



Broadbeach State School

Student Code of Conduct 2020-2023

Every student succeeding

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

*Queensland Department of Education
State Schools Strategy 2020-2024*

Contact Information

Postal address: PO Box 470 Broadbeach QLD 4218

Phone: (07) 5570 8444

Email: admin@broadbeachss.eq.edu.au

School website address: broadbeachss.eq.edu.au

Contact Person: Bruce Langes (Principal)

Endorsement

Principal Name: Bruce Langes

Principal Signature:



Date: 22 January, 2021

P/C President and-or School
Council Chair Name: Marion Allard

P/C President Signature:



Date: 22 January, 2021

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Purpose

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

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

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

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

Principal's Foreword

Broadbeach State School is an Independent Public School located on Kombumerri country across the road from Kurrawa Beach.

Our school philosophy is built around the school vision: "Excellence for All within a Supportive Environment", which provides the firm foundation for everyone in our school community to pursue their goals and aspirations.

Our school is a diverse, tolerant and multicultural school with our student population of over 1100 students originating from 54 nations.

Broadbeach State School has a reputation for excellence due to the outstanding student outcomes in academic pursuits, music, art and sport. This academic success is achieved through a strong focus by our highly-skilled staff on precisely structured English and Mathematics programs that feature Direct Instruction and explicit teaching. Excellence and extension programs are integral in supporting talented students to reach their potential. In addition, a varied range of extra-curricular programs are offered before and after school including dance, robotics, chess, guitar and ukulele.

Social emotional capacity-building is recognised as fundamental to long-term success at Broadbeach. Our "Healthy Minds" program featuring: the Zones of Regulation, You Can Do It! program and mindfulness is explicitly taught. The resultant ability to reflect and use common language and strategies supports successful engagement with others.

At Broadbeach, digital technology is harnessed to consolidate learning and provide access to information beyond the classroom. Tablet-style technology is prevalent in the junior school, while the senior school have access to equipment found commonly in industry.

Broadbeach State School promotes traditional values such as high expectations, strong discipline, respect and pride in our school and is supported in this endeavour by an active parent body.

Learning and Behaviour Statement

Everyone brings their own set of personal beliefs to a school community. These beliefs influence decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same set 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.

At Broadbeach State School, a clear pedagogical framework based on high-yield strategies has been embedded leading to impressive learning outcomes for all students. The programs adopted are the product of repeated cycles of refinement. These programs and associated practices are delivered with fidelity to garner maximum effect.

