of student property by school staff flowchart

Refer to the [Temporary removal of student property by school staff](#) procedure for detailed process.



Resources

- [Code of Conduct for the Queensland Public Service](#)
- [Department of Education standard of practice](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Temporary removal of student property procedure](#)
- [Fact sheet – Student Code of Conduct](#)
- [Principal guidelines – student discipline](#)



Use of mobile phones and other devices by students

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Students must not bring valuable personal technology devices to school as there is a risk of damage or theft. Such devices will be removed by school staff and may be collected at the end of the day from the school office.

Recording voice and Images

We uphold the value of trust and the right to privacy at Dunwich State School. Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

Students must not record images anywhere that recording would not reasonably be considered appropriate. Recording of events in class is not permitted unless express consent is provided by the class teacher.

Anyone at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like parades, special events or graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Students involved in recording, disseminating material (through text messaging, display, internet uploading etc.); and/or knowingly being a subject of a recording, will be disciplined (including suspension and recommendation for exclusion).

Recording Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

References:

[Advice for state schools on acceptable use of ICT facilities and devices](#)

[Use of IT systems](#)



Preventing and responding to bullying

Dunwich State School strives to create positive, predictable environments for all students at all times of the day.

The environment that we are creating is essential to:

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

There is no place for bullying in Dunwich State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At Dunwich State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Dunwich State School are an addition to our already research-validated school-wide positive behaviour learning B's and are receiving high levels of social acknowledgement for doing so. Adding lessons on how to prevent and respond to bullying is a subset of procedures that builds students resilience and confidence to deal with inappropriate interactions between students.

Reinforcing Positive Behaviours

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our PBL approach will be maintained at all times. This will ensure that:

- The 4 B's will always remain the primary strategy for preventing problem behaviour, by instilling correct responses.
- All students know the school's Four Values and have received 4B lessons consistently.
- All students have been or are being taught the specific routines for transitions (Appendix 8).
- All students are receiving high levels of positive reinforcement for demonstrating the 4 B's in action.
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Building Resilience

The building of student resilience to manage the anti-bullying process is based on the book "Have You Filled a Bucket Today". Revisiting the book occurs at the beginning of each year. The book presents 3 anti-bullying concepts:

1. **Be a Bucket Filler** – You can fill your bucket by being kind to other people and by thinking powerful thoughts.
2. **Don't Dip** - people who bully have an empty bucket and try to fill up their bucket by dipping into someone else's.
3. **Use Your Lid** – People who bully are trying to dip in your bucket. Remember that they are the person who has the problem and don't take on what they say.



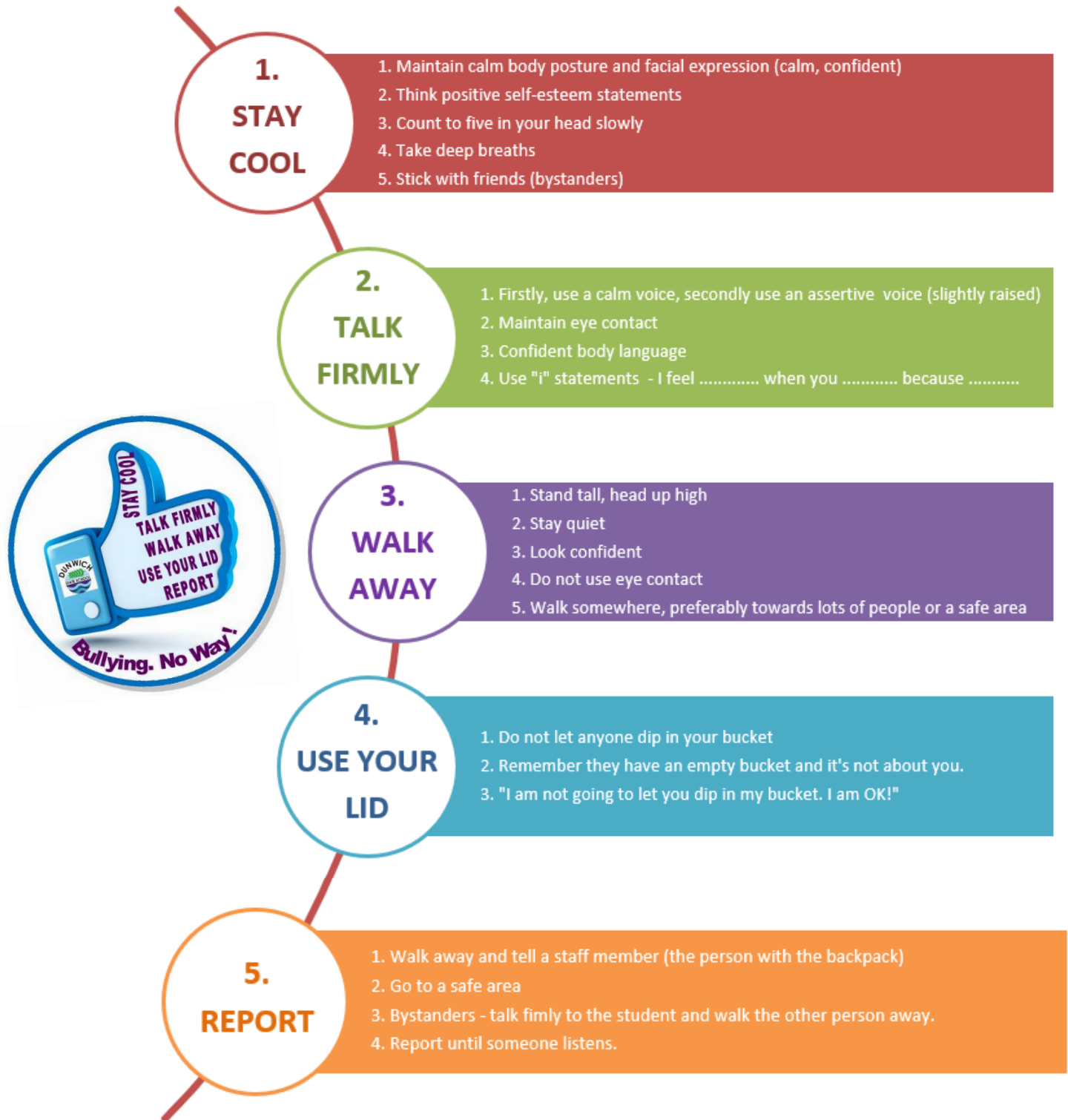
Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher
Principal – Tammy Burnett



