



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

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

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Endorsement

Principal (Acting) Name:	Tammy Burnett
Principal Signature:	
Date: 8 th December, 2020	
P/C President and-or School Council Chair Name:	Amy Sheil
P/C President and-or School Council Chair Signature:	
Date: 27 th January, 2021	

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Principal's Foreword

Dunwich State School has a long and proud tradition of providing high quality education to students from Minjerribah (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.

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, Rob McCullough and Acting Principal, Tammy Burnett and their team 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. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

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 2021. 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: Dylan Campbell

Date: 27th January, 2021

Captain: Tiah Bancroft

Date: 27th January, 2021

Consultation

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 weekly 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.

Review Statement

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

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.

Role	What they do
Community Education Counsellor	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• leadership of Student Support Network to promote an inclusive, positive school culture• monitors attendance, behaviour and academic data to identify areas of additional need.
Behaviour Support Teacher	<ul style="list-style-type: none">• provides individual and, at times, group support to students to assist their engagement with education and training• support students to overcome barriers to education such as<ul style="list-style-type: none">○ attendance at school○ learning engagement○ suspension/exclusion/referral for behaviour support○ relationships/social skills○ conflict with family/peers/teachers• social/emotional/physical wellbeing.
Guidance Officer	<ul style="list-style-type: none">• 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

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Liase with external agencies to support individual students and staff. • Assist with the development of IEP's and ICP's to support students with special needs. • Provide consultation around suitable accommodations and adjustments for students with special needs. • coordinate transition to secondary for students moving from Year 6 to Year7

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

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.

Multi-Tiered Systems of Support

Dunwich State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. PBL is a preventative, differentiated model grounded in practical strategies, targeted planning and data informed decision-making. 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.

<u>Tier</u>	<u>Prevention Description</u>
1	<p>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.</p> <p><u>This involves:</u></p> <ul style="list-style-type: none"> • <i>teaching behaviours in the setting they will be used</i> • <i>being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</i> • <i>providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</i> • <i>asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</i>
2	<p>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.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • <i>there is a clear connection between the skills taught in the interventions and the school-wide expectations.</i> • <i>interventions require little time of classroom teachers and are easy to sustain</i> • <i>variations within each intervention are limited</i> • <i>interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).</i>

	<p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>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.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • 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. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

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.

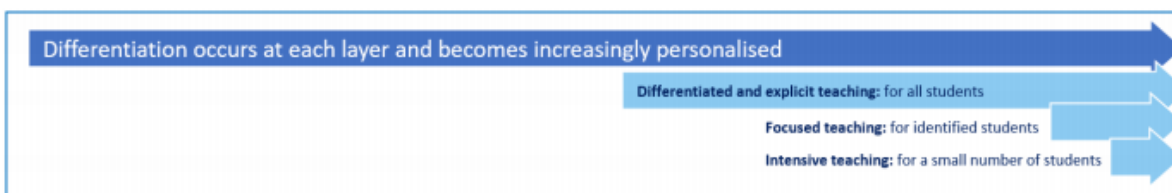
Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

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.

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

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.

Legislative Delegations

Legislation

- [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](#)

Delegations

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.

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.

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at <http://ppr.det.qld.gov.au/> to ensure you have the most current version of this document.