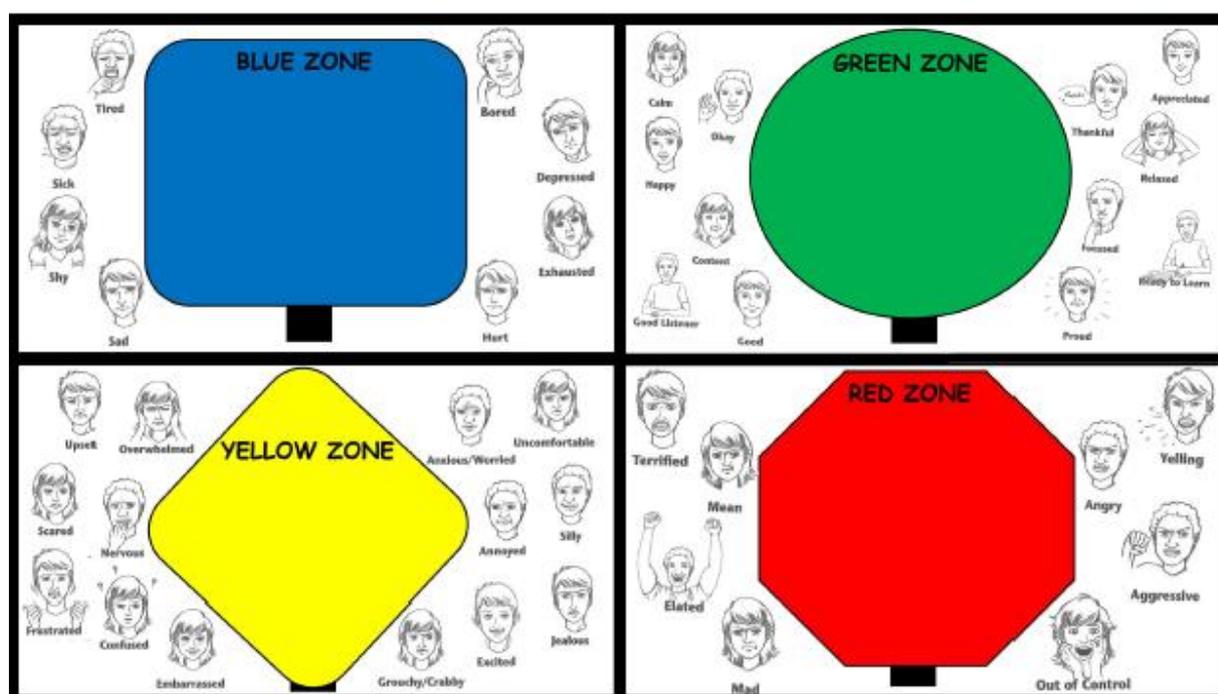
In 2018, the Zones of Regulation program was taught to all students Prep – Year 6 to give students the ability to effectively regulate their own emotions. Since then, the 'Zones' have been continued as common language throughout the school to allow students to accurately communicate their emotions and apply 'tools' to regulate themselves in order to be ready to learn.



Broadbeach State School

Helpful links for information on Zones of Regulation

<http://www.zonesofregulation.com/learn-more-about-the-zones.html>



An additional rule "Be a Learner" was passed for implementation in 2021 to truly reflect the highest standards represented, both in and out of the classroom at Broadbeach State School. The revised school rules are;

BE A LEARNER
BE SAFE
BE RESPECTFUL
BE RESPONSIBLE

Student Wellbeing and Support Network

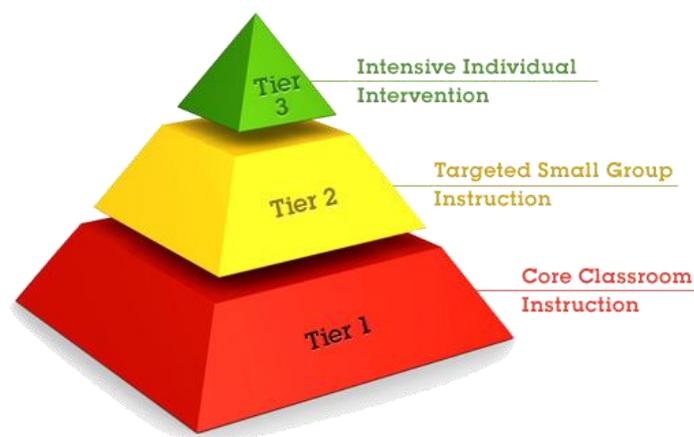
Schools play an important role in supporting students to develop strategies that promote healthy minds and positive mental health. This includes creating safe environments, **teaching social and emotional learning** and recognising the importance of families.

Schools contribute significantly in the development of protective behaviours for children by promoting positive mental health, fostering a sense of belonging and **explicitly teaching social and emotional skills**. At the same time, peer rejection, and experiences of bullying and discrimination all contribute to poor mental health.

Mental health is influenced by several biological, psychological, social and environmental factors which interact in complex ways. These include:

- **Structural factors** such as safe living environments, employment, education, freedom from discrimination and violence, and access to economic resources
- **Community factors** such as a positive sense of belonging, community connectedness, activities to highlight and embrace diversity, social support, and participation in society
- **Individual factors** such as the ability to manage thoughts and cope with stressors and having communication and social skills to support connection with others

The **Response to Intervention (RTI)** model is used to identify and support students according to their needs.