Thumbs Up

The PBL team have developed a strategy based on the book called "Thumbs Up". This strategy focuses students on five immediate reactions to build their resilience and problem solve their way through inappropriate interactions: Stay calm, Talk firmly, Walk away, Use your lid, Report.



Appropriate Use of Social Media

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media.

DEFINITIONS

For the purposes of this policy, social media refers to all social networking sites, services and tools used for creating, publishing, sharing and discussing information. It includes, but is not limited to:

- Social networking sites: Facebook, MySpace, Google+, Foursquare, LinkedIn, Bebo and Friendster;
- Video and photo sharing websites: Content Communities such as Flickr, wessabe and YouTube;
- Micro-blogging sites: Twitter, Posterous, Dailybooth;
- Instant Messaging: Skype, SMS
- Geotagging: Foursquare
- Blogs: including corporate blogs and personal blogs or blogs hosted by traditional media publications;
- Podcasts: including corporate podcasts and personal podcasts;
- Forums and discussion boards: e.g. local discussion boards, Whirlpool, Yahoo! Groups or Google Groups;
- Virtual Game Worlds: e.g. World of Warcraft;
- Virtual Social Worlds: e.g. Second Life;
- Online encyclopaedias: e.g. Wikis such as Wikipedia, Geo-wiki, GeoNames and Sidewiki; and
- Any other websites that allow individual users or companies to use simple publishing tools, (together called Social Media).

Students are:

- Responsible for using online media in accordance with criminal law, copyright law, the acceptable use policy and students' behaviour & performance expectations.
- Exhorted not to share their personal information with those who have not earned their trust or have met face to face.
- To respect the dignity and privacy of other members of the school community and are not to use social media for:
 - Posting, viewing or distributing pornography, including sexting;
 - Online harassment or bullying;
 - Outing;
 - Exclusion;
 - Slander/defamation;
 - Cyber stalking; or Masquerading.
- To report any incident involving the points listed above. Incidents can be reported to head of primary, head of secondary or the principal.
- Consider the impact of any social media content on their own career or that of their friends.
- Not to use their school email address for social media sites.
- Not to falsify their age in order to sign up for social media sites used for educational purposes that have age limits.
- Not to record personal details on public sites used for educational purposes.





- Not to share their school user name or passwords with anyone.
- To comply with copyright regulations. Students are advised to read the copyright agreements of online providers.
- Not post material that would cause disrepute or embarrassment for staff of dunwich state school, other students or their families.

Parents

All parents are invited to join staff in setting a good example for our students by:

- Demonstrating courtesy and respect for staff, other parents and students when comments are placed on social networking sites.
- Using appropriate language when discussing school.
- Addressing any issues or concerns regarding school, directly with the principal or member of staff.

Examples of not being a good role model include:

- Using social networking sites to make derogatory comments or posting photographs which could bring staff into disrepute, including making comments about students, parents, other staff members, the school leadership, local authority or the wider community.
- Posting photographs of other people's children on social networking sites without their permission.

Parents are responsible for using online media in accordance with criminal law, copyright law, the it acceptable use policy.

Should the school's reputation be brought into disrepute, or another member of the school Community be defamed by a comment or post you have made, the school may be forced to take action which could potentially result in your child's enrolment being terminated. You could also potentially face civil law suits or criminal charges depending on the nature and the severity of your posts.

Parental use

Parents are responsible to:

- Use online communications with other members of the Dunwich state school community lawfully and respectfully.
- Not, under any circumstances, make disrespectful or offensive comments about staff, students, parents or the school in general.
- Not comment upon nor forward unsupported information e.g. rumours concerning the school or comment or post material that might otherwise cause damage to the school's or a staff member's reputation or bring it into disrepute.
- Be mindful that, by posing your comments and having online conversations etc. On social media sites
- You are broadcasting to the world. Even with the strictest privacy settings be aware that comments expressed via social networking pages under the impression of a 'private conversation' may still end up being shared into a more public domain, even with privacy settings on maximum.
- Never discuss sensitive school matters with other parents using Facebook, blogs and other social media outlets. When posting, even on the strictest privacy settings, parents should act on the assumption that all postings are in the public domain.
- Not post material that would cause disrepute or embarrassment for staff of Dunwich state school, students or their families. Parents should understand that publishing defamatory comments about Dunwich state school staff is illegal.



- Be familiar with this policy and ensure that their children understand and comply with this policy.

Examples of not being a good role model

- Using social networking sites to make derogatory comments or posting photographs which could bring staff into disrepute, including making comments about students, parents, other staff members, the school leadership, local authority or the wider community.
- Posting photographs of other people's children on social networking sites without their permission.

Breach of policy

Dunwich state school employees, students and parents who use social media in their own time using their own resources should note that their private comments posted publicly could potentially have repercussions at work. Such instances will be reviewed on a case by case basis with consideration to the possible damage to the reputation of Dunwich state school.

Parents who breach this policy may also in appropriate cases be asked to withdraw their child from the school.

Non-compliance with this policy by a student may be grounds for disciplinary action or expulsion, depending on the severity of the breach. Such instances will be investigated in line with fair process.

Unacceptable use of social media may be a breach of enrolment, employment or contractual obligations, misconduct, sexual harassment, discrimination or some other contravention of law.

Failure to comply with the policy by a parent may, in serious cases, put at risk the continuation of their child's enrolment at the school. In serious cases, termination of the enrolment contractual agreement by the school may result.

For any criminal breach of this policy, the police will be called to investigate.

Consequences

If there are serious breaches, non-compliance of or with this policy or unacceptable use of social media, the following actions may occur as determined by the principal:

- Removal of student/s from Dunwich state school
- Severing relations with businesses acting as agencies for Dunwich state school
- Legal action may occur if required



School Bus Code of Conduct

<u>Category 1</u>	<u>Category 2</u>	<u>Category 3</u>	<u>Category 4</u>
Unacceptable Behaviour	Dangerous Behaviour	Dangerous and Destructive Behaviour	Life Threatening Behaviour
- Eating on the bus. - Offensive language. - Being rude to the bus driver. - Moving from seat to seat. - Use of mobile phones, hand held computer games or cameras.	- Distracting the driver by use of persistent noise. - Verbally threatening the bus driver. - Allowing any part of their body to protrude from the bus, standing on steps, swinging or moving excessively. - Spitting or smoking. - Bullying passengers. - Pushing and shoving when boarding or exiting the bus.	- Throwing objects that have the potential to cause harm or damage. - Fighting. - Marking/ damaging bus property. - Being under the influence of illegal drugs or alcohol.	- Physically attacking the driver or other passengers. - Pushing students out through the doors or windows. - Recklessly or negligently endangering the safety of other passengers or themselves. - Lighting a fire on the bus. - Interfering with the safe mechanical operation of the bus. - Threatening physical harm with a dangerous weapon.
Action Remind students of the Code and what happens if their behaviour is unacceptable. Student's name, details of incident and action recorded in diary.	Action Remind students of the Code and what happens if their behaviour is dangerous. Student's name, details of incident and action recorded in diary. Bus operator advises students that parents and the principal will be informed.	Action Remind students of the Code and what happens if their behaviour is dangerous and destructive. Student's name, details of incident and action recorded in diary. Bus operator advises students that parents and the principal will be informed. Next day suspension – up to 10 weeks.	Action Take all reasonable measures to ensure the safety of passengers. In an emergency contact the police. Student's name, details of incident and action recorded in diary. Bus operator reports matter to parents, principal and police if warranted. Next day suspension – for a specified period or permanent, as determined by the operator, conveyance committee and principal.
Repeated incident in 4 weeks Bus operator advises student that parents and the principal will be informed; any further misdemeanours in this period will result in a next day suspension from transport for – 1 to 5 days.	Repeated incident in 4 weeks Next day suspension from transport - 5 to 10 days.	Be safe - I wait quietly in the line. - I get on and off the bus safely. - I <u>sit</u> in my seat and wear a seatbelt. Be Respectful - I am polite to the driver and always say thank you. - I am quiet and keep my volume down. Be Responsible - I keep food and drinks in my bag. - I help younger students to their seats. Be Committed to Learning - I report behaviour that is not safe, responsible or respectful. Bus Travel	