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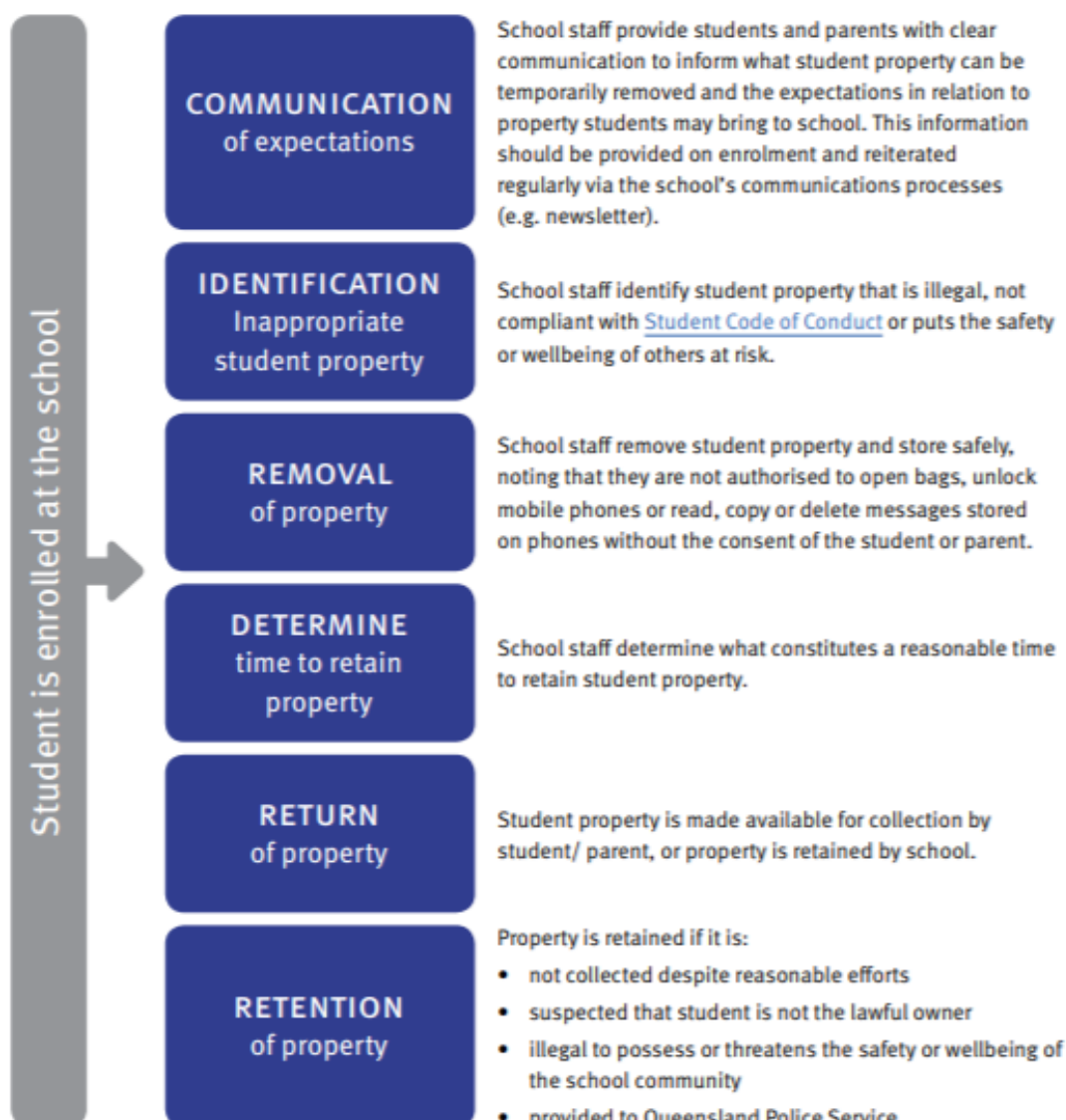
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Temporary removal of student property by school staff flowchart

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.

The PBL team have developed a strategy based on the book called "Thumbs Up" (see Appendix 9). 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.

Students' use

Parents are responsible to:

- Monitor the online activities of their children when they are not at school.

- 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

Category 1

Unacceptable Behaviour

1. Eating on the bus.
2. Offensive language.
3. Being rude to the bus driver.
4. Moving from seat to seat.
5. Use of mobile phones, hand held computer games or cameras.

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.

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.

Category 2

Dangerous Behaviour

1. Distracting the driver by use of persistent noise.
2. Verbally threatening the bus driver.
3. Allowing any part of their body to protrude from the bus, standing on steps, swinging or moving excessively.
4. Spitting or smoking.
5. Bullying passengers.
6. Pushing and shoving when boarding or exiting the bus.

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.

Repeated incident in 4 weeks

Next day suspension from transport - 5 to 10 days.

Category 3
Dangerous and Destructive Behaviour

1. Throwing objects that have the potential to cause harm or damage.
2. Fighting.
3. Marking/ damaging bus property.
4. Being under the influence of illegal drugs or alcohol.

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.

Category 4
Life Threatening Behaviour

1. Physically attacking the driver or other passengers.
2. Pushing students out through the doors or windows.
3. Recklessly or negligently endangering the safety of other passengers or themselves.
4. Lighting a fire on the bus.
5. Interfering with the safe mechanical operation of the bus.
6. Threatening physical harm with a dangerous weapon.

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.

School Uniform Policy

The Student Dress Code at Dunwich State School (P – 10) has been established to contribute to a safe and supportive teaching and learning environment. The Student Dress Code has been developed in accordance with the guidelines outlined in the Education (General Provisions) Act 2006 Section 361 and endorsed by the P&C Association.

