



**Brightwater State
School**

Student Code of Conduct 2025 - 2028

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Brightwater State School

Brightwater State School provides a bright beginning to lifelong learning for all students. We value happy students and happy staff, high standards, personalised learning, inclusive practice, 21st Century pedagogy and exceptional results.

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Endorsement

Principal Name: Rebecca Hutton

Principal Signature:

Date:

P/C President and-or
School Council Chair Name: Nicky Moffat

P/C President and-or
School Council Chair
Signature:

Date:

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Purpose

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

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

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

Principal's Foreword

Brightwater State School has a proud reputation of providing high quality education to students on the Sunshine Coast of Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Brightwater State School has four core values of being safe, thoughtful, an active learner and responsible.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- **I am Safe**
- **I am Thoughtful**
- **I am an Active learner**
- **I am Responsible**

Our school rules shape the Brightwater S.T.A.R acronym

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.

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

Consultation

The consultation process used to inform the development of the Brightwater State School Student Code of Conduct occurred concurrently with a review of our PBL program.

It began by holding a series of internal meetings with staff. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

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

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

Any families who require assistance to access a copy of the Brightwater State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

The Brightwater 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.

Current version is under yearly review:

Learning and Behaviour Statement

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

Multi-Tiered Systems of Support

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

Description	
1 - Prevention	Prevention: <u>All students</u> (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	Targeted instruction and supports for <u>some students</u> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common: • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

	If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3 - Individualised services	Individualised services for <u>few students</u> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports, and organisation is recommended.

Consideration of Individual Circumstances

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

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

Our staff 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 sector Deputy Principal or Principal to discuss the matter.

Student Wellbeing and Engagement

Brightwater State School offers a range of programs and services to support the wellbeing and engagement of students in our school. We encourage parents/carers to arrange a time to speak with the class teacher or Sector Deputy Principal if they have concerns about their child. Students can speak to their class teacher, trusted Brightwater staff, member of the Leadership team if they have concerns affecting them. Guidance officer and School Psychologist are utilised and students referred to by leadership team after consultation with families.

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 V9 [Australian Curriculum](#) supported by [K–12 curriculum, assessment and reporting framework](#). Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Brightwater State School uses [Peaceful Classrooms](#), [Better Me Project](#) as well as offering students in Yr 5 and 6 [Life Education Old Programs](#) (Relationship and Puberty Education) along with the Departments [Respectful Relationships education](#) program to promote the Personal and Social Capabilities of the curriculum.

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

Brightwater State School works closely with parents/carers 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. Parents/Carers are responsible for providing the most up-to-date information/health plans to the school.

Medications

Brightwater 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/carers need to provide the school with a signed [Consent to administer medication form](#) inclusive of parameters outlined within the document.

Brightwater 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

Brightwater State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health condition. This includes facilitating the development, implementation and periodic review of supports required. School staff will work with parents/carers and appropriate external agencies when required.

Suicide prevention

Brightwater State School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Senior Guidance Officer or members of the Leadership team.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Brightwater 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/carers are advised
- all actions are documented and reported.

Suicide postvention

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

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

Student Support Network

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

Students can approach any trusted school staff member at Brightwater 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.

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

Role	What they do
Principal	- Leads the school community to develop, articulate and commit to a shared educational vision focussed on providing quality learning outcomes for all students. - Forms partnerships with parents/carers, other government agencies, community groups, industry and business. - Manages resources to achieve goals.
Deputy Principals	- Assists the Principal to lead the school community to develop, articulate and commit to a shared educational vision focussed on providing quality learning outcomes for all students. - Improves the educational outcomes of students in their schools. - Nurtures positive relationships between students, staff, community and stakeholders. - Monitors attendance, behaviour and academic data to identify areas of additional need. - Liaise with families, staff or other external providers as needed.
Head of Special Education: Inclusion	- Leads the WRAP team to assist and ensure students with disabilities are supported under the Disability Discrimination Act (DDA). - Leads inclusive education for all student at the school. - Co-ordinates and collaborates with external support providers. - Monitors academic data to identify areas of need. - Liaises with families, staff or other external health providers as required.
Head of Department – Student Services	- leadership of Student Support Network to promote an inclusive, positive school culture. - monitors attendance, behaviour and academic data to identify areas of additional need. - Provides individual and small group intervention and support strategies to promote student well-being.
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. - Leads complex case management processes - assists students with specific difficulties, acting as a mediator or providing information on other life skills - liaises with families, staff, or other external health providers as needed as part of the counselling process. - Advises staff through professional development.
Head of Department - Curriculum	- Ensures all students have access to the Australian Curriculum in alignment with the K-12 Framework. - Manages whole of school curriculum frameworks and implementation schedules to support student learning and engagement. - Builds capabilities of staff and support staff to deliver school and curriculum initiatives.
Classroom Teachers	- responsible for student welfare in each class and year level - provides continuity of contact for students and their families through the seven years of schooling - ensures students feel safe and comfortable and want to come to school - nurtures a sense of belonging to the class, year level and school.