School Uniform Policy

	Prep to Year 6
General Clothing	• Sky blue dress shirt and/or sky-blue polo shirt and Navy-blue shorts • (no denim shorts/jeans) • School blue & white checked dress or school checked blouse • Sky blue polo shirt and • Navy blue shorts/skorts • (no denim shorts/jeans)
Footwear	• Shoes are to be fully closed - Black lace-up (or Velcro fastened) shoes or joggers • (Thongs, slip on footwear, "ballet" type shoes, canvas/fashion shoes etc are not suitable footwear for school) • Black laces only (preferable) • White or Navy-blue socks that cover the ankles • Shoes are required to be worn at all times during school (unless permission is given by a supervising adult to perform a specific activity).
Winter Clothing	Plain navy-blue jumper/cardigan/sweatshirt Plain Navy-blue tracksuit and/or navy trousers/slacks (No hoodies or jeans)
Swimming Dress	One-piece togs (no bikinis) Caps must be worn at all times Swim shirts, "rashies" or T-shirts are compulsory Goggles (only if required and approved).
Hat	A hat (preferably in school colours) must be worn when outside in the sun. (String hats with broad brim are recommended for active play.) "No hat, no play" policy will be enforced. Students are required to wear hat correctly.
Jewellery	• Limited jewellery (wrist watch, stud earrings)
Nails, hair and skin products	• Natural hair colour (no hair colouring or dyes) • Neat and sensible hairstyles (no mo-hawks) • Natural appearing and short trimmed nails (no acrylic or fake nails) • Natural eye lashes • Lip balm may be used when required, however make up and lipsticks are not required for school.



Restrictive Practices

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

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

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

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be carried out by staff trained in non-violent crisis intervention techniques when possible
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

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.