Sun Safety

Students must wear a hat outdoors. Department policy requires students to wear hats and protective clothing when outside in the sun. Schools are required to provide a broad-spectrum, water resistant sunscreen of SPF30+ for students to use when outdoors. Tank tops, singlets, halter tops are not suitable dress for school.

Jewellery

A minimum of jewellery is permitted. The following items are acceptable – watch, sleepers and studs. Necklaces, anklets, fancy earrings, fashion rings, bracelets are not permitted. Wristbands may only be worn on occasions, deemed appropriate by the principal. For health and safety reasons, to participate in some physical activities (eg rugby league), all jewellery must be removed. Facial/tongue piercings are not acceptable and must be removed for during school hours.

Grooming

In the interests of safety, cleanliness and tidiness, students must tie long hair back. Hair must be kept clean, neat and tidy.

Hair should be maintained in a style that is consistent with community standards and/or not cause undue comment or attention or that will be a disruptive influence in the classroom. No “mohawks” and no coloured hair (only natural colours).

No make-up, coloured nail polish, tattoos.

Non-Compliance

A bank of school uniform items (e.g. jumper, shorts) will be used on those occasions (daily basis) when students do not have the correct pieces of clothing.

Under the Education Act, the principal is able to apply sanctions for non-compliance with the dress code:

lunchtime detentions prevent student from attending, or participating in, any activity for which the student would have been representing the school prevent the student from attending, or participating in, any school activity that, in the reasonable opinion of the school’s principal, is not part of the essential educational program of the school.

A lunchtime detention will be issued by the administration when a student is not wearing the correct uniform and does not have a note from home with explanation and/or does not take up the offer to wear the item of uniform clothing provided from the school uniform bank. Items not returned will be invoiced.

The purposes of the Dress Code Policy:

To provide details of the school uniform requirements and our expectations for the wearing of school uniform

- To outline acceptable dress standards
- To outline inappropriate dress
- To outline sanctions imposed for non-compliance of the dress code.
-

The Student Dress Code has been implemented:

- To give students a sense of purpose that lends itself to the process of learning - come dressed for learning
- To encourage a sense of self esteem, belonging and self-discipline in students through to their adolescence
- To increase pride in self and school achievement
- To foster high standards of dress and grooming
- To promote school spirit and cohesiveness.
- To assist with effective supervision of students in and out of the school grounds – a risk management strategy
- To cater for elements of safety, comfort, climate, modesty, cost, efficiency and activity.

The Student Dress Code and Expectations

Students are expected to wear the uniform whilst attending or representing the school; excursions unless otherwise stated; travelling to and from school; and participating in some school events out of school hours.

Dunwich (P-10) State School has an agreed uniform (see details overpage) and all students are expected to wear the uniform on all days except on designated days such as free dress days and for special events.

Uniform should be clean, neat and tidy.

A school uniform makes selection of clothes easy for parents and ensures the standard of dress is suitable for school.

Children are required to participate in many activities and at all times must be comfortable and modest. The school uniform meets these requirements.

	Prep to Year 6
General Clothing	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>Plain navy-blue jumper/cardigan/sweatshirt</p> <p>Plain Navy-blue tracksuit and/or navy trousers/slacks (No hoodies or jeans)</p>
Swimming Dress	<p>One-piece togs (no bikinis)</p> <p>Caps must be worn at all times</p> <p>Swim shirts, "rashies" or T-shirts are compulsory</p> <p>Goggles (only if required and approved).</p>
Hat	<p>A hat (preferably in school colours) must be worn when outside in the sun. (String hats with broad brim are recommended for active play.)</p> <p>"No hat, no play" policy will be enforced.</p> <p>Students are required to wear hat correctly.</p>
Jewellery	<ul style="list-style-type: none"> • Limited jewellery (wrist watch, stud earrings)
Nails, hair and skin products	<ul style="list-style-type: none"> • 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.

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.

Related Procedures and Guidelines

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

This may include reference to

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

Cyber-Bullying Response Flowchart

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](#).