WRAP/LET Teachers	• Provide Tier 2/3 supports for students as part of an intervention model, responsive to student needs. • Ensure students have the adjustments needed through classroom support.
Teacher Aides	• Contribute to the provision of quality educational service by assisting and supporting teachers and students with learning activities and administrative duties. • Work alongside teachers to support a diverse range of student needs. • Provide supervision for students with medical needs.
Speech Pathologist	• Provides early intervention, testing and support for students with identified speech language needs.
School Wellbeing Officer (Psychologist)	• Delivers targeted wellbeing, counselling support to identified individual students. • Support students with social emotional wellbeing. • Supports students identified with mild to moderate mental health concerns.

Whole School Approach to Discipline

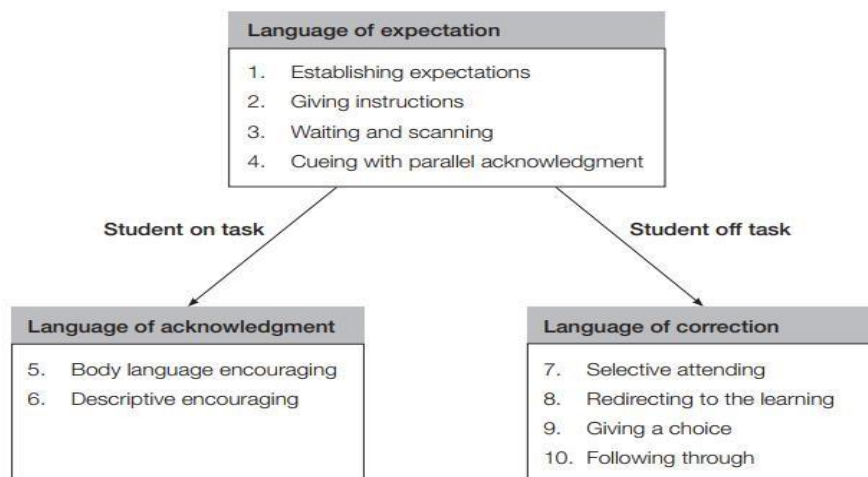
Expectations

Brightwater 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 Brightwater State School we believe discipline is about more than punishment and behavioural incidents are seen as opportunities to re-teach. Our belief is 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 and for providing supportive instruction about how to meet these expectations. This is based on the following 10 Essential Skills for Behaviour Management.



Any students or parents/carers 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 a member of the Leadership Team.

Clear Expectations

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

MATRIX

I am a Brightwater

	All Areas	Learning Space	Non-Classroom	Toilets	Before and After School
 I AM SAFE	- I use my hands and feet safely - I use objects and equipment safely - I am always in the correct area - I speak to a trusted adult when I feel unsafe - I line up with my class and wait safely for the teacher	- I am cyber smart - I ask permission to enter and exit the room	- I move sensibly around the school - I wear my school hat correctly - I remain seated for eating times	- I knock and lock - I wash my hands with soap after using the toilets	- I use the crossings - I walk my bike, skateboard or scooter on the school grounds - I go directly to my line up area
 I AM THOUGHTFUL	- Voices down when moving around - I use polite language and manners - I am kind - I care for all living things - I pay it forward in the Brightwater community - I treat others with respect	- I show whole body listening - I raise my hand for help - I take turns - I acknowledge the effort of others	- I use positive words and strategies to solve problems - I share and return my play equipment - I sort my rubbish into the correct bins	- I respect the privacy of others - I am water wise - I clean up after myself - I wait for my buddy quietly	I am patient and calm
 I AM AN ACTIVE LEARNER	- I challenge myself to learn new things - I participate in all activities - I show initiative - I use my strengths as a learner to participate - I am resilient when faced with challenges - I manage my time effectively	- I am an organised and positive team member - I work towards my learning goals - I give and receive helpful feedback - I work independently - I contribute and share	- I play by the agreed rules - I show good sportsmanship	I use hygienic habits to keep me healthy	- I am ready for school on time - I pack my schoolbag with everything I need each day
 I AM RESPONSIBLE	- I follow staff instructions - I own my behaviour choices - I use strategies to manage my emotions - I am an upstander - I am honest - I respect mine and others' property - I take care of digital devices - I follow the library's processes	- I respect the rights of others to learn - I move about the room without disrupting others - I ask for permission to use others' belongings - I keep the classroom tidy	- I plan for my play - I exit all play areas when directed by an adult - I follow the Café's processes - I am responsible with mine and others' food	- I visit the toilet before learning time - I use the toilet by myself - I use toilet paper, paper towel and soap appropriately - I return to class promptly during learning time	- I wear my full school uniform - I check my mobile phone in at the office - I sign in and out of the office if arriving late or leaving early - I place my bag neatly on the bag rack

Common Courtesies

- Say, **please** whenever you ask for something.
- Say, **thank you** when someone gives you something or does something for you.
- Say, **I beg our pardon** if you didn't hear what someone said.
- Say, **excuse me** when you walk or lean in front of people.
- **Greet people** when you see them, e.g., Good Morning, Ms Jones.
- **Use the person's name** when speaking with them, e.g. Yes, Mr Smith.
- Say, **please may I...** followed by your request, e.g. Please may I leave the room?
- **Knock before entering a room**, walk in and stand where the teacher can see you. Wait quietly to be asked what you need.
- **Be on time** for the beginning of lessons and excuse yourself if you are late

Parents/Carers and staff

Whether visiting or working, all community members should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, I am Safe, Thoughtful, an Active Learner and Responsible.