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

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

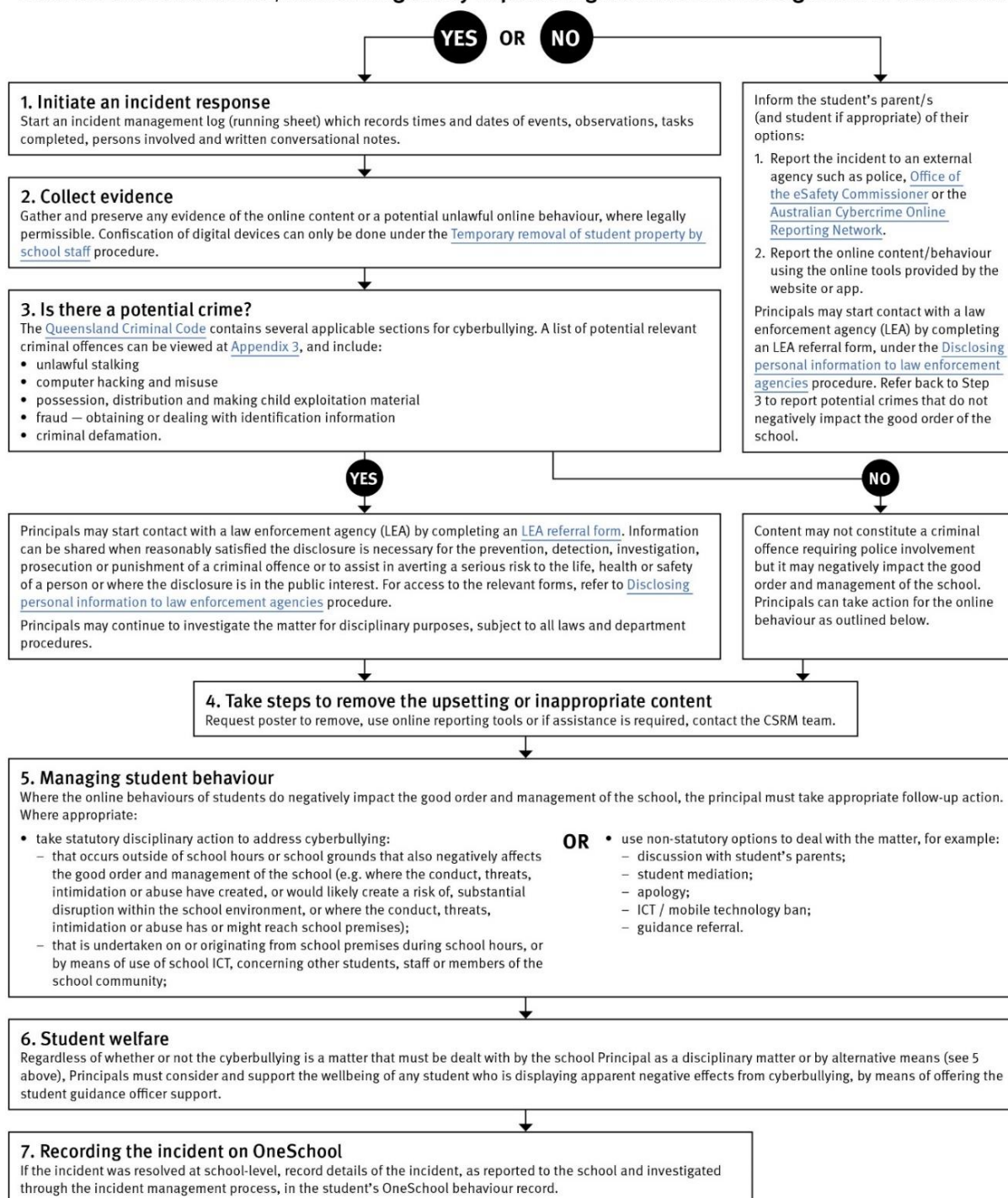
Explicit images

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

Help

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

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



4Bs Expectations Matrix



4Bs	Before School	Eating Areas	Toilets	Walkways Verandahs	Classroom	Oval / Playgrounds	All Areas
Be Safe	- I sit in the correct area until instructed by the supervising adult (at 8.30am). - I always <u>walk</u> on the concrete.	- I eat only food packed by my family. - I remain seated during eating times. - I ask permission to go to the toilet - I walk to the play area at the bell when my area is clean.	- I walk and move safely to and from the toilets - I wash my hands with soap - I keep the floor dry - I go to the toilet in pairs during class time	- I put only my hands on the handrails. - I walk and keep my feet on the floor.	- I help my peers - I <u>stay</u> in my assigned seat - I move in the classroom sensibly	- I wear my hat and shoes at all times. - I leave sticks and rocks on the ground. - I keep my hands and feet to myself.	- I look out for others - I keep my hands, feet and objects to myself. - I use my words to explain my feelings - I am in the right place, at the right time - I use objects and areas for their intended purpose
Be Respectful	- I use appropriate words and volume. - I use my manners in Breakfast Club.	- I follow instructions - first time, every time. - I wait my turn at the taps. - I care for Country by cleaning up my area.	- I respect the privacy of others and wait outside.	- I move quietly between classes to allow others to learn.	- I listen and let others speak - I let others learn	- I use school appropriate/positive language talking to peers and teachers - I share equipment and invite others to join. - I care for Country, and I am kind to all living things.	- I look after school property - I am inclusive and celebrate differences - I use appropriate and positive language at school - I follow instructions first time every time
Be Responsible	- I tidy the area around me and put rubbish in the bin. - I stay dry in wet weather. - I stop playing on the first bell and go to the toilet, wash my hands and get a drink.	- I tidy the area around me and put rubbish in the bin. - I eat my healthy food. - I put my lunchbox in the class basket when I am finished.	- I GO, FLUSH, WASH, DRY, goodbye! - I use the toilet paper, soap and water only for its intended purpose. - I report when I see damage in the area or behaviour that is not the 4Bs.	- I put my bag on the bag rack - I keep all my belongings in my bag	- I stay on task - I put my hand up and wait for the teacher - I learn by taking risks and making mistakes	- I report incidents to the duty officer immediately. - I stop playing when the first bell goes, get a drink and go to the toilet.	- I am in the right place, at the right time - I ask for help. - I am truthful and make strong smart choices. - I am responsible for my belongings - I care for Country and I am kind to all living things.
Be Committed to Learning	- I am where I need to be and ready to learn by the second bell.	- I eat my <i>healthy</i> food to help my brain learn.	- I plan to go to the toilet before school and at lunch. - When I need to go during class, I return quickly.	- I am in class during class time.	- I participate in all learning activities. - I take ownership of my classroom	- I follow the rules of the game. - I am ready for learning by the second bell.	- I come to class on time every lesson - I am resilient and use my coping strategies - I participate in all learning activities. - I display effort and always have a go.

4Bs Expectations Matrix

Posters reminding everyone of the '4Bs' can be found across Dunwich State School's campus, detailing the behaviour expectations in each area of the school. Some examples can be seen below.

Be Safe - I keep my hands, feet and objects to myself. - I use objects for their intended purpose. - I stay inside school grounds. - I am cyber-safe.	Be Respectful - I follow instructions - <i>first time, every time!</i> - I use appropriate and positive language. - I am inclusive and celebrate diversity. - I wear my uniform with pride.
Be Responsible - I am in the right place, at the right time - I ask for help. - I am truthful and make strong smart choices. - I am responsible for my belongings - I care for Country and I am kind to all living things.	Be Committed to Learning - I am resilient: I use my coping strategies. - I participate in all learning activities. - I display effort and always have a go. - I am on time for learning. - I let others learn.
All Areas	
Be Safe - I eat only food packed by my family. - I remain seated during eating times. - I ask permission to go the toilet - I walk to the play area at the bell when my area is clean.	Be Respectful - I follow instructions - first time, every time. - I wait my turn at the taps. - I care for Country by cleaning up my area.
Be Responsible - I tidy the area <i>around me</i> and put rubbish in the bin. - I eat my healthy food. - I put my lunchbox in the class basket when I am finished.	Be Committed to Learning - I eat my <i>healthy</i> food to help my brain learn.
Eating Areas	
Be Safe - I wear my hat and shoes at all times. - I play safely with all outdoor equipment and nature. - I keep my hands and feet to myself.	Be Respectful - I use school appropriate/positive language talking to peers and adults. - I share equipment and invite others to join. - I take turns. - I care for Country, and I am kind to all living things.
Be Responsible - I report incidents to the supervising adult immediately. - I stop playing when the first bell goes, get a drink and go to the toilet.	Be Committed to Learning - I follow the rules of the game. - I am ready for learning by the second bell.
Playing Fields	
Be Safe - I walk and move safely to and from the toilets. - I wash my hands with soap. - I keep the floor dry. - I go to the toilet in pairs during class	Be Respectful - I respect the privacy of others and wait outside.
Be Responsible - I GO, FLUSH, WASH, DRY, goodbye! - I use the toilet paper, soap and water only for its intended purpose. - I report when I see damage in the area or behaviour that is not safe, respectful or responsible.	Be Committed to Learning - I plan to go to the toilet before school and at lunch. - When I need to go during class, I return quickly.
Toilets	

How can I help my child behave the right way at school?