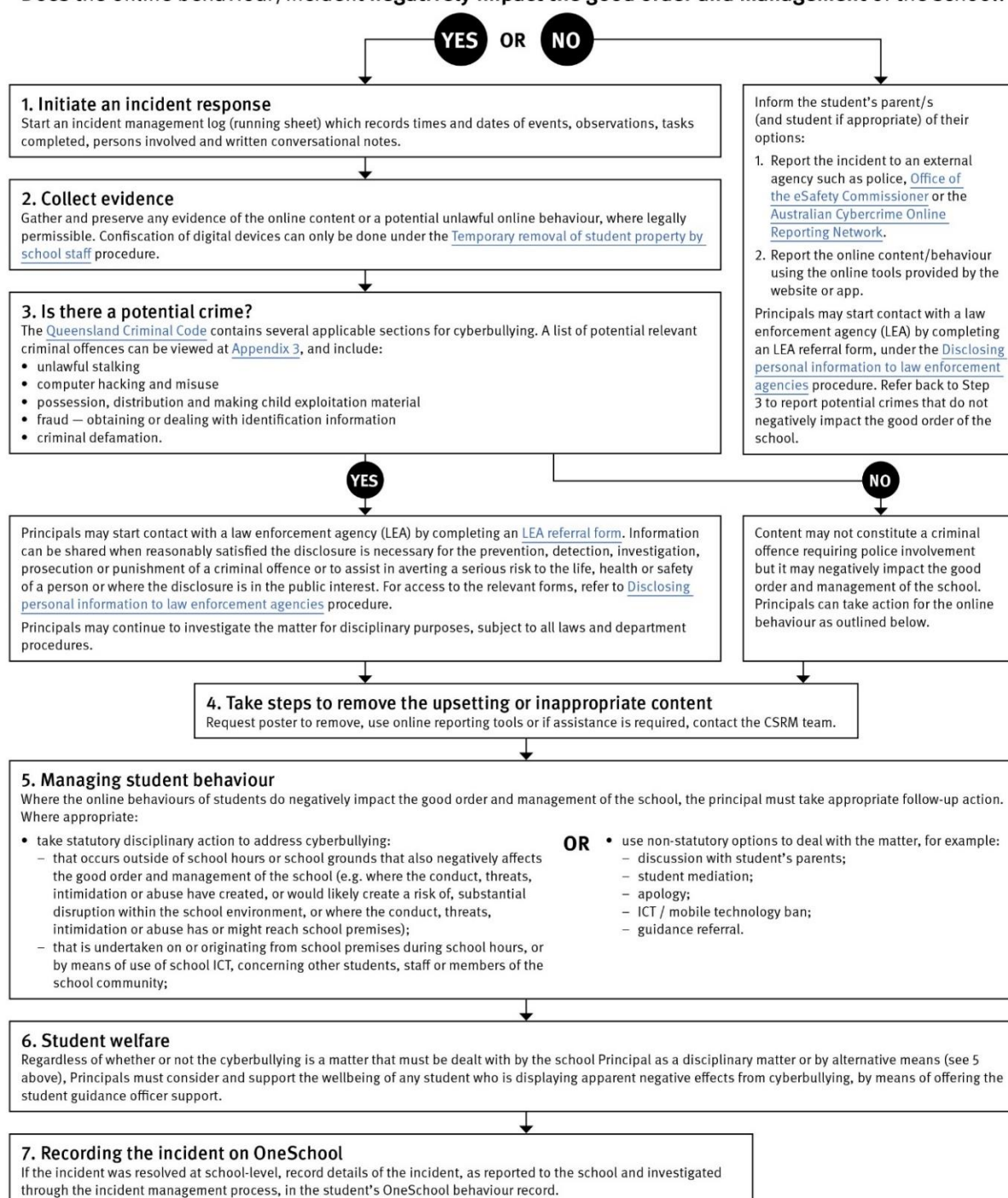
Explicit images

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?



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 Flowchart

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

4B's Expectations Matrix

	Be Safe	Be Respectful	Be Responsible	Be Committed to Learning
Before school	<p>Bike riders to wear helmets and travel as single riders only.</p> <p>Bike, scooter and skateboard riders dismount to cross roads at designated crossings.</p> <p>All students to cross at designated crossings and follow Lollipop Officer's directions.</p> <p>On arrival vehicle riders are to take equipment directly to storage areas.</p> <p>Sit in designated areas</p> <p>Play is for lunch breaks only</p>	<p>Talk quietly in designated areas including Breakfast Club.</p> <p>Food must be consumed in the Breakfast Club.</p> <p>Plates and cups are to be washed by their user</p>	<p>If necessary, go to Breakfast Club.</p> <p>Go to the toilet</p> <p>Take scooters and skateboards to the designated storage area.</p> <p>Sports equipment stays in bags</p>	<p>Ensure you have everything ready to begin your day.</p> <p>Complete unfinished work or homework in the classroom if possible.</p>