Our parents.

- model school values
- smile, care and enjoy being here
- ensure students are at school on time every day
- ensure students are in uniform every day
- are actively involved in school life
- work in partnership with the school to support their child's learning.

Our teachers and support staff.

- smile, care and enjoy being here
- set high standards for themselves and our students
- model school values
- assess often and know students well
- personalise learning and make every learning experience count
- build on knowledge of key learning areas
- use consistent 21st Century pedagogy
- reflect on and develop practice to be the best they can be
- innovate and share best practice
- are organised and punctual
- build and nurture relationships between home and school
- are flexible
- dress and behave professionally
- maintain confidentiality
- participate and collaborate with colleagues to make our school the best it can be.

Differentiated and Explicit Teaching

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

Teachers at Brightwater 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.

Whole school behaviour acknowledgement processes:

- **Induction program** taking new students on a tour through the school outlining behaviour expectations for each area of the school. This is also known as a Tour of Duty.
- **Student Leader program** (Year 6): Eligible students may self-nominate for these positions as recognition for outstanding behaviour and respect for self, others and their school.
- **Brightwater Buddies:** This playground program involves self-nominating senior students who are trained in resolving minor conflicts and leading playground games for younger students.
- **Star Student Achievement Awards:** Each week, each classroom teacher nominates a student to receive an Achievement Award for their class, for a range of academic or behavioural reasons. Students are presented at assembly with P-2 acknowledged at the front of assembly and 3-6 acknowledged by entering assembly and having priority seating.
- **'Star Tickets':** Tickets awarded to students in classrooms or the playground, for demonstrations of the school rules. Tickets go into a class weekly draw for a treat such as an ice block.
- **Class Incentives Program:** Classroom teachers offer a range of incentive activities (negotiated with students) to encourage and reward positive behaviours. Link to star ticket system or House Points system.
- **House Points:** Students earn points for their respective sports house (Pegasus/Phoenix/Draco/Centaurus) each week. Leading house has flag raised at assembly and at the end of term the leading house across P-6 is rewarded i.e. extra play time.
- **Postcard / Letter to parents/carers:** Teachers will communicate to parents via our 'postcard system' when students are to be congratulated for great behavior choices.
- **Parent/Carer email and phone calls:** Parents/carers are contacted on a needs basis to inform them of incidents causing concern or celebration.
- **Morning Tea with The Stars Award:** A student from each class is chosen at the end of the term and invited to attend the Morning Tea with The Stars event for the term. An invitation is sent home and the student receives a special certificate to acknowledge their behaviour.

Our PBL Team monitors the implementation, adjustment, and evaluation of our whole school behaviour support approaches and related school activities. Brightwater State School behaviour data is analysed and reviewed and alterations to our practices are made where necessary.

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



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

Focused Teaching

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

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

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

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

Brightwater 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 evidence-informed programs to address specific skill development for some students.

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 case managed with identified staff to oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Strategies at this level may include:

- development of an Individualised Behaviour Support Plan (IBSP) or similar
- explicit teaching of specific behavioural skill/s and self-management instruction
- modification of education programs
- ongoing and frequent contact with parent/caregiver
- staff professional learning and support
- procedures for ongoing monitoring, data collection, assessment and evaluation
- collaboration between support staff from within the school, district office and external agencies
- implementation of the school's Emergency Management Plan where necessary

Developing an Individualised Behaviour Support Plan (IBSP)

Following a referral to the Students Support team, the support team will assign a case manager and begin an assessment, for example the completion of a Functional Behavioural Analysis (FBA) and support process including the development of an IBSP. Other relevant stakeholders may include:

- Parents/Carers.
- Classroom Teacher
- Guidance Officer.
- Deputy Principal/Principal.
- HOD-SS.
- HOSES.
- Child Safety Officer.
- AVT/Therapists

The case manager for each student who is placed on an IBSP is Deputy Principal in partnership with the classroom teacher, with the exception of some students who are already case managed by a member of the support team. IBSP's will be reviewed on a pre-determined date.

Disciplinary Consequences

The disciplinary consequences model used at Brightwater 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. When determining appropriate consequences for behaviour, consideration will be given to individual circumstance, the intent and impact of the behaviour on self and others. Consequences may result from cumulative behaviours or a single behaviour event.

Three-Tiered Response to Problem Behaviour

Differentiated Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:	• Pre-correction (e.g., “Remember, walk quietly to your seat”) • Non-verbal and visual cues (e.g., posters, hand gestures) • Whole class practising of routines • Ratio of 5 positive to 1 negative commentary or feedback to class • Corrective feedback (e.g., “Hand up when you want to ask a question”) • Rule reminders (e.g., “When the bell goes, stay seated until I dismiss you”) • Explicit behavioural instructions (e.g., “Pick up your pencil”) • Proximity control • Tactical ignoring of inappropriate behaviour (not student) • Revised seating plan and relocation of student/s • Individual positive reinforcement for appropriate behaviour • Class wide 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)
Focused Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:	Teacher response • When a student exhibits low-level and infrequent problem behaviour, staff may use the following strategies: • rule reminder • redirection to learning • giving choice • follow through • play time work completion (20mins max) • Buddy Class (20 Mins with work, teacher records in OneSchool and contacts parents) • Possible Reflection Activity or Restorative Conversation • Functional Behaviour Assessment • Individual student behaviour support strategies (e.g., Student behaviour plan) • Targeted skills teaching in small group • Restorative conversation • Detention

	• Community Service • Behavioural contract/Monitoring cards • Counselling and guidance support • Self-monitoring plan • 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 Administration Referral • To make an Administration Referral, the teacher must contact administration before referring the student and explain the situation. ○ emergent referral – phone call ○ general referral – One School automated referral • Teacher completes One School entry • Administration discussion with student, for successful return to class • Time spent at the office is determined by the severity of the behaviour and the impact on others learning • After calming time, Administration returns student to class
Intensive School leadership teamwork in consultation with Student Support 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)

Procedures for Managing Playground Behaviour

Staff members on duty are responsible for the safety and acceptable behaviour of students in the areas they supervise.

- They should be punctual and carry any useful resources with them.
- Positive Notices can be issued for positive behaviour.
- For minor breaches of the school rules, some of the following strategies may be used:
 - Call the student aside and motivate him or her towards acceptable behaviour.

- Sit the child out of the play area for a few minutes.
- Have the student walk with the teacher.
- Community service

Blue slips should be issued for more serious offences or repetitive misbehaviour. These are to be completed and sent to the office for record keeping purposes. Blue slips are not a consequence of a misbehaviour, rather they are a communication tool between staff members.

1. Playground staff redirects student with a respectful, friendly request. Then turns away and continues moving about the area. The body language of turning away shows that the teacher expects the request to be carried out. Request made in positive terms, e.g. 'Please walk', rather than 'Stop running'.
2. Playground staff may use a further redirection such as 'What are you doing? What would you be doing if you were following our rules?'
3. Playground staff counsels student using self-evaluation questions such as: -
 - What do you want to happen when you are choosing that behaviour?
 - Is what you're doing getting you what you want?
 - What else could you do?
 - So, what's your plan?
4. Student timed out on seat to cool down (or alternatively, walk with teacher/teacher aide) for a five to ten-minute period.
5. Student referred to Admin for lunch period, where a staff member helps a student through a general counselling process and student has time to reflect on their behaviour choices and their consequences.
6. Removal from playground to Administration or WRAP Area for a period of time.
 - Parents/carers informed.

Monitoring cards.

Our school identifies the use of contracts and monitoring cards as a strategy for addressing repeated minor and one off major behaviours. To streamline processes for this we have created a common artifact and process for these cards. The following table outlines the procedure for our Brightwater Behaviour Cards.

Card Type	Details	Issued by	Monitored By
Blue	For use by class teacher to identify behaviour goal and track progress for minor behaviours. • 1-week duration • Focus on success • Record in OneSchool – Support Provision • Notify DP • Notify parents/carers (Class Teacher)	Class teacher/DP	Class teacher/DP
Yellow	For use by class teacher and DP to identify behaviour goal and track progress for repeated minor or major behaviours. • 1-week duration • Record in OneSchool – Support Provision • Focus on success	DP	Class teacher/Duty staff/ DP/Parent/Carer

	• May include guided play • Notify parents/carers (DP)		
Red	For use by DP and Principal to identify behaviour goal and track progress for 2nd Yellow Level behaviour and Major behaviours at the discretion of DP or Principal • 1-week duration • Record in OneSchool • Focus on success • Will include guided play • May include office supervision • May include loss of access to extracurricular activities whilst on red card. e.g., Disco, clubs, Fun Friday. • Notify parents/carers (DP) • Request Meeting	DP/Principal	Class teacher/Duty staff/ DP/Principal/Parent/carer

School Disciplinary Absences

The Principal of Brightwater State School uses a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. At BSS, the Principal will balance individual circumstances and actions of the student with the needs and rights of school community members.

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 Brightwater 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 or risk to the good order and management of the school.

Parents/carers and students may appeal a long suspension (11-20 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 Brightwater 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 a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their family 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 family.

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Discuss expected behaviours and the students plan to display those behaviours. What will they commit to?
- Discuss and offer information about supports available (e.g., guidance officer)
- Set a date for follow-up
- Thank student and family 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 Officer, HOD-SS, or HOSE may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Brightwater 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
- Use of ICT including facilities, devices and by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Brightwater 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, matches)
- poisons (e.g., weed killer, insecticides)
- inappropriate or offensive material (e.g., racist literature, pornography, extremist propaganda).

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

are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

Staff at Brightwater 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/carer 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/carers (e.g., to access an EpiPen for an anaphylactic emergency). - consent from the student or parent/carer 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/carers should be called to make such a determination.
Parents of students at Brightwater State School
- ensure your children 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 Brightwater 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 at Brightwater 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 Brightwater 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

The use of mobile phones and other electronic equipment (including those with Bluetooth functionality) by students at school, if unmonitored, can become disruptive. With this in mind the following restrictions apply

- Mobile phones are not needed in class by students at school. The use of these devices can be disruptive to the normal routine of the school.
- If it is necessary for a student to bring a mobile phone or other such device to school, it is to be signed into the school office on arrival with the student's name clearly marked on the phone. The item can be collected after 2:45pm from the office by the student. Students will not be permitted to use their mobile phone during the course of the school day.
- Smart watches must have notifications switched off by placing them on 'aeroplane or school mode'.
- The use of cameras on any device is strictly prohibited on school premises or during excursions unless prior permission has been granted by school staff.
- Mobile phones/Smart Watches and other electronic storage devices are brought to school and used at their owners' risk. No liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from Education Queensland's negligence.
- If a student is found to have a mobile phone during the school day, they will be in breach of this policy.
- In response to this breach the student will be asked to take the phone to the office.
- The parent/carer notified that it must be collected from the office.
- Mobile phones, smart watches and other devices are not to be used inappropriately (e.g., as a medium to harass, bully or threaten other students; or used to capture and distribute images of violence and malice).
 - Serious consequences in accordance with the school's Code of Conduct for Students will apply.
 - In consultation with the broader school community, Brightwater State School has determined that explicit teaching of responsible use of laptops 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.

Use of ICT facilities, mobile devices by students

Responsibilities

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

- understand the responsibility and behaviour requirements as outlined by the school's ICT Agreement, BYOx and Third-Party Consent process
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices
 - schools may remotely access departmentally owned student computers or mobile devices for management purposes

- students who use a school's ICT facilities and devices and online learning environments in a manner that is inappropriate may be subject to disciplinary action by the school including, but not limited to restricted network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- staff will always exercise their duty of care but avoiding or reducing access to harmful information and this also requires responsible ICT use by the student.

Preventing and responding to bullying

Brightwater 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/Carers 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.

Brightwater State School has a **Student Council**, with diverse representatives from Year 3 – 6 meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

- **Leadership:** Principals and school leaders play an active role in building positive learning environment where the whole school community feels included connected, safe and respected.
- **Inclusion:** All members of the school community are active participants in building a welcoming school culture that values, diversity, and fosters positive, respectful relationships.
- **Student Voice:** Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
- **Partnerships:** Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.
- **Support:** School staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning.



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

Responsibilities

Leadership Team:

- To promote the Brightwater State School Anti-Bullying Policy and Procedures and the concepts involved.
- To teach and model appropriate behaviours.
- To teach and clarify for the student the terms, meanings and distinct differences between, bullying, mutual conflict, social rejection or dislike and single-episode acts.
- To investigate all reports of bullying thoroughly by gathering statements from victim/s, witnesses and identified student/s
- To teach and model active listening so that all incidents are treated seriously
- To provide appropriate counselling and other support services as required.
- To provide support for parent/guardians through information sessions and newsletter inserts.
- To initiate and arrange meetings with stakeholders at the reporting stage of the procedure.
- To recognise and value the partnership between home and school. (It is the school's responsibility to contact parents of other students when incidents happen. It is the parent's responsibility to care for and support his or her own children).

All Staff:

- To promote the Star Values and STOP WALK TALK process
- To teach and model appropriate behaviours.
- To teach and clarify for the student the terms, meanings and distinct differences between, bullying, mutual conflict, social rejection or dislike and single-episode acts.
- Collaborate with the Deputy Principal to investigate all reports of bullying thoroughly by gathering statements from victim/s, witnesses and identified student/s
- To teach and promote resilience.
- To teach and model active listening so that all incidents are treated seriously.
- To recognise and value the partnership between home and school. It is the school's responsibility to contact parents/carers of other students when incidents happen. (It is the parent/carer responsibility to care for and support his or her own children)
- To record repeated behavioural incidences.

Students will be encouraged and supported to:

- Uphold Brightwater State School's Star Values at all times which includes modelling acceptable behaviour

- Use strategies taught in the STOP WALK TALK as well as other primary prevention programs to manage conflict
- Report all behavioural incidences to the staff in particular repeated incidences.
- To be an UPSTANDER and report any incidence of bullying to a teacher or other staff member (reporting is not dobbing).
- To identify a network of trusted adults that they can talk to for support.
- To keep on reporting until the bullying stops.

Parents/Carers:

- Remain calm.... Act, not to react. Listen and get the full story.
- Be aware of the policy and the strategies being implemented in the school and to actively discuss with their children ways in which they can help to solve the problem
- Help them to identify their situation of concern using the definitions provided in the 'Types of Bullying' table.
- Teach and model appropriate behaviours at home.
- Encourage children to report incidents to the teacher so that they can be dealt with immediately.
- Encourage children to have and to use their nominated support network when at school.
- Encourage their children to speak openly with them and to look at positive strategies to do with their feelings.
- Recognise and value the partnership between home and school. It is the school's responsibility to contact parents of other students when incidents happen. (It is the parent's responsibility to care for and support his or her own children).
- Support their children in the knowledge that the resolution of the situation may take some time.

Student Intervention and Support Services

Brightwater 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 Brightwater 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.

Brightwater Buddies Peer Mentoring Program

Students actively promoting positive playgrounds through the use of STOP WALK TALK

In 2018, Brightwater State School implemented the Peer Mentoring program, known as 'Brightwater Buddies' using students in Year 6. Brightwater Buddies was developed to help students use the school's common language of STOP WALK TALK to solve conflict. Yr 6 students demonstrate leadership and model STAR behaviour via supervision at playtime. Staff members are always on duty to assist with any further issues.

STOP WALK TALK – Whole School Approach

This is a three –step approach to teach the language and behaviour around managing challenging situations. All students in the school are taught the steps with age-appropriate examples modelled by the teacher.

STOP

- **Speak Friendly:** This is where students should use friendly talk if someone tries to start a conflict, e.g., a student discourages another from joining a handball game by saying “there’s already too many people playing.” The other student may say things like “I don’t mind waiting for a turn”. Or “Can I be included? I’ll play by the rules.”
- **Speak Firmly:** Discuss that things don’t always go your way. Someone might not include you or someone might start bothering you by calling you names, chasing you or not playing fair. This is where students should use a firm voice and explain how this behaviour is making them feel, e.g. “Stop excluding me. I’d like to have a turn.” “Stop calling me names, it hurts my feelings.” “Stop chasing me, I want some space”. “Please play by the rules. What you’re doing is not fair”.

WALK

- **Ignore:** If a student is still experiencing the problem behaviour, they can choose to ignore it, showing the other student that it’s not affecting them. This shows resilience.
- **Walk Away:** Students can also walk away from the problem behaviour and find another game to play. They can ask others “Can I play with you?” “Can I sit with you?” “Can I join in?”

TALK

- **Report to an adult:** If a student has tried to STOP and WALK and someone is still bothering them, they should report this behaviour to an adult. “Someone is bothering me, and I’ve asked them to stop. Can you help me?”



The

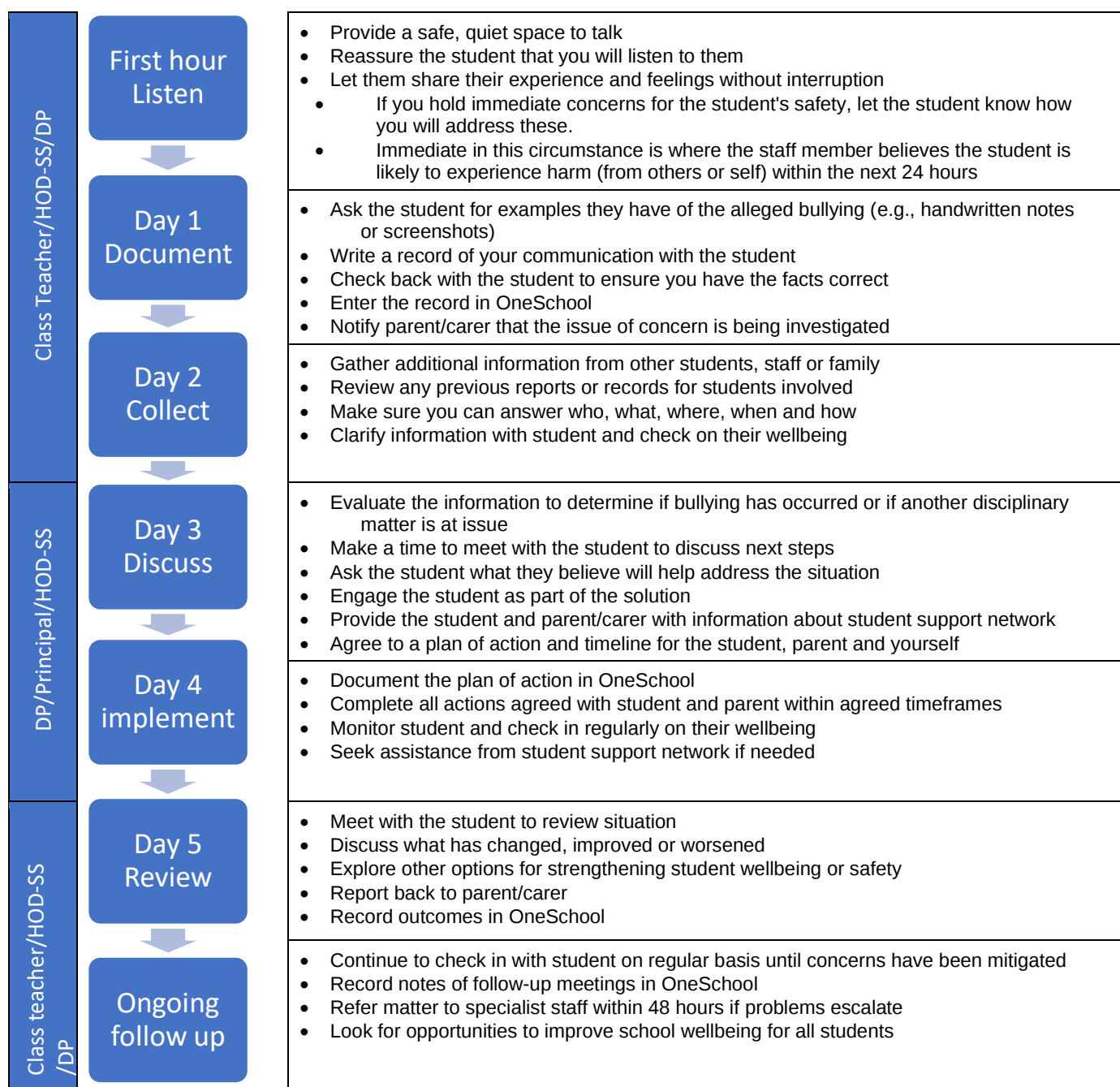
following flowchart explains the actions Brightwater State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Brightwater State School – Bullying & Harassment response flowchart for staff

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, Head of Curriculum – Student Services or Sector Deputy Principal



Cyberbullying

Cyberbullying is treated at Brightwater 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, Deputy Principal or Principal.

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.

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](#) (Department employees only) provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology by students, parents or staff.

A [guide for parents and carers](#) 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.

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

Parents/Carers 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.

Brightwater 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](#).

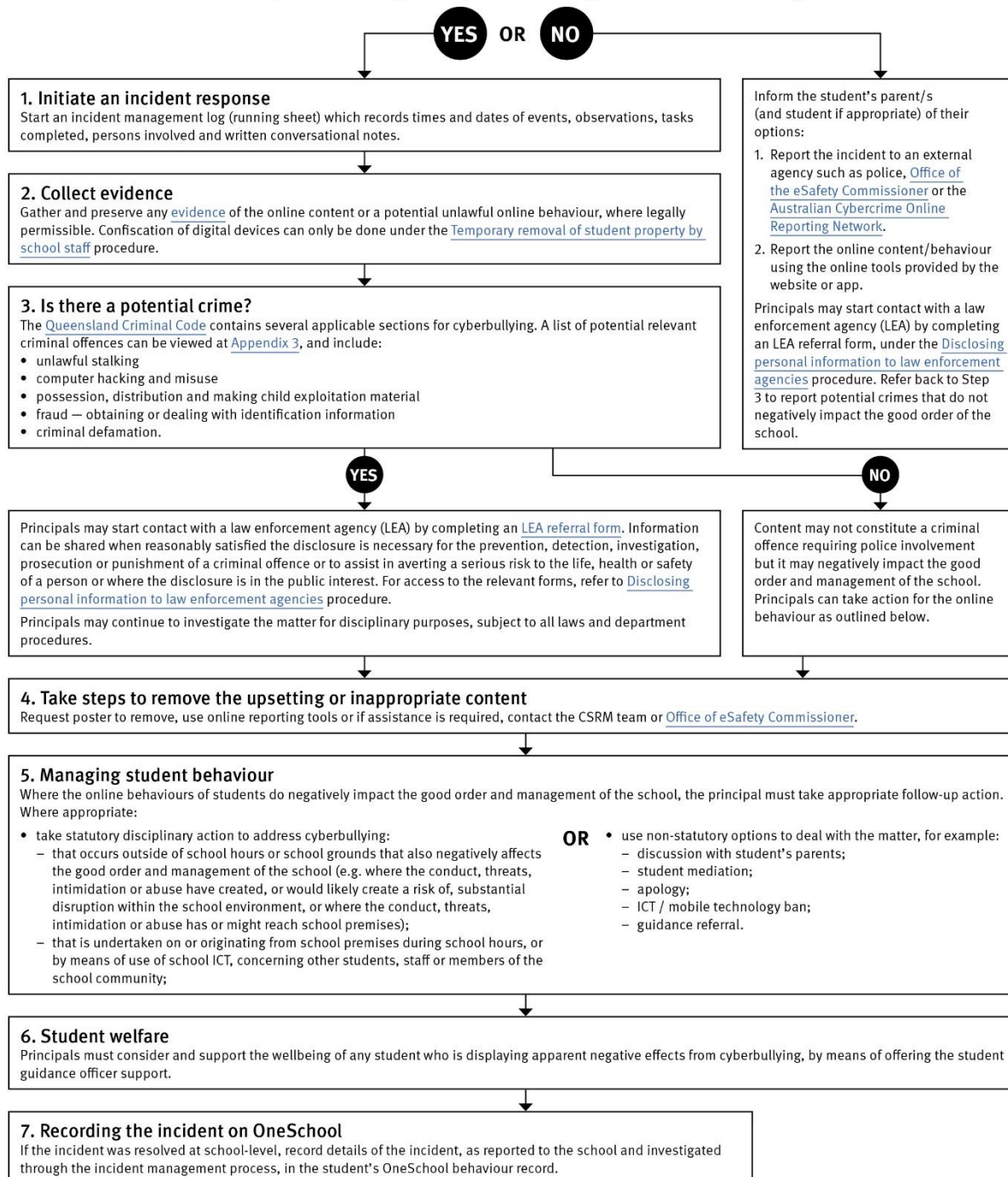
Explicit images

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 Cybersecurity 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?



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/carer 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?

Family 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 (Cwth) 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/carers are not. If you are tagging or naming students, consider that other parents/carers may not want their child's name attached to images online.

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Brightwater 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 student's 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](#)

Legislative Delegations

Legislation

In this section of the Brightwater 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](#)

Conclusion

Brightwater State School is committed to providing a safe, responsible, respectful and courteous learning environment for students, staff, and the community. This Code of Conduct for Students is designed to facilitate high standards of self-management so learning and teaching in our school can be effective and students can participate positively within our school community.

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:

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.

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.

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](#).

Appendix 1

Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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

Appendix 2

Brightwater State School Bullying Report Form

Bullying and harassment is serious and will not be tolerated at Brightwater State School. If you are a student, parent / guardian of a student or visitor and wish to report an incident of alleged bullying, complete this form and return it to the 'Bully Box' located in the office or on the front desk of the library. Please contact the school if you require any further information regarding our school management policy for Bullying. A Deputy Principal will investigate your concern and be in touch with you within 48 hours.

Name of student victim:	Class/Grade:	Today's date:
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Name(s) of alleged offender(s):	Class/Grade:
Name(s) of alleged witness(es):	Class/Grade:

What behaviours indicate that you are being bullied? (tick all that apply)			
☐ Name calling (please specify in description below)	☐ Insults / Threats / Racist remarks	☐ Hitting, kicking, pushing or punching	
☐ Taking or damaging property	☐ Spreading nasty stories	☐ Exclusion from groups / ignoring	
☐ Stalking / Intimidating/ Given dirty looks	☐ Received inappropriate texts / messages / emails that harass, humiliate or embarrass	☐ Other: _____	

Where did the incident happen? (tick all that apply)			
☐ In a classroom	☐ At a school event off campus	☐ On a school bus	
☐ In an eating/play area	☐ On the way to / from school	☐ Off school property	
☐ Other area at school: _____	☐ On computer	☐ Other: _____	

Put a tick next to the behaviour that best describes what happened:			
☐ Verbal Bullying Eg. name calling, teasing, abuse, putdowns, sarcasm, insults, threats	☐ Physical Bullying Eg. Hitting, punching, kicking, scratching, tripping, spitting	☐ Social / Emotional Eg. excluding, rejecting, ostracising, alienating, making inappropriate gestures, spreading rumours, making victim of jokes	☐ Cyber Bullying eg. using email, mobile phones, chat rooms or social networking sites to bully verbally, socially or emotionally

Describe what happened (what did alleged offender/s do) and any other additional information to assist investigation:
* * * * BRIGHTWATER STATE SCHOOL (Attach a separate sheet or record on back of sheet if necessary)

Did a physical injury result from this incident?		
☐ NO	☐ YES, but did not require medical attention	☐ YES, and it required medical attention

What has already been done to help stop the bullying? (tick all that apply)			
☐ Told person to stop - STOP	☐ REPORTED to an adult/teacher - TALK	☐ Ignored the situation	
☐ Moved away from person - WALK	☐ Tried to talk to the person	☐ Other: _____	

PERSON COMPLETING BULLYING REPORT FORM:		
☐ Student	☐ Parent / Guardian	☐ Visitor
NAME: _____ Contact Details (if not student): _____		
PARENT SIGNATURE: _____		

SCHOOL ADMINISTRATION USE ONLY (Tick to indicate this has been completed)						
☐ One School Entry complete	☐ Deputy Principal Notified	☐ Parent Contact	☐ Date: _____	☐ CT	☐ DP	
☐ Investigation completed by Deputy Principal	☐ Decision Made	☐ Check in Record	☐ Monitor	☐ Other: _____		

Appendix 3



Student Well-Being Check-In Record



Student: _____ Dates: __/__/__ to __/__/__

Feeling happy and safe at school is important to us. It is important to report if there are any incidents that cause you concern. This check-in sheet will help us to track your well-being at school. Please share information below about how you felt and what happened at school today.

Monday

List three positives that happened today:

1.

2.

3.

If there were some incidents today that caused you concern, please list some details below of who, what, where and when – _____

Score - ____/10

Tuesday

List three positives that happened today:

1.

2.

3.

If there were some incidents today that caused you concern, please list some details below of who, what, where and when – _____

Score - ____/10

Wednesday

List three positives that happened today:

1.

2.

3.

If there were some incidents today that caused you concern, please list some details below of who, what, where and when – _____

Score - ____/10

Thursday

List three positives that happened today:

1.

2.

3.

If there were some incidents today that caused you concern, please list some details below of who, what, where and when – _____

Score - ____/10

Friday

List three positives that happened today:

1.

2.

3.

If there were some incidents today that caused you concern, please list some details below of who, what, where and when – _____

Score - ____/10