- Use the 4Bs Expectations to ask your child about School: "How did you show you were ..."
- Drop into school, visit your child in class and show them how much you care about their learning!
- Come to Parade and celebrate with your child when they are awarded a "Student of the Week Award"
- Work together with School staff when we need to meet and talk with you about improving your child's behaviour. We both want your child to be successful at school!



Minor Inappropriate Behaviour and Consequences

Minor inappropriate behaviour that may occur fairly often in the classroom or playground, causing little or no damage or injury. They can include minor disruption, being late to class or using inappropriate language. The consequences for this behaviour are usually applied by the classroom teacher, from a choice of options that have often been decided and agreed to by the students themselves.

Contacting Parents / Carers about a Minor Behaviour

The classroom teacher of the student involved in the Minor inappropriate behaviour will not usually contact parents / caregivers about the behaviour incident but might raise it with at a later time, often during a parent teacher meeting.

Before applying a consequence for a Minor Behaviour, the teacher will:

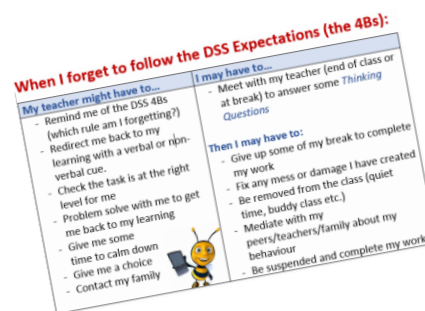
1. *Remind the student of the positive behaviour they should be following*
2. *Reteach the appropriate positive behaviour*
3. *Give the student the choice to improve their behaviour or face a consequence*

The table below lists the minor inappropriate and examples of possible consequences:

Minor Inappropriate Behaviour	Examples	Possible Consequences
Physical misconduct	Rough play or "play fighting"	Be safe/ be respectful: stay in during lunch to reflect on poor behaviour/apologise/complete missed work.
Verbal misconduct	Low level inappropriate language	
Disruptive / Non-compliant	Low intensity behaviour that disrupts learning and/or teaching. Refusal to follow instructions, first time, every time.	
Misconduct involving object	Object used not for its purpose, that does not cause harm.	Be responsible: clean-up/fix the mess, fix something you broke, verbal or written apology.
Property misconduct	Damage to property (breaking pencils, writing on desks etc)	
Truant/Skip class	Being out of class with no pass, coming into class late (after second bell).	Be committed to learning: catch up on missed work, miss a desired activity

If your child does some of the above things, the teacher will manage it in the classroom, and may not tell you about it right away. If it is an ongoing issue, you will be contacted

**NB: the above is a sample and not an exhaustive list – see 'Minors and Majors' document for more detail*



An example of a Consequences Menu on the wall of a classroom. It is important the consequences for negative behaviours are made clear to students.

Repeated incidents of Minor Inappropriate Behaviour

If the student does not improve their behaviour, and there are repeated incidents of the minor inappropriate behaviour over a longer period, the teacher will contact parents / caregivers to discuss the problem. The Principal will also be informed and may follow up with the student to remind them of the right way to behave at school. Repeated minor inappropriate behaviour may be classed as Major Behaviour (see below), with Major consequences applied.



Major Inappropriate Behaviour and Consequences

Major inappropriate behaviour is less frequent but more serious, usually because it threatens the wellbeing of staff or students or causes permanent damage to property. The consequences for this behaviour are usually applied by a member of the School Leadership Team and take place outside of the classroom.

Contacting Parents / Carers about Major Behaviours

When a student is involved in a Major behaviour, a member of the school will attempt to contact and inform their parent / caregiver within 24 hours of the behaviour occurring. Parents / caregivers are responsible for ensuring that the school is able to contact them in a timely manner. Please make sure the school has your correct phone number and place of residence.

School Disciplinary Absences (suspensions)

A School Disciplinary Absence (SDA or suspension) is a special kind of consequence that can be given to a student involved in a Major inappropriate behaviour. It 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 Dunwich 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.

While the School reserves the right to suspend students for any Major inappropriate behaviour, in circumstances where violence or danger to others is not involved, suspensions are usually a last resort and other consequences will be applied first (Restorative Conversation, Formal Restorative Meeting, Positive Behaviour Plan).

*Any incident involving illegal behaviour, including possession of illegal items, extreme violence or sexualised behaviour will also result in the Police being called, and possible charges being laid against the student.

Support during suspension

During the period of the student's suspension, the school will attempt to maintain contact with the student to support their learning and wellbeing. For all suspensions, the school will provide school work for the student to complete at home or at another agreed site.

Re-entry to school following suspension

Students who are suspended from Dunwich State School are expected 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 consequence 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.

What should I do if my child is suspended from School?

- Talk to them about what happened. Ask them if they know why what they did was wrong, and what they can do to make a better choice next time.
- Talk with the School about what help is available for your child while they are on suspension.
- Before your child goes back to school, meet with your child and the teacher to talk about ways to help your child behave positively at school.
- Attend the Re-Entry Meeting and contribute to the negotiated Re-Entry Agreement or Positive Behaviour



Critical Incidents

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

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

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

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 and communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

(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).