	Be Safe	Be Respectful	Be Responsible	Be Committed to Learning
Classroom	<p>Use all furniture and equipment as intended</p> <p>Keep hands, feet and objects to yourself</p>	<p>Hand up to speak</p> <p>Always use an appropriate voice</p> <p>Move around the room quietly</p> <p>Listen to others</p> <p>Follow directions</p> <p>Speak in a respectful way at all times to all people</p>	<p>Prepare belongings before second bell</p> <p>Return notes and tuckshop, before school.</p> <p>Follow class rules and routines.</p> <p>Follow directions from all staff</p> <p>Read and follow timetables and rosters</p> <p>Assist with keeping room tidy</p>	<p>Organise tidy trays (P-7)</p> <p>Follow teacher's directions</p> <p>Demonstrate an interest in subjects by contributing to class discussions and activities</p> <p>Be prepared to catch up work that has been missed</p> <p>Complete homework</p> <p>Sit in assigned seats</p>

	Be Safe	Be Respectful	Be Responsible	Be Committed to Learning
Eating Areas	<p>Sit and eat <u>your</u> food only.</p> <p>Ask for permission to go to the toilet.</p> <p>Hand up to leave after the bell rings.</p> <p>Keep sports equipment still.</p>	<p>Eat with your mouth closed.</p> <p>Obey instructions.</p> <p>Wait your turn at taps.</p>	<p>Eat lunch in the correct area.</p> <p>Put all food scraps and wrappings in bin.</p> <p>Put lunch box in the correct place when you are finished.</p>	<p>Listen to and follow instructions of duty staff.</p>
Walkways & Staircases	<p>Walk only.</p> <p>Stay to the right.</p> <p>Stair rails for hands only.</p> <p>Sit quietly if waiting for a teacher after playtime.</p> <p>Overhead beams are not for swinging off.</p>	<p>Walk and talk quietly.</p>	<p>Place bags in port racks.</p> <p>Pick up and store all your belongings in your bag.</p> <p>Use the stairway closest to your room.</p>	

	Be Safe	Be Respectful	Be Responsible	Be Committed to Learning
Toilets / Change rooms	<p><i>Use toilets for intended purpose only.</i></p> <p><i>Use soap and water appropriately before leaving the toilet.</i></p> <p><i>Walk only in these areas.</i></p>	<p><i>Respect others' privacy.</i></p>	<p><i>Use the correct toilet for your year level.</i></p> <p><i>Go, Flush, Wash, Dry and Bye.</i></p> <p><i>Only place for toilet paper is in the toilet – all other rubbish in the bin.</i></p> <p><i>Use supplies as intended</i></p> <p><i>Report any problems.</i></p>	<p><i>Try to use toilets during lunch breaks.</i></p> <p><i>Remember the hygiene rules.</i></p> <p><i>Return to class quickly.</i></p>

	Be Safe	Be Respectful	Be Responsible	Be Committed to Learning
Playing fields	<p>Wear hat and shoes to play.</p> <p>Play games sensibly.</p> <p>Play in correct areas.</p> <p>Use playground equipment as intended and take turns.</p> <p>Use of sharp objects is prohibited such as sticks and stones.</p> <p>Keep hands, feet, and objects to self.</p>	<p>Care for our trees, gardens and plants by leaving them alone.</p> <p>Take turns when playing team games.</p> <p>Invite others to join in</p> <ul style="list-style-type: none"> • Be helpful • Play games fairly and by the rules • Share equipment 	<p>Stop playing when the first bell rings, use toilet, get a drink and move to class.</p> <p>Choose appropriate games to play.</p> <p>Report incidents and accidents to a staff member immediately.</p> <p>Ask for permission to go to janitor's room and sheds.</p>	<p>Follow the rules of the games.</p> <p>Solve problems.</p> <p>Learn new games.</p>
Specialist areas	<p>Work in assigned areas as directed by the teacher.</p> <p>Use equipment as intended.</p> <p>Walk between venues.</p>	<p>Respect the rights of others.</p> <p>Work using appropriate noise levels.</p> <p>Follow all instructions.</p>	<p>Follow all safety guidelines as directed.</p> <p>Report any accidents or incidents immediately to the class teacher.</p>	<p>Be prepared to participate in the specialist lessons with the appropriate equipment.</p>