RTI (Response To Intervention) 3 Tiers of Support

Mental health and wellbeing of students is enhanced at a **Tier 1** level through whole-school frameworks that:

- ensure universal programs, structures and systems for all students
- utilise common language to promote emotional-regulation
- ensure the school environment is a safe, healthy and accepting physical and social environment
- maintain high academic standards for all students
- adjust the educational program to allow all students to participate in meaningful ways
- provide clear and consistent behaviour expectations, rules and consequences
- encourage whole-school and class systems that promote, notice and reward appropriate behaviour
- ensure school-wide processes and understandings that create positive school and classroom environments

- ensure a whole-school approach to building engagement
- include social and emotional learning programs that build wellbeing and mental health promotion and prevention
- ensure explicit instruction and assessment, practice and feedback for both the academic curriculum and the social emotional curriculum
- focus on the teaching of resilience and self-regulation
- focus on the teaching of positive relationships and friendships
- provide opportunities for social engagement and development
- provide opportunities for teachers to collaborate with other teachers to build effective practices and approaches
- include development of feedback and evaluation processes which allow teachers the opportunity to review the effectiveness of current practices
- foster the engagement of parents and the community to create and maintain a positive school climate
- continually monitor student wellbeing and respond to identified needs and difficulties.

Mental health and wellbeing of students is further enhanced at a **Tier 2** level through small group and focused intervention that:

- targets support, early intervention and prevention programs for students identified as at risk through the systematic collection and analysis of data
- analyses Tier 1 data to ensure adjustments are made to the content, process, product and environment for the identified students to encourage engagement and support wellbeing
- monitors student progress and signals further adjustments as required

Mental health and wellbeing of students at **Tier 3** level is clearly articulated individual intervention that:

- is specialised, individualised, intensive support and intervention for identified high risk students
- is coordinated through formal case management, case planning and case conferencing with school, parents and external agencies
- links with specialist support staff or interagency involvement
- continually monitors and adjusts, strategies and skills development that are reviewed at regular case meetings
- includes the development of a student plan involving the parents and support personnel to identify the:
 - student's current academic and social/emotional functioning
 - student's mental health and wellbeing needs
 - student's learning style, needs, interests and strengths
 - individualised learning goals
 - personalised intervention and diagnostic assessment
 - required adjustments, strategies and skills development (content, process, product and environment)

Healthy Minds

The school wide vehicle which drives our mental health and wellbeing focus is our Healthy Minds program. Further to the introduction of Zones of Regulation in 2018, the Healthy Minds program was created. This program encompasses elements of Zones of Regulation and You Can Do It programs. Students are explicitly taught the importance of social emotional wellbeing as well as the key indicators of YCDI; Resilience, Organisation, Getting Along, Persistence and Confidence. Included in these in class 30-40min lessons each week are strategies of mindfulness, respecting opinions, conflict resolution and responsible decision making.

Student Support Services

Broadbeach State School is proud to have a comprehensive Student Support Team with community networks in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by the classroom teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, safe and supportive environment.

Students can approach any trusted school staff member at Broadbeach State School to seek assistance or advice.

In cases where external agency support is required to best support a student, a classroom teacher may request a case be presented at our Complex Case Management meeting, held weekly. Here, our expert panel ascertains any further support available to support a child or their family at a school level, or if external agency support is deemed necessary.

The following additional school supports are offered at Broadbeach to assist students by staff referral through our Complex Case Management team.

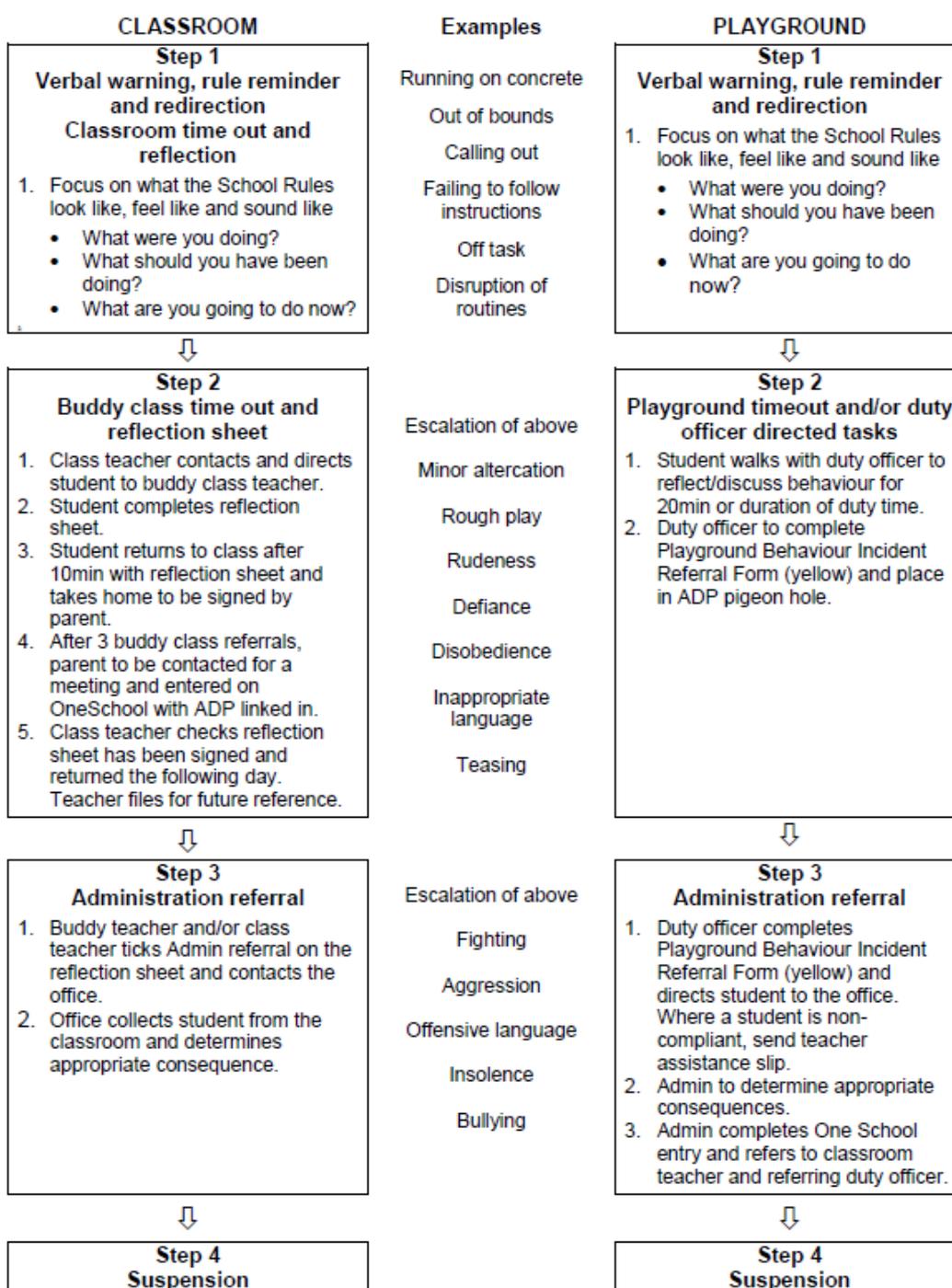
- Targeted Learning Centre – SEP
- Fun Club – Structured Play Initiative
- Targeted Play Group – Prep students
- High School Transition programs
- Guidance Officer
- Speech Pathologist
- Connect – Family Support
- Head of Special Education Services
- Associate Deputy Principal
- Deputy Principals

Whole School Approach to Discipline

Broadbeach State School uses a multi-tiered system of support for discipline in the school. This approach is well engrained and sets clear standards of acceptable and unacceptable behaviours in the classroom and playground.

We believe that any breach of a school rule is a learning opportunity. The Zones of Regulation language, explicitly taught to Prep to Year 6 students in our weekly Healthy Minds lessons is just one way our staff and students communicate when investigating an inappropriate behaviour. This common, school-wide language enables students to become more confident, competent and responsible in acknowledging how they were feeling when they chose to make the decision to break a school rule.

Classroom and Playground Steps Flowchart



Consideration of Individual Circumstances

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

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

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

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

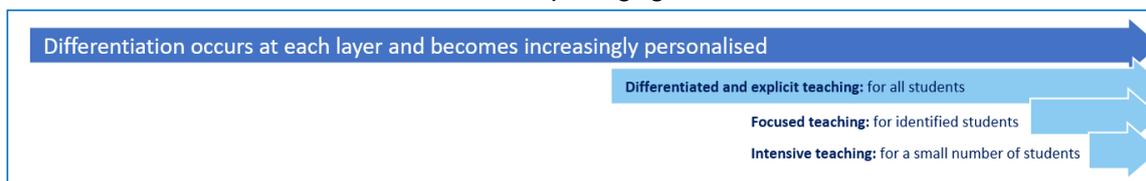
Differentiated and Explicit Teaching

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

Teachers at Broadbeach 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.

To further support our students, we teach explicit behaviours (tools) to use when in heightened levels of behaviour in order to self-regulate to avoid escalation of further behaviours.

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



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 work collaboratively with class teachers at Broadbeach State School to provide focused teaching. Focused teaching is monitored by the classroom teacher/s to identify those who:

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

Broadbeach 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:

- You Can Do It! Program
- Zones of Regulation

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, individualised, function-based behaviour assessment and support plans as well as multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

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

Disciplinary Consequences

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

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

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

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

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

Differentiated

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

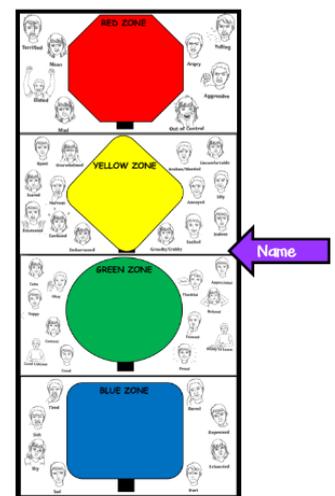
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Individual positive reinforcement for appropriate behaviour
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Classroom incentives (teacher discretion)
- 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 (Buddy Class – 10min timeout)
- Administration Referral / Reflection Time

Focussed

The classroom teacher is supported by other school-based staff to address in-class problematic behaviour. This may include:

- Communication Sheets
- Check in / Check Out strategy
- Teacher coaching and debriefing
- Targeted skills teaching in small group
- Token economy
- Self-monitoring plan (Healthy Minds focus)
- Classroom Reflection / Timeout
- Administration Reflection / Timeout
- Behavioural contract (in class and/or break times)
- Individual Behaviour Management Plan
- Counselling and guidance support
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies



Intensive

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

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

Behaviour Outside of School Hours

Whilst students are out in the community (typically on their way to or from school, or at any time when they are in school uniform, or otherwise identifiable as a Broadbeach State School student by their clothing, conduct or association), they are to abide by the school rules, Be a Learner, Be Safe, Be Respectful, Be Responsible.

Student behaviour that affects the reputation or good order and management of the school is addressed in accordance with the Student Code of Conduct.

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 Broadbeach 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 (over 10 days), charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from Broadbeach State School will be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received disciplinary action and 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. At the re-entry meeting, a re-entry plan may be negotiated in order to set a child up for success (including, but not limited to reduced school hours if deemed necessary, communication sheets, behaviour contracts).

Arrangements

The invitation to attend the re-entry meeting will be communicated 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 focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors. 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
- the good management, administration and control of the school.

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

The following items are explicitly prohibited at Broadbeach 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 permitted at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Broadbeach 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;
- require consent from the student or parent 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);
- require consent from the student or parent 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 Broadbeach 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 Broadbeach 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 Broadbeach 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 Broadbeach 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.

In consultation with the broader school community, Broadbeach State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also 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. Broadbeach State School has a clearly communicated expectation that mobile phones, smart watches, personal iPads etc, are not permitted to be used on school grounds and must be turned off or on silent and remain in a child's school bag or handed to the classroom teacher who will lock away in the classroom until 3:00pm.

Broadbeach State School acknowledges that some students may require the use of a mobile phone for genuine safety concerns whilst travelling to and from school. With this in mind, the following policy applies:

1. The school accepts no responsibility for mobile phones or other electronic devices that are brought to school which are not handed into the office/classroom teacher; and undertakes no responsibility to investigate their misplacement, loss or alleged theft;
2. Mobile phones are to be switched off as the student enters the school grounds. Mobile phones equipped with camera facilities are not to have that facility accessed at ANY time whilst on school property.
3. Where parents need to contact their children during the school day, the school's phone number is the appropriate method;
4. Where students need to contact their parent during the school day, the student is required to ask the office for this contact to be made. However, only emergent situations will be considered.
5. Mobile phones, portable music devices or watches which can record and take photos must not be used on school grounds.

Breaches of the Policy:

Where a mobile phone or other electronic device is seen by a teacher in class, assembly, lunch breaks, on site before school or during school hours, the device will be confiscated by the staff member and secured in the school office.

The device will be returned at the end of the day for the student to take home.

A second breach of the policy will result in a member of the Administration team making contact with the parent/s to discuss the breach of policy and may incur consequences as part of the Student Code of Conduct.

Preventing and responding to bullying

Broadbeach State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

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 Broadbeach State School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Responding to Bullying Behaviours

As part of our 'Bulling No Way' education the following strategies are taught to students in response to alleged bullying behaviours.

1. Ignore

- Stay calm
- Pretend you didn't hear it
- Do not make eye contact
- Maintain positive body posture (calm, confident)
- Think positive self-esteem statements
- Count to five in your head slowly
- Take deep breaths

2. Use your words

- Use a calm, firm voice
- Maintain eye contact

- Confident body language
- Maintain relatively close body proximity
- Say “*Stop saying...*” or “*Stop doing...*”
- Use I statements “*I feel.... when you....*”

3. Walk away to find a friend (safe place and person)

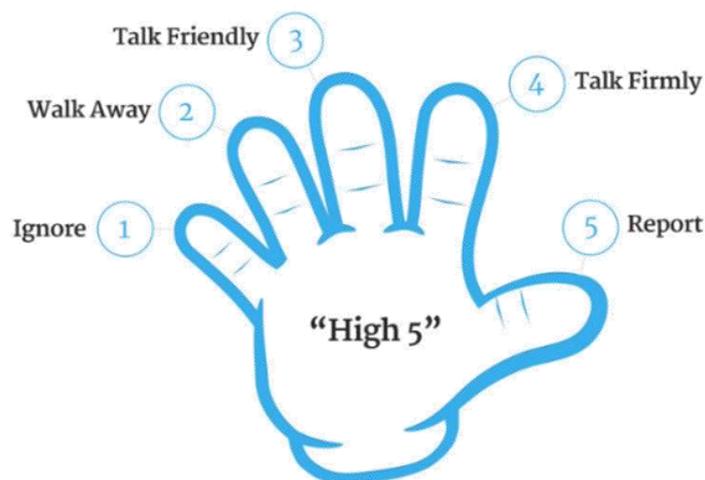
- Stand tall, head up high
- Mouth closed
- Look confident
- Do not use eye contact
- Walk to a friend or a safe place (near a congested area or close to a teacher)
- Do not look back. Walk confidently, don’t run.

4. Report to an adult

- Walk with your friend to report to a staff member
- Witnesses must support and report.

5. Report again if it continues

- Report to another responsible person until the behaviour stops (class teacher, parent, administration)
- Keep on reporting until the behaviour stops
- Don’t blame yourself

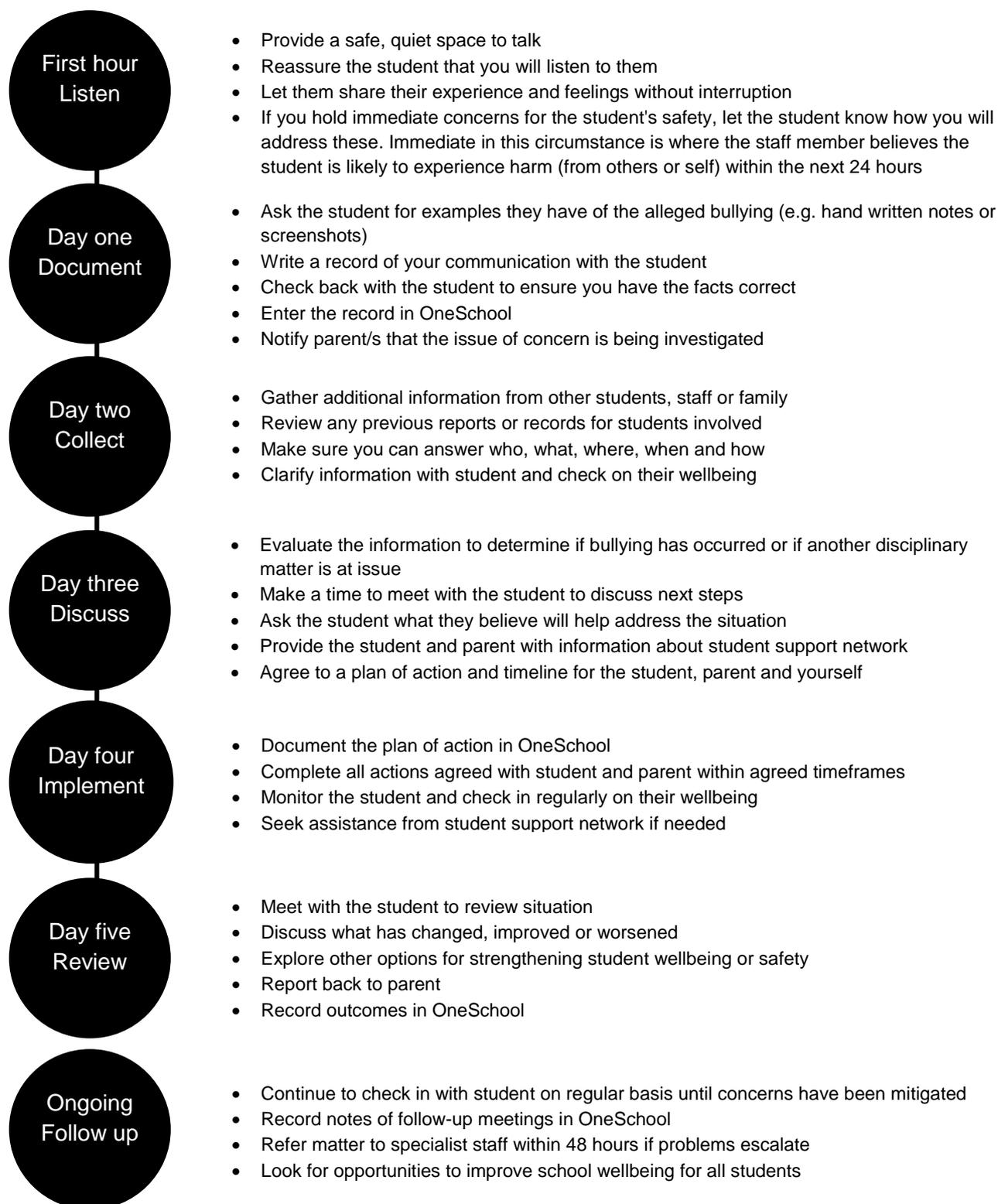


The following flowchart explains the actions Broadbeach State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

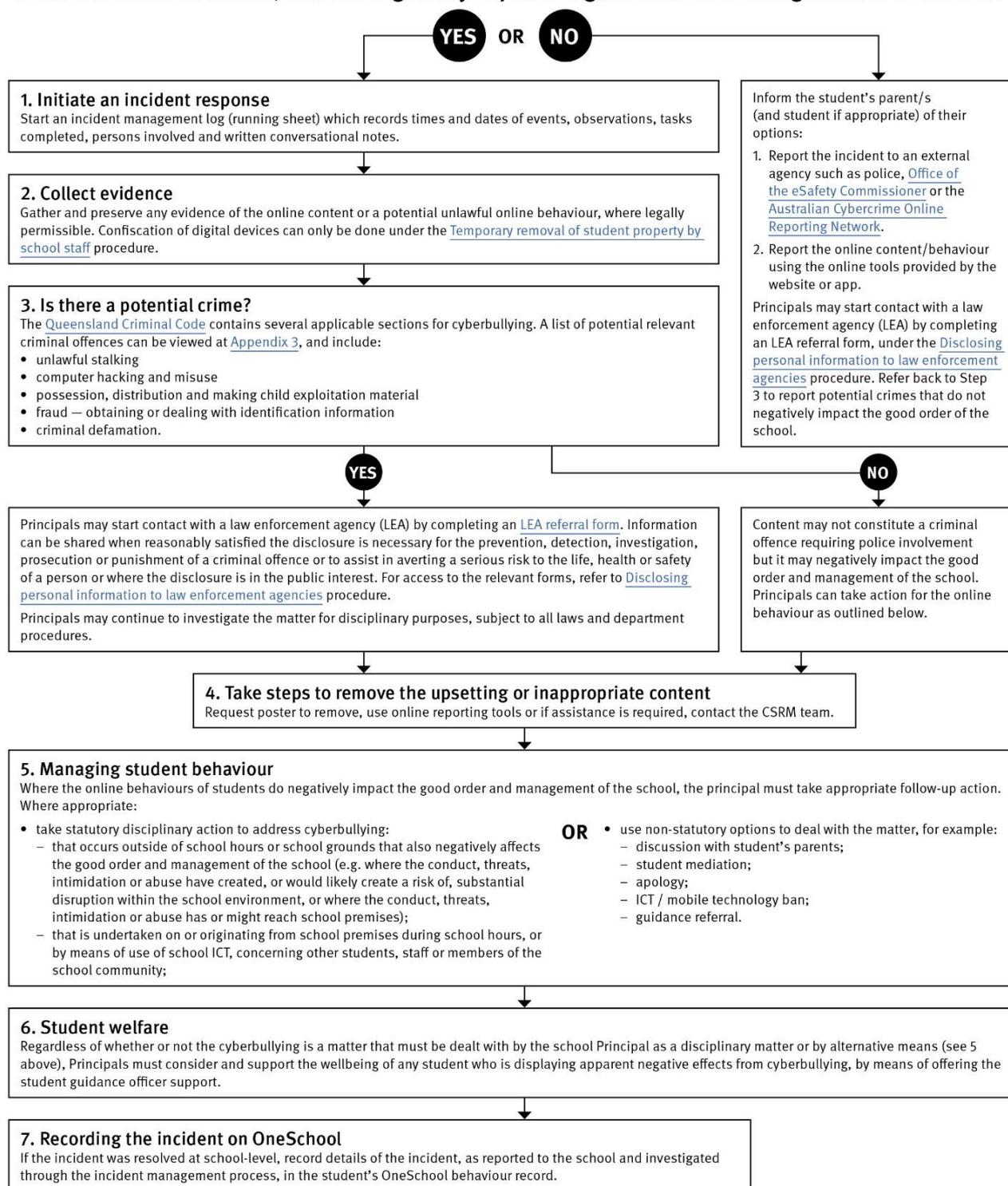
Explicit images

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

Help

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

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



Restrictive Practices

School staff at Broadbeach 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 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

Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying, No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parentline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
- [High 5 Hand Resource](#)

Legislative Delegations

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