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved?
- What happened?
- Where it happened?
- Why it happened?
- What we learned?

The specific questions we want to answer through the debriefing process are:

- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Minor and Major Behaviour Categories

One School Categories		Dunwich State School Definitions	
		Minor:	Major:
Bullying / Harassment	Bullying	Minor: No minor category.	Major: Repeated or serious verbal, physical, social cyber/online or psychological misbehaviour that is harmful and involves misuse of power by an individual or group towards one or more persons.
	Harassment	Minor: Where an isolated or one-off incident occurs. Low level disrespect of others through name calling, threats, social exclusion, intimidation etc.	Major: Ongoing (3 or more occurrences) and/or major disrespect shown to others by way of verbal, gestural, graphic content, written or digital messages which include threats, intimidation or social exclusion. Negative messages relating to race, religion, gender, appearance, or disability which causes harm or embarrassment. Deliberately and knowingly spreading rumours about others that are hurtful.
Defiant/threats to adults		Minor: Refusal to comply with reasonable instructions that does not endanger others.	Major: Ongoing/repeated refusal to comply with instructions or directions related to safety.
Disruptive		Minor: Low intensity, inappropriate behaviour that disrupts learning and/or teaching. Teacher correction through use of the Essential Skills for Classroom Management (ESCMs).	Major: Any threat to a staff member or school visitor. Major: see Third Minor Referral - 3x repeated minor incidents with OneSchool records to provide follow up support and further investigation.
Dress Code *NB: DSS is a uniform school		Minor: The wearing of inappropriate clothing for school context (insufficient coverage, inappropriate slogans). Not wearing shoes. Not wearing a hat outside. Wearing hats and hoodies inside.	Major: Deliberate, ongoing refusal to wear appropriate/safe clothing, shoes or hats.
IT Misconduct		Minor: Non-serious inappropriate use of digital device. Off-task internet use, pulling out cables, printing inappropriate content.	Major: Persistent minor behaviour attempts to cause serious, permanent damage to equipment, accessing pornographic or inappropriate material. Serious inappropriate use of devices, including illegal activity and use of someone else's login details. Interfering with other students' work or devices causing loss of class or assessment work.
Late		Minor: Isolated instances of lateness to class without explanation.	Major: Repeated, intentional late arrival to class without explanation.
Lying / Cheating	Lying	Minor: Deliberate denial of involvement in an incident or act.	Major: Deliberate and/or ongoing implication of a student in a behaviour incident when they were not involved and/or telling untruths to minimise the involvement of self or peers. Deliberately giving false information relating to a behaviour incident.
	Cheating	Minor: Copies the work of another student during regular class time without permission.	Major: Copies or plagiarises the work of others for an assessment piece without permission.
Misconduct involving object		Minor: Using an object in a way other than its intended purpose without the intention or likelihood of causing harm to others.	Major: Reckless use of an object that is likely to cause harm. Intentional use of an object to harm or intimidate others.
Non-compliant with routine		Minor: Minor, passive refusal to follow basic routines of the school or classroom.	Major: Disrespect to significant routines of the school without reason. Repeated refusal without reason.

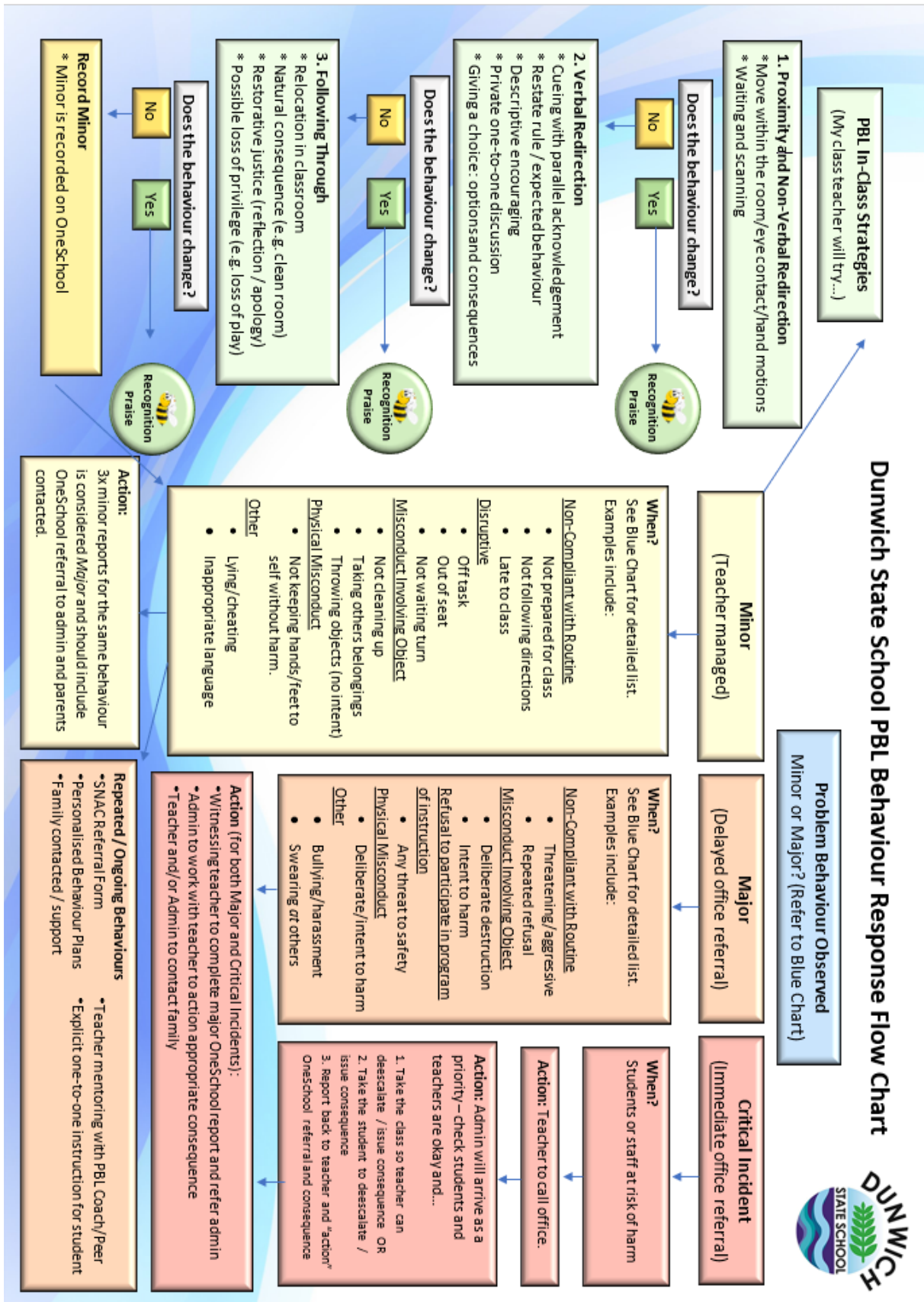
Major or Minor?