	Be Safe	Be Respectful	Be Responsible	Be Committed to Learning
Extra-curricular activities	<p>Follow given directions.</p> <p>Behave sensibly.</p> <p>Walk between venues.</p>	<p>Listen carefully to instructions.</p> <p>Be punctual.</p> <p>Wear uniform correctly.</p> <p>Let the class teacher know when leaving and returning.</p>	<p>Go directly to the activity.</p> <p>Take necessary equipment.</p> <p>Wait patiently and be punctual.</p> <p>Keep your instrument close to you.</p>	<p>Practise at home.</p> <p>Bring instrument and music.</p> <p>Be prepared to catch up work that has been missed.</p>
Bus travel	<p>Enter and exit bus appropriately.</p> <p>Sit in seats and wear seat belts if provided.</p> <p>Follow Bus Code of Conduct guidelines.</p>	<p>Be polite to the driver.</p> <p>Speak quietly.</p>	<p>Place bags on the floor out of the aisle.</p> <p>Help younger children to seats.</p> <p>Keep food and drinks in your bag.</p>	<p>Follow transport and Bus Code of Conduct guidelines.</p>

	Be Safe	Be Respectful	Be Responsible	Be Committed to Learning
Off campus activities	<p>Stay with group.</p> <p>Stay in designated areas.</p> <p>Always follow an adult.</p>	<p>Demonstrate appropriate manners.</p> <p>Wear appropriate uniform or clothes.</p>	<p>Take responsibility for your own belongings.</p> <p>Follow given directions.</p> <p>Encourage others to do the right thing.</p>	<p>Listen to instructions and be open to learning new things.</p>
Parade	<p>Keep hands, feet and objects to self.</p>	<p>Sit quietly and follow instructions.</p>	<p>Sit in designated areas.</p>	<p>Quietly listen to all instructions.</p>
After School	<p>Use designated crossing points</p> <p>Follow instructions given by the crossing supervisor</p> <p>Dismount bikes, skateboards or scooters when crossing the road.</p>	<p>Maintain a respectful level of behaviour when wearing the school uniform.</p> <p>Interact with adults and students appropriately outside of the school.</p> <p>Take care of equipment and gardens when exiting the school grounds.</p>	<p>Remain off school grounds after school hours.</p> <p>Report inappropriate behaviour that occurs outside of school to responsible adults.</p> <p>Remain in the office if you're waiting to be collected. Students are not permitted to utilise school play equipment while waiting.</p>	<p>Leave with a positive attitude and a strong commitment to return to school to participate in learning.</p>

Guidelines for Making Healthy Food Choices

Schools have an important role in promoting healthy eating and physical activity to students and providing an environment that supports a healthy lifestyle. A healthy diet can improve behaviours critical to educational success and performance at school. Effective school-based nutrition and health interventions can also help improve academic performance.

Dunwich State School has adopted the “Smart Choices” food and drink categories to assist with selecting foods and drinks to be supplied in schools. Foods and drinks have been classified into three categories according to their nutritional value: Green, Amber and Red.

GREEN ‘Have plenty’ Encourage and promote these foods and drinks in the school.

AMBER ‘Select carefully’ Do not let these foods and drinks dominate choices and avoid large serving sizes.

RED ‘Occasional’ Limit the availability of these foods and drinks to no more than two occasions per term.

Please avoid items of food that require heating such as noodles and pies and items of food that are contained within metal packaging that may have sharp lids when opened. Staff on duty are not required to facilitate the opening or preparation of food as this would potentially hinder their ability to perform active supervision.

The Australian Dietary Guidelines

Children and adolescents need sufficient nutritious foods to grow and develop normally.
Growth should be checked regularly for young children.
Physical activity is important for all children and adolescents.

Enjoy a wide variety of nutritious foods.

Children and adolescents should be encouraged to:

- eat plenty of vegetables, legumes and fruits
- eat plenty of grain (cereal) foods, (including breads, rice, pasta and noodles), preferably wholegrain
- include lean meat, fish, poultry and/or alternatives
- include milks, yoghurt, cheese and/or alternatives. Reduced fat varieties should be encouraged.
- choose water as a drink.

Care should be taken to:

- limit saturated fat
- choose foods low in salt
- consume only moderate amounts foods containing added sugars.

The GREEN Category

Food type	Examples
Breads and alternatives <i>Choose wholemeal or high fibre varieties</i>	Breads, bagels, rolls, wraps, tortillas, plain focaccias, panini, Turkish bread, English muffins, crumpets and similar products. Scones, pikelets, pancakes – plain or fruit varieties without toppings or with reduced fat/sugar toppings such as reduced fat spread, fruit puree, whipped ricotta, yoghurt. Raisin and fruit bread, un-iced fruit buns, glazed hot cross fruit buns. Plain rice cakes and corn cakes, crisp breads and water crackers.
Breakfast cereals <i>Serve with reduced fat milk</i>	Wholegrain and minimally processed cereals and porridge, low in added sugar, higher in fibre and without added confectionery.
Drinks	Plain low or reduced fat milk and soy drinks, with no added flavouring. Plain water – still, spring or sparkling, with no added flavouring.
Fruit	All fresh fruit, frozen fruit or canned fruit in 100% fruit juice.
Meat and alternatives <i>Choose lean cuts and serve with GREEN salad/vegetables</i>	Lean meat cuts - trimmed and/or skinless. Meat patties prepared on site, using lean or trimmed meats. Canned tuna, salmon, sardines. Eggs. Unsalted and dry roasted or raw nut varieties. Grilled or baked falafels, lentil or legume patties (low salt).
Meals <i>Prepare on site and use reduced fat and reduced salt ingredients – include salad/vegetables</i>	Pasta, rice, noodles, casseroles, curries, or similar prepared on site with plenty of vegetables and/or lean meats. Pizza prepared on site using thin, muffin or pita style bases with plenty of vegetables and/or lean meats. Soup, homemade or commercial - reduced fat and low salt. Jacket potato with reduced fat toppings. Sushi and rice paper rolls with lean fillings.
Rice, grains and pasta	Plain rice, grains, noodles, couscous, polenta, burghul, quinoa, cracked wheat or similar prepared on site. Air-popped popcorn with nothing added.
Vegetables and legumes	All vegetables, fresh, frozen and reduced salt canned varieties. All salads – if adding dressing choose reduced salt and fat varieties. All legumes, baked beans, chickpeas, beans, lentils, grilled or baked falafels and lentil patties (low salt).
Yoghurt, custard and cheese <i>Choose reduced fat</i>	Low or reduced fat cheese. Low or reduced fat plain or fruit yoghurt and custard without added confectionery or jelly.

The AMBER Category

Food type	Examples
Bread and alternatives	Commercially produced savoury breads, scrolls, pull-aparts, garlic and herb bread. ☹ Scones, pikelets, pancakes topped with honey, jam, syrup. Flavoured rice and corn cakes.
Breakfast cereals	Refined or processed cereals with some added sugar, flavour and/or sweetener – refined or processed cereals with high amounts of added sugar must not be served.
Drinks	Plain full fat milk and soy drinks, with no added flavouring. All flavoured milk – reduced fat and full fat. Maximum serving size 500mL. Coffee style drinks may only be sold to secondary school students – maximum serving size 375 mL. Fruit and vegetable juice (at least 99% fruit/vegetable juice, non-carbonated, no added flavouring – maximum serving size 250 mL). Slushies must be at least 99% fruit juice with no added sugars, no intense sweeteners, marketed as a fruit-based flavour (maximum serving size 250 mL).
Dried or canned fruit and fruit leathers	Canned fruit in syrup. Dried fruit. Fruit leathers. ☹
Ice creams, milk-based ices and dairy desserts	Low or reduced fat ice creams (not chocolate coated), milk-based ices, and dairy desserts - ensure milk or milk solids or soy is listed as the first ingredient. ☹
Meat and alternatives <i>Choose reduced fat and salt and serve with GREEN salad/vegetables/grains</i>	Sausages (e.g. very lean meat and low salt varieties, chicken, kangaroo), frankfurters, cheerios, commercial meat patties (beef, lamb, chicken, fish or lentils) or chicken fillets, chicken drumsticks, meatballs and similar. ☹ Lean processed luncheon meats, chicken roll/loaf, free flow chicken, cured meats (e.g. ham, bacon), corned beef, devon. Nuts, salted or roasted varieties.
Meals	Commercial pre-packaged or frozen pizza, pasta, rice, noodles and noodle cups, casseroles, curries or similar. ☹ Cream based soups, commercial or made on site. Sushi and rice paper rolls with crumbed filling.
Savoury hot foods <i>Limit the serving size and number per serving – serve with salad/vegetables. Check the nutritional panel of these products carefully to assess whether they fit into the AMBER or RED category.</i>	Pies, party pies, sausage rolls, filled pastries, cheese and spinach triangles, quiches, samosas and similar. ☹ Chicken fillets, patties, nuggets, strips, goujons, fish fingers, crumbed fish, beef or chicken and similar. ☹ Potato/vegetable wedges, gems, hash browns and similar. Instant hot noodle cups, reduced fat and low salt. ☹
Sauces, spreads and condiments	Use all sauces, dips, condiments, gravies and sandwich spreads (excluding butter) in small amounts and choose reduced fat and reduced salt varieties. Honey, jam and syrup.
Snack foods and baked goods	Flavoured commercial popcorn – no butter, reduced salt flavourings. ☹ Un-iced, high fibre and reduced fat varieties of baked goods in a small to medium serving 30–40g. ☹ Snack food bars, muesli bars, savoury biscuits, muffins and similar. ☹
Yoghurt, custard and cheese	Full fat cheese. Full fat plain or fruit yoghurt and custard without added confectionery.

The RED Category

Food type	Examples
Confectionery	All types sold separately or added to products including boiled lollies, cough lollies, jelly lollies, frozen jellies, jelly fillings, juice jellies, chocolate chips, carob, chocolate, chocolate/yoghurt/carob coated items, liquorice, hazelnut spreads, icing, jelly or cream based fillings and similar products.
Deep fried food	All deep fried food including foods that have been deep-fried or battered and reheated.
Drinks	All sugar-sweetened drinks, soft drinks, intensely-sweetened drinks (excluding milk), carbonated juices and other carbonated drinks, flavoured mineral waters, cordials, flavoured waters, vitamin/nutrient waters, sports drinks and waters, fruit drinks, iced teas and similar.
Fats and oils	Saturated fats including butter, lard, ghee, copha, coconut and palm oil. Cream, coconut cream and full fat coconut milk.
Ice cream and ices	Chocolate coated or premium products. Slushies with less than 99% fruit juice or more than the maximum serving size of 250mL
Savoury hot food	Pies, party pies, sausage rolls, filled pastries, cheese and spinach triangles, quiches, samosas and similar. ¶ Chicken fillets, patties, nuggets, strips, goujons, fish fingers, crumbed fish, beef or chicken and similar. ¶ Potato/vegetable wedges, gems, hash browns and similar. ¶ Instant hot noodle cups, reduced fat and low salt. ¶
Sweet pastries	All croissants, danishes and similar – plain and savoury.
Snack foods and baked goods	Potato chips (crisps), corn chips, vegetable chips (crisps), cereal based snacks (corn chips, rice chips), extruded snacks (savory, puffs, balls or rings) and similar snacks. Products which are iced or cream filled, with added confectionery e.g. slices, cakes, chocolate chip cookies, doughnuts, buns or similar products. Snack food bars, muesli bars, pretzels, chick pea snacks, savoury biscuits, muffins and similar. ¶
Yoghurt, custard, dairy desserts	Products containing chocolate or added confectionery.

Resources

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

Conclusion

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.



Department of Education

Dunwich State School

Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Tammy Burnett, Principal of Dunwich State School, **authorise** the persons who are from time to time the holders of the position of Head of Engagement, Wellbeing & Inclusion, at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Head of Engagement, Wellbeing & Inclusion who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Head of Engagement, Wellbeing & Inclusion tells the student about my decision, as per section 283(2) of the EGPA.

Tammy Burnett
Dunwich State School
QUEENSLAND DEPARTMENT OF EDUCATION

27/01/2021
DATE

"Working together to ensure that every day in every classroom, every student is learning and achieving"

We acknowledge the Quandamooka Traditional Custodians of this land in which we work and play. We pay our respects to Elders, past present and emerging, for they hold the memories, the traditions, hopes and knowledge of our First Nations People.

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Department of Education

Dunwich State School

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the Education (General Provisions) Act 2006 ('EGPA')

I, Tammy Burnett, Principal of Dunwich State School, **authorise** the persons who are from time to time the holders of the position of Head of Engagement, Wellbeing & Inclusion at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Head of Engagement, Wellbeing & Inclusion to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Head of Engagement, Wellbeing & Inclusion who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Head of Engagement, Wellbeing & Inclusion tells the student about my decision, as per section 293(3) of the EGPA;
- when a Head of Engagement, Wellbeing & Inclusion tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

Tammy Burnett
Dunwich State School
QUEENSLAND DEPARTMENT OF EDUCATION

DATE

27/01/2021

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