



# Avoca State School

## Student Code of Conduct 2020-2023

### ***Every student succeeding***


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


Queensland Department of Education  
State Schools Strategy 2020-2024

## Contact Information

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Contact Person:	Michael Kiss (Principal)

## Endorsement

Principal Name:	Michael Kiss
Principal Signature:	
Date:	1 December 2020

P/C President and-or School Council Chair Name:	Camille Jendra
Signature:	
Date:	1 December 2020

## Purpose

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

The Avoca 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 behaviour management.

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.

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## Whole School Approach to Behaviour Management

All areas of Avoca State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We utilise the *Glasser Choice Theory principles of “Need Satisfaction”, “Total Behaviour Paradigm” and “Reality Therapy”* to manage behaviour in ways which build strong relationships and influence.

The Avoca State School Student Code of Conduct 2020-2023 is based on the following values:

- Principal leadership of a team approach to behavior management
- Parent and community engagement
- Data informed decision making
- Clear, consistent expectations for behaviour , and;
- Explicit teaching of appropriate behaviour to all students

Our Student Code of Conduct outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through the Student Code of Conduct, shared expectations for student behaviour are made clear to, and are well articulated to the school community. This helps Avoca State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their roles in the educational process.

Our school community has identified the following four broad expectations to teach and promote our high standards of responsible behaviour. We refer to them as the **“Avoca State School Responsible Behaviour Guidelines”** and they are explicitly displayed throughout the school. They are:

- **Be safe**
- **Be kind**
- **Work hard**
- **Follow Directions**

These guidelines have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected behaviours in all school settings AND at off-campus events.

## **School beliefs about behaviour and learning**

The Avoca State School Student Code of Conduct is underpinned by the following beliefs:

- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Partnerships with parents/carers, the wider school community and other support agencies, contribute to positive behaviour in schools.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.
- All children can learn and have the right to do so uninhibited by the inappropriate actions of others.
- Children choose their behaviours and, therefore, must accept responsibility for them.
- Children behave better when expectations are clear and when they have opportunities to participate in discussions about rules and appropriate behaviour.

## **Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour**

At Avoca State School, we believe that a whole school approach is necessary to shape, support and recognise appropriate behaviours in all students. The proactive strategies that we use support the overwhelming majority of students to behave appropriately. For the small percentage of students that have difficulty behaving appropriately, the school utilises a range of problem solving and intensive support strategies to assist these students to behave appropriately and continue their learning.

At Avoca State School we believe that there are certain behavioural expectations that promote a safe and supportive learning environment. The **Avoca State School Responsible Behaviour Guidelines** are further explained as follows:

## The Avoca State School Responsible Behaviour Guidelines

<b>Be safe</b>	<ul style="list-style-type: none"> <li>• Safe Play</li> <li>• Safe use of equipment</li> <li>• Acknowledge and respect the personal space of self and others</li> <li>• Follow the school rules and routines</li> <li>• Move safely through the school environment</li> <li>• Resolve conflict without aggression/violