Brighton 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 2019-2023

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Endorsement

Principal Name:	Scott Padgett
Principal Signature:	
Date:	30/11/20

P/C President Name:	Narda McCarthy
P/C President Signature:	
Date:	3/12/2020.

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Purpose

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

The Brighton 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 for a safe and disciplined learning environment.

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 and students enjoy a safe workplace.

Principal's Foreword

Brighton State School has a long and proud, 100 year tradition of providing high quality education to students from across the local area. We believe strong, positive relationships between all members of our school community are the foundation to supporting the growth and progression of all our students.

Learning is a life-long undertaking which allows children and adults to make positive contributions to society. As an inclusive learning community, Brighton State School offers an educational program founded on the belief that all children have the ability to learn. Our learning community engages all stakeholders working together in the best interest of each student. High expectations, complemented by a deep knowledge of each student, inform teachers' capacity to meet individual learning goals. We provide differentiated learning opportunities and experiences catering for the diverse range of learners within our school community.

At Brighton State School we believe

- that all children have the ability to learn.
- that learning is a life-long undertaking, both formal and informal, which allows children and adults to contribute to society.
- that mutual respect and inclusive practices are fundamental to the learning partnership.
- that high expectations and supportive school/home learning partnership results in every child progressing in their learning every day.

At Brighton State School students

- feel included as valued members of the Brigton State School learning community.
- view themselves as successful learners.
- have a strong concept of self and tolerance for others, built around the school values.

A crucial aspect of Brighton State School's 'mission' has at its centre -

Safety	*Our Brighton community's actions ensure that every student and staff member is happy and safe at school.*
Responsibility	*Brighton State School students take responsibility for their actions, resolve differences in constructive, peaceful ways, contribute to society and civic life and take care of the environment.*
Respect	*Brighton State School students show respect for all staff, community members and each other, ensuring that all members of our community act in accordance with principles of moral and ethical conduct, ensuring consistency between words and deeds.*

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.

At Brighton State School we are subsequently guided by Four Expectations for Success

- Respect
- Responsibilty
- Safety
- Learning

At Brighton State School our 'mission' will be evidenced by

- A professional learning community of highly effective teachers, who set high expectations, have deep curriculum and pedagogical knowledge and implement quality student-centred learning experiences focused on success for all students.
- High levels of student engagement through differentiated, intellectually challenging learning experiences targeting the development of language, literacy and numeracy skills and a diverse range of extra and co-curricular experiences for the development of the 'whole' child.
- The provision of safe and supportive learning environments.
- A school culture that values diversity and inclusion.

Brighton State School staff take an educative approach to discipline, that appropriate behaviour can be explicitly 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 this Brighton State School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of the Brighton State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Brighton State School staff has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Brighton 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 Brighton 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 Brighton 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 40 provides an excellent starting point to understand how to approach the school about these types of problems.

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

Consultation

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

In the first phase, during 2019 as part of our Quadranial School Review Process we provided a survey to all students, parents and staff on school culture and climate. This included a request to respond to key themes from earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

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

During Term 3 2020, we once again surveyed students, parents and staff on school culture and climate.

A Great School

1. What makes Brighton State School a 'Great School' for all students to experience success?

A Great Community

2. What makes the Brighton State School Community a 'Great Community'?
3. What expectations of our Brighton State School Community enhance high standards of attitude, behaviour and learning for all students?

High Standards and Expectations

4. In your opinion what aspects of our school currently facilitate high standards of attitude, behaviour and learning?
5. What would you like to see implemented or introduced at Brighton State School to facilitate the continuing high standard of attitude, behaviour and learning?

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community through our P&C Association during Term 4, 2020. The P&C Association unanimously endorsed the Brighton State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Brighton State School Student Code of Conduct, including parent consultation and feedback request through our fortnightly newsletter. Any families who require assistance to access a copy of the Brighton State School Student Code of Conduct, including translation into a suitable language, are encouraged to contact the principal.

Review Statement

The Brighton 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.

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

Positive Behaviour for Learning

Brighton State School uses Postive Behaviour for Learning (PBL) as the foundation for our integrated approach to learning and behaviour.

Tier	Prevention Description
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves: • teaching behaviours in the setting they will be used. • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account. • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them. • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common: • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time from classroom teachers and are easy to sustain • variations within each intervention are limited. • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

3 Brighton State School is working towards providing individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT unacceptable behaviour.
- TEACH the student an acceptable replacement behaviour.
- REINFORCE the student's use of the replacement behaviour.
- MINIMISE the payoff for unacceptable behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Fact sheet

Every student every day **achieving**

Every school day, in every state school, our teachers and school leaders are maximising outcomes for students with disability by engaging them in learning and developing their skills to prepare for their future.

Teachers and school teams work together with parents and carers to understand the individual needs of students. They personalise their teaching and support to ensure the best outcomes are achieved for students of all abilities.

An understanding of student needs, high expectations and best practice ensures meaningful learning experiences.

Our *Every student with disability succeeding plan* sets us on a journey to lift learning outcomes so that every student with disability is succeeding, and every school is supported to achieve excellence.

The three priority areas central to our *Every student with disability succeeding plan* to ensure every student with disability is achieving are:

Setting expectations: providing clear targets to schools for improved academic, and engagement outcomes for students with disability.

Focusing on capability: supporting our staff to provide high quality teaching to improve educational outcomes for students with disability.

Partnering with parents: working with parents and carers to improve learning outcomes.

Our plan for students with disability will:

- ensure teachers have the support and training they need
- respect and embrace parents and families as partners in their child's education
- work with schools to reduce the use of planned restrictive practices
- make sure students with disability are included and welcomed in every state school.

We will measure our success by:

- improving the A-E performance for students with disability
- increasing the proportion of students with disability receiving a Queensland Certificate of Education
- decreasing the proportion of students with disability receiving a school disciplinary absence
- reducing the number of students with disability not attending a full-time program.

Queensland Government

Student Wellbeing

Brighton 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 learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

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

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

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

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

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

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

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

Mental Health

At Brighton State School student wellbeing and mental health is supported by whole school Mindfulness and Growth Mindset Programs Prep- Year 6. Brighton State School

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

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

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

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

Student Support Network

Brighton State School has 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.

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal, Scott Padgett on 3631 9111.

Role	What they do
Principal and Deputy Principal	• leadership of Student Support Network to promote an inclusive, positive school culture. • monitors attendance, behaviour and academic data to identify areas of additional need.
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. • assists students with specific difficulties, acting as a mediator or providing information on other life skills. • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Learning Support	• manages support team consisiting of Regional Support Team, teachers, Speech Language Pathologist, Guidance Officer and specialist teacher aides in supporting students with disabilities and complex cases.
School Chaplain	• provides small group programs for students revolving around social skills, empathy and resilience. • liaises with chaplains and guidance officers from local High Schools to assist transitions for students. • provides weekly short lessons co-created with students modelling the PBL weekly expectation and lesson focus.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Principal Advisor Mental Health, Principal Advisor Autism, Principal Advisor Inclusion, Advisory Visiting Teachers and Senior Guidance Officers.

Whole School Approach to Discipline

Brighton 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 Brighton State School we believe discipline is about more than consequences. 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.

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.

PBL Expectations

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

The School Wide Expectations Teaching Matrix is illustrated on page 16. Student expectations are outlined explicitly and stated positively under the four PBL expectations. All PBL explicit lessons are linked to this matrix. Redirection of behaviour is referred explicitly to this document. The School Wide Expectations Teaching Matrix is visible in all learning spaces and is actively used as part of our PBL.

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

BRIGHTON STATE SCHOOL'S

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

At Brighton we always…….

	THE BRIGHTON WAY	CLASSROOM	ONLINE/computer Lab	PLAYGROUND/Before school	IN THE COMMUNITY	TUCKSHOP	TRANSITIONS
BE RESPECTFUL	▪ Respect each other's personal space and belongings; ▪ Treat others how you would like to be treated; ▪ Follow the school dress code and wear your uniform with pride; ▪ Harassment and bullying are not acceptable. ▪ Be kind	▪ Listen when others are speaking; ▪ Put your hand up to speak; ▪ Allow other children to learn; ▪ Respect other's personal space and property.	▪ Respect privacy of self and others; ▪ Respect school property and use it for its intended purpose; ▪ Be courteous and polite in all online communications.	▪ Use appropriate language (swearing is never ok) ▪ Play fairly, take turns and include others in games; ▪ Follow instructions; ▪ Agree on the rules before play; ▪ Walk bikes, scooters etc to bike cage immediately on arrival	▪ Wear school uniform with pride; ▪ Follow the rules of the venue.	▪ We line up patiently and quietly	▪ Use a calm, quiet voice while waiting for your teacher ▪ Silence when the class teacher arrives. ▪ Walk quietly around the school
BE RESPONSIBLE	▪ Take care of your own belongings ▪ Follow instructions given by staff; ▪ Be honest. ▪ When you feel angry STOP, BREATHE, WALK AWAY.	▪ Care for equipment; ▪ Follow instructions; ▪ Be a helpful class member.	▪ Keep your password private; ▪ Report any questionable activity to an adult immediately; ▪ Check with teacher before printing; ▪ Personal devices are only used outside of school hours.	▪ We use play equipment appropriately ▪ Eat food in allocated areas. ▪ Leave eating areas clean and tidy ▪ Use the High 5 to solve minor playground problems/ conflicts ▪ Games stop when bell rings	▪ Look after your belongings; ▪ We are co-operative, polite and well mannered; ▪ Bring required equipment.	Ice-blocks ▪ To be eaten under the trees; ▪ Finish your ice-block before the end of the break. ▪ Get your tuckshop order in on time;	▪ All games stop as soon as the first bell rings ▪ Return to line up area before the second bell. ▪ Sit in two straight lines beside a partner
BE A LEARNER	▪ Be on time for class; ▪ Be in the right place at the right time	▪ Be ready to learn; ▪ Try your best at all times; ▪ Participate in all activities; ▪ Follow the Brighton book work policy; ▪ Be organised and ready to learn	▪ Use the internet for educational purposes only; ▪ Follow teacher instructions.		▪ Listen to all instructions; ▪ Contribute and try your best on all activities.		
BE SAFE	▪ Be sensible at all times; ▪ Keep your hands and feet to yourself ▪ walk on all concrete surfaces ▪ Be safe and wear a hat and sunscreen	▪ Use furniture and equipment appropriately; ▪ Move sensibly around the classroom; ▪ Only enter a classroom if there is an adult present.	▪ Remember personal details and photos must not be shared online; ▪ Only interact with teachers and students at this school.	▪ Use play equipment safely; ▪ Play in a safe and friendly manner at all times; ▪ Be in the right place at the right time.	▪ Stay with the class or group; ▪ Stay with your designated buddy; ▪ Follow transport safety rules.	▪ Keep hands and feet to yourself when lining up; ▪ Observe personal space at all times.	▪ Walk when moving around the school ▪ Walk on the left hand side of any stairs

Positive Behaviour System

At Brighton State School we believe that students should be positively acknowledged when following the taught expectations. Staff respond consistently to student learning and behaviour. Below are a list of possible positive acknowledgements

- Spotto
- Verbal and Non verbal acknowledgement
- Quality student award
- In class reward systems
- Samurai Award (Japanese years 4-6)

Spottos are a whole school positive acknowledgment system. Students are awarded these from any staff member for following the four school expectations (Be a Learner, Be Safe, Be Respectful and Be Responsible). When a student receives 30 spottos, they are awarded a certificate and red wristband. When a student receives 80 spottos, they are awarded a certificate and black wristband. These wristbands are permitted to be worn with the uniform at school.

Differentiated and Explicit Teaching

Brighton 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 through Positive Behaviour For Learning (PBL) micro lessons. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Brighton 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 four main domains of differentiation. This model is the same used for academic and pedagogical differentiation.

MAKER MODEL OF DIFFERENTIATION

ADAPTED TO TEACH GIFTED STUDENTS – Differentiation Placemat

WHAT to differentiate…

CONTENT
The knowledge & skills that need to be learnt.

Modify or include:
- abstractness
- complexity
- variety
- richness & depth of study
- study of role models (people of extraordinary ability)
- methods of inquiry

PROCESS
The activities or way students learn the content.

Modify or include:
- Higher levels of thinking
- Open-endedness
- Proof of reasoning
- Group interactions
- Variety of Learning processes
- Pacing
- Freedom of Choice

PRODUCT
The tangible evidence of student's learning.

Modify or include:
- Task validity & connectedness (based on real world problems)
- Real, authentic audiences
- Purposeful deadlines
- Transformation of learning
- Appropriate assessment & evaluation (based on extended, accelerated outcomes)
- Student Choice

ENVIRONMENT
The physical and emotional setting of the classroom.

Modify or include:
- student centred
- encourages independence
- openness
- accepting (non-judgemental)
- variety of materials, learning spaces, complex intellectual tasks
- varied groupings (permitting high mobility)

HOW to differentiate…

NOTE: Many tools may fall under multiple categories. For differentiation to occur, these tools must be used to differentiate all aspects of instruction to meet the variety of student needs.

CONTENT
Some Content Tools:
- **Pre-tests**
- **Curriculum compacting**
- **Tiered Tasks**
- Independent study
- Research projects
- Inquiry-based learning opportunities
- Varied Questioning
- Acceleration in 1 or more KLAs
- Multiple resources

PROCESS
Some Instructional Tools:
- **Tiered Tasks**
- Bloom/Krathwohl/William Taxonomies
- Multiple Intelligences
- HOT Strategies – instructional thinking strategies, thinker's keys, graphic organisers, 6 Thinking Hats, literacy circles, inductive thinking, problem-solving, creative/critical/analytical/caring thinking, mind-mapping
- Open-ended tasks
- Self-paced learning tasks
- Anchoring activities
- Metacognitive strategies

PRODUCT
Some Product Tools:
- **Tiered Tasks**
- Negotiated criteria
- Graduated rubrics
- Multiple Intelligences
- Group investigation
- Community-based products
- Independent study
- Learning logs

ENVIRONMENT
Some Management Tools:
- **Tiered Tasks**
- Cooperative strategies
- Mentorships/apprenticeships
- **Flexible groupings**
- Ability group
- Learning contracts
- Learning centres
- Emphasis on technology
- Varied computer programs, audio-visuals, time allotments
- Alternative tasks – enrichment, extension, accelerated tasks

Created by Bronwyn Olsson – Gifted Education Project Officer (Metropolitan Region), Incorporating Kanevsky's Identification Tool Tabs, AGTQTP Module 5

DIFFERENTIATION Teaching *ALL* Students – Pre-test, Tiered Task, Compacting Placemat

DIFFERENTIATION
- Differentiation is about catering for all students…*Learning Difficulty, Mainstream, Gifted*
- The teacher is clear about what is essential/fundamental learning.
- The teacher understands, appreciates, and builds upon student differences.
- Students and teachers are collaborators in learning.
- Goals of a differentiated classroom are maximum growth and individual success.
- Flexibility is the hallmark

DIFFERENTIATION
Diff'n Process is…

↓ modify **WHAT**

↓ based on **WHY**

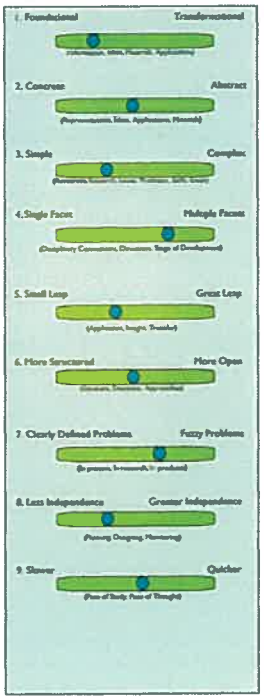
↓ through **HOW** tools.

DIFFERENTIATION
WHAT to differentiate…
- Content
- Process
- Product
- Learning Environment

WHY differentiate…
- Readiness of students
- Interests/ Passions of students
- Learning Styles of students

HOW to differentiate…
- Instructional strategies/tools
- Management tools

EQUALISER CONTINUUM



PRE-TEST
Pretest to establish what students already know about the topic area.

Some Pre-Test Tools
- Teacher prepared pretests
- Graphic organisers: KWL, mind map
- Teacher observation/checklists
- Student demonstrations & discussions
- Student products & work samples
- Portfolio analysis
- Student interviews
- Writing prompts/samples
- Questioning
- Guess Box
- Picture Interpretation
- Reflection, Prediction journals
- Initiating activities
- Surveys/Questionnaires/Inventories
- Self-evaluations
- Games
- Drawing related to topic or content
- Standardized test information
- Start with "End of unit" assessments

TIERED TASKS
Instruction is tiered with gradual degrees of difficulty.

Steps
1. Choose a concept that students need to investigate.
2. Decide whether to tier according to readiness, learning profile or interest.
3. Pretest student's readiness, profile or interest.
4. Create an activity or task that is clearly focused on the concept.
5. Adjust the task to provide different levels of difficulty.
6. Match students to appropriate tiers

Some Tiered Task Tools
- Blooms' Taxonomy
- William's Taxonomy
- Thinker's Keys, 6 Hats
- Thinking skills, graphic organizers

COMPACTING
Reduce the core curriculum to skills & content areas that are not already mastered.

Questions to ask?
- What can be skipped or eliminated?
- What do students already know or are able to do?
- What will they grasp easily?
- What can be accomplished quickly?

Steps
1. Establish the essential learnings of the unit or segment of instruction.
2. Identifying students who may be candidates for compacting.
3. Identifying areas to be considered for compacting.
4. Establish procedures for compacting the skills & content .
5. Provide options for acceleration.

Modified by Elizabeth Bullock & Bronwyn Olsson, based on "Pretest, Compact, Differentiate Placemat" by Jenni Auten.- Townsville, Tomlinson's "Equaliser"

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 Brighton 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 focused teaching
- require intensive teaching.

Brighton 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:

- Individual Learning Plan
- Individual Curriculum Plan
- Individual Behaviour Plan
- Alternative Play Schedule
- Classroom Profiling
- Essential Skills in Classroom Management
- Management of Actual or Potential Aggression
- Lunchtime Activity Clubs
- Regular Key Staff Checkins
- Functional Based Assessment.

For more information about these programs, please speak with a member of the leadership team.

Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This

approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

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

Legislative Delegations

Legislation

In this section of the Brighton State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)
- Police Powers and Responsibilities Act 2000 (Qld)
- Workplace Health and Safety Act 2011 (Qld)
- Workplace Health and Safety Regulation 2011 (Cwth)

Delegations

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

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

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

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

Categories of Behaviour

Categories of Behaviour

Behaviours can be categorised depending on their nature. These categories create data and can be used as areas to focus on throughout the school. The PBL team alongside Administration uses this data to implement policies and procedures to improve the school. The two behaviour categories used by any DET school in Queensland are minor behaviours and major behaviours.

Minor Behaviours

Minor behaviour incidents are handled by staff members at the time it happens.

Minor behaviours are those that:

- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or administration.

Persistent Minor Behaviours

Three persistent minor incidents of the same or similar behaviour in a one week period will constitute a major behaviour and require the referral to Administration. From there, Administration will make a decision about how to deal with the students' behaviour so long as appropriate consequences have been attempted first.

Major Behaviour

Major behaviours result in an immediate referral to Administration because of their seriousness. Major behaviours are those that:

- significantly violate the rights of others to learn and/or feel safe
- are a substantial disruption to the learning and/or learning environment
- put other students or themselves at risk of harm; and
- require the involvement of school Administration.

When a major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. They must maintain their duty of care to all students during major behaviour incidents to the best of their ability.

Recording Behaviours

Some minor and all major behaviour incidents should be recorded on OneSchool. It is important to record behaviours because it creates an overall snapshot of Brighton's behaviour. The PBL team uses the behaviour incidents data to determine where to provide targeted support across the school. When completing OneSchool behaviour incidents, teachers need to remember:

- Check the major and minor classification document if you are unsure if an incident is a major or a minor.
- **Teachers are only to select ONE behaviour category**
- Writing the Details
    - You are only to list facts about the incident, do not include opinions or rumours surrounding the incident.
    - You must refer to the student by their birth name (no nick names) or their preferred name as per OneSchool.
    - Spelling is important because the entry is a reflection of the school. Please use the spell check function on One School.
        - Swearing needs to be spelled explicitly as it was said.
    - If you are emotionally affected by the incident write the incident into a word document before placing it on OneSchool. Take some time to collect your thoughts and then go through the incident again before placing it on OneSchool. Perspectives can change.
    - Once something has been recorded it can be changed at a later date if need be. However, the original versions and changed version can be accessed.
- Do not use other students' whole names. Only use the student who is the focus of the OneSchool entry. Refer to the other students by their initials and add their full names as "Witnesses."
- In a major incident an admin member must ring the parent/guardian and inform them of the incident and the consequences.
- Keep in mind that anything you write on OneSchool can be requested by parents.
- Please refer all administration into OneSchool Behaviour incidences.

Roles and Responsibilities

Every staff member has a responsibility when it comes to behaviour across the school. Having widespread expectations and a similar approach to managing behaviour means that the school will have consistent practices amongst all staff which leaves students with a better understanding of expectations.