Minor and Major Behaviour Categories (cont.)

One School Categories	Minor:	Dunwich State School Definitions	Major:
Other conduct prejudicial to the good order and management of the school	Minor: Behaviour that prevents students and teachers from doing their work or affects the good reputation of the school.	Major: see Third Minor Referral - 3x repeated minor incidents with OneSchool records to provide follow up support and further investigation.	
Physical misconduct	Minor: Deliberate inappropriate physical contact/touching which does not result in physical injury. *Note: 'play fighting' or 'tackling' in any form is never acceptable.	Major: Deliberate and inappropriate direct or indirect physical contact which results in injury or intent to cause harm.	
Possess prohibited items	Minor: Bringing prohibited items to school that are unlikely to cause harm (e.g. fidget spinners, marbles, pop-its)	Major: Bringing items or in possession of items that are likely to cause harm (e.g. drugs/weapons).	
Property misconduct	Minor: Touching another's property without consent but without intention to damage or steal property. Reckless behaviour that causes damage to other's property.	Major: Theft of student or staff property. Permanent vandalism of property belonging to member of school community.	
Refusal to participate in the program of instruction	Minor: Refusal to comply with reasonable instructions that does not endanger others.	Major: Refusal to comply with instructions or directions related to safety from any staff member or school visitor.	
Substance misconduct involving illicit substances	Minor: No minor category.	Major: Any instance of possession of an illegal substance, use of an illegal substance, or being under the influence of an illegal substance while on school grounds.	
Substance misconduct involving legal substances	Minor: No minor category.	Major: Any instance of possession of a legal substance (such as alcohol or tobacco/vaping etc.). The use, or being under the influence of such a substance while on school grounds.	
Third minor referral	Minor: No minor category.	Major: Any instance where the same behaviour is repeated 3 times in the same week.	
Threat/s to others	Minor: No minor category.	Major: Any verbal and/or physical threat to any member of the school community, made in any way.	
Truant/skip class	Minor: Isolated instance of truancy (leaving or skipping class without permission) for less than the duration of one learning session.	Major: Continual or repetitive refusal to attend classes or school activities. Walking out of school grounds without office permission.	
Verbal misconduct	Minor: Low intensity use of inappropriate or offensive language not directed at another person. Low level swearing or name calling.	Major: High intensity use of inappropriate language, including swearing, use of offensive or discriminatory language, directed at a student or staff member.	

Major or Minor?

Dunwich State School Behaviour Response Flow Chart



Transition Procedures

TEACHER/STAFF

Arrive on time after breaks/ start of day

Set clear, explicit expectations

Praise students for following instructions - give Buzzies (in class when settled)

Remind student of responsibilities - belongings, equipment, lost property

Establish consistent transition process with regular start-up activity

Years 3 - 6 Student self directed

Address student issues at a break, don't interrupt class

STUDENTS

Be responsible for belongings

Respect the environment - pick up any rubbish (wash hands)

Be safe - Line up in quiet lines

Move between areas with respect for others

Stay to the left, Stay as a group, Stay quiet

Enter the classroom and begin the start-up activity

Response to Bullying Flow Chart

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
- Provide the student and parent with information about student support network
- 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 the student and check in regularly on their wellbeing
- Seek assistance from student support network 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

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Conclusion

Dunwich 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.

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.

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](#)