Responsibility of Teacher Aides

Teacher Aides have the responsibility to OneSchool incidents that have occurred on the playground and then refer those incidents to the administration staff.

Responsibility of Teachers

Teachers are responsible for dealing with all minor behaviours in the classrooms. Teachers have the responsibility to follow up with minor behaviours with a logical consequence as per the behaviour steps chart. Minor breaches in the school's expectations are only referred on if they are a persistent issue or if the student has failed to complete the consequence issued by the teacher.

Brighton State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Problem behaviour is recorded in OneSchool as either a minor incident or a major incident with all major incident entries referred to the student's class teacher, the Principal and the Deputy Principal and HOC. Ongoing or recurring minor incidents may result in the behaviour addressed as a major incident.

Categorising Unacceptable Behaviour as Major or Minor for the Purpose of Identifying Responsibilities and Processes in Responding to the Behaviour.

Subject	Minor Incident	Major Incident
Movement and Play	• Running on hard surfaces • Out of bounds (but otherwise acting appropriately) • Not walking a bike or scooter between the gate and the bike rack • Sliding down rails or jumping stairs/bench seats • Standing on seats/benches/chairs/tables (outdoors) • Climbing on fences • Climbing trees • Using equipment incorrectly • Palaying in the toilets	• Out of bounds and failing to follow a direction to return • Leaving the school grounds without permission. • Truancy • Throwing objects or swinging objects around in a dangerous or aggressive manner • Possessing a knife or other weapon • Using an object as a weapon • Engaging in sexually suggestive activity • Removing temporary or permanent barriers
Physical contact	• Pushing and/or shoving without intent to harm • Play fighting • Isolated threat to harm someone	• Deliberate physical aggression • Repeated or sustained physical aggression • Fighting • Sustained or repeated threats to harm someone • Aggressive kicking / hitting / biting / spitting • Deliberate contact on or near private areas • Choking or putting hands to a person's throat • "Dacking" or similar acts to embarrass • Kissing or similar passionate acts • Promoting or supporting aggression by others
Correct Attire	• Occasional, isolated variation to the school uniform • Wearing jewellery other than plain sleepers or studs • Playing without a hat • Taking shoes off (unless instructed to do so)	• Repeated failure to wear the correct school uniform • Repeatedly wearing jewellery other than plain sleepers or studs • Defacing the school uniform
Class tasks	• Late to line up • Avoiding/ refusal to engage in tasks / learning • Off-task • Refusing/Avoiding completing work • Tagging or cartooning of school books	• Leaving class without permission • Disrupting others' learning (through repeated or sustained noise / movement / interfering with others' possessions or class equipment) • Repeated refusal to engage in tasks / learning

Subject	Minor Incident	Major Incident
Directions and instructions	• Passive refusal to co-operate with adult direction • Minimal co-operation with adult direction. • Unco-operative behaviour • Delayed compliance with adult direction	• Aggressively defiant refusal to co-operate with adult direction • Repeated or sustained refusal to co-operate with adult direction
Transitions	• Not walking correctly in line • Not following teacher's instructions • Unco-operative	• Leaving class without permission • Disrupting others' learning (through repeated or sustained noise / movement / interfering with others' possessions or class equipment) • Repeated or sustained refusal to co-operate with adult direction
Rubbish	• Littering • Incorrect disposal of rubbish or unwanted food	• Upturning bins • Throwing food at others
Communication and Technology Devices	• Failing to hand in their mobile phone to the office • Using wrong application intentionally	• Using a mobile phone or communication device or an image recording device; or using of a voice recording device for emailing, texting recording or filming purposes without authorisation when involved in a school related activity • Harassment through texting that would constitute bullying • Harassment through email or similar communication (social networking etc.) that would constitute bullying • Unauthorised, inappropriate use of computers or access to the internet
Language	• Spontaneous inappropriate language • Calling out • Spontaneous disrespectful tone • Low level threats or verbal aggression • Reported inappropriate comments about someone	• Intentional or sustained inappropriate language (racial, sexual or intimidating) directed at another person • Intentional, sustained aggressive or threatening language • Verbal abuse directed at someone
Property And Facilities	• Lack of care for personal equipment • Lack of care for others' equipment / school equipment • Lack of care for the environment • Being in possession of another's property	• Wilfully damaging personal, student, staff or school equipment • Attempting to deface or vandalise property or facilities • Taking food or equipment away from others. • Stealing or theft • Possessing drugs, alcohol or tobacco products
Social Interactions	• Not playing fairly • Disruption to class that is not sustained • Disruption to a play activity or game that is not sustained • Defiance that is not sustained • Harassment that may constitute bullying	• Harassment, including exclusion or intimidation that would constitute bullying • Promoting or supporting harassment or aggression by others • Repeated or sustained disruption to class • Repeated or sustained defiance • Disrespect towards adults • Threats towards adults • Aggression towards adults

Disciplinary Consequences

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

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff or major behaviours, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the behaviour.

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 4 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s

- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Classroom detention

Focussed

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

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in a small group
- Responsible Thinking Room
- Behavioural contract (can include monitoring card after returning from suspension)
- Counselling and guidance support
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

RTP (Restorative Thinking Practice)

- If a child continues minor behaviours after removal from class and after several redirections
- If a child behaves aggressively towards another person
- If a child repeatedly ignores directions
- If a child repeatedly continues with a minor behaviour (e.g. repeatedly having time out on the thinking stones for rough play)

Refer that child for RTP. First step is to email the three Admin team members with details of the behaviour. The child will participate in RTP as early as possible after that email has been seen.

If your email hasn't been acknowledged, follow this up in person or ring the Principal or Deputy Principal.

The RTP space is the tall green chairs in the library near the kitchen or breezeway.

The RTP officer will ensure the child completes a written reflection. If convenient, the teacher involved needs to be part of this discussion.

The RTP officer will contact the parents about the behaviour of their child.

It is the classroom teacher's responsibility to OneSchool the incident.

The Thinking Stones

The blocks that border the oval, in front of the Prep building, at the wall of the library and below A Block Learning Supoport office are being used for **thinking time**.

- If a child needs immediate "time away" during play
- For a minor behaviour on the way to play
- If a child continues an unsafe behaviour after being given a warning (e.g. rough play or tiggy on the playground)
- For time away from play as a result of behaviour choices the previous day.

Teachers on duty may use these whenever someone needs a short time away to watch how well the other children are playing.

Classroom Behaviour Management Chart

At Brighton State School, there is a consistent approach to redirecting and giving consequenes to minor behaviours. The following steps chart is used in class to give students a visual reflection of their behaviour and to inform them of upcoming consequences. Restorative conversations will follow a consequence from this chart.

Student names go on the face

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious behaviour. This may include:

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

School Disciplinary Absences

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

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

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that

expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

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

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

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

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

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

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

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

School Policies

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

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

Temporary removal of student property

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

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

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

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

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

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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

Responsibilities

Staff at Brighton State School:

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

Parents of students at Brighton State School

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

Students of Brighton State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Brighton State School Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;

- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

It is agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Responsibilities

The responsibilities for students using mobile phones and cellular watches at school or during school activities, are outlined below.

It is **mandatory** for students at Brighton State School to place their mobile phone in their named envelope at the office on arrival. These may only be collected when a student leaves the school grounds.

Mobile phones are **NOT** permitted to be taken on school excursion, camps or to sporting events by students.

Cellular capabilities are **NOT** to be used during school hours on smart watches. This capability is to be locked from the phone/watch during school hours.

Non-compliance with this policy will result in the temporary removal of student property by staff (refer to Temporary Removal of Student Property).

The responsibilities for students using iPads and laptops at school or during school activities, are outlined below.

It is **acceptable** for students at Brighton State School to:

- use iPads and laptops for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school

    - conducting general research for school activities and projects
    - communicating or collaborating with teachers in relation to school work
    - accessing online references such as dictionaries, encyclopaedias, etc.
    - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a laptop or iPad

It is **unacceptable** for students at Brighton State School to:

- posess a mobile phone during school hours
- use a mobile phone or cellular capabilities of a smart watch during school hours
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone or cellular watch (including those with Bluetooth functionality) to cheat during assessments

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
    - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
    - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or iPads

- schools may remotely access departmentally-owned student computers or iPads for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

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

A priority for any Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Brighton State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Brighton State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Brighton State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Brighton State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher
Principal – Scott Padgett, 3631 9111

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student 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 student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

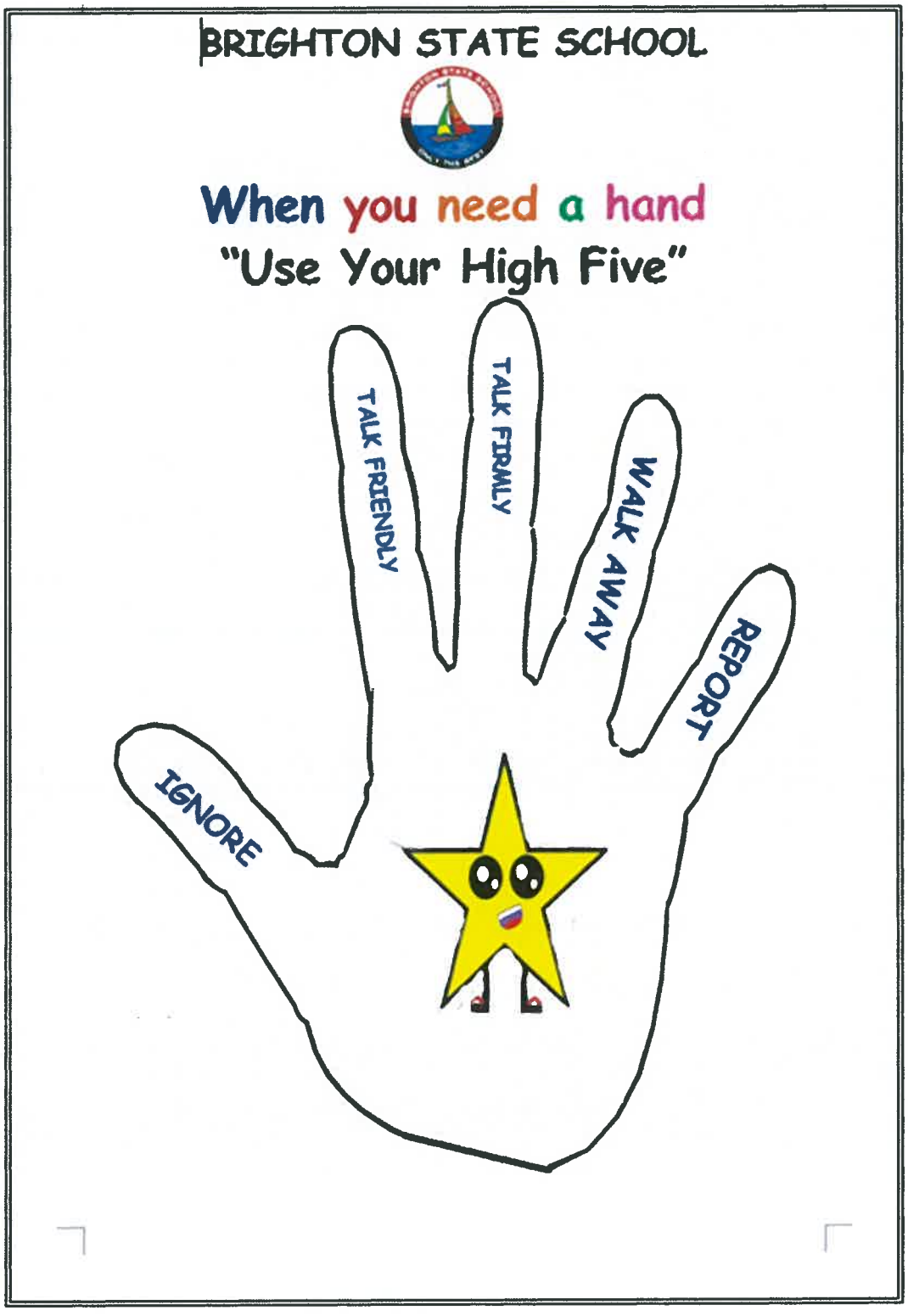
Day five Review

- 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

Brighton State School – Bullying flowchart for students



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher, or the Principal, Scott Padgett can be approached directly by parents.

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

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal, Scott Padgett 3631 9111.

Brighton State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR NO

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Anti-Bullying

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

Brighton State School – Anti Bullying Contract

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17).

Uploading photos of other people's children

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. Please consider the online privacy of others and their children.

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

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

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

Critical Incidents

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

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

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.
For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

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

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

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

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

Brighton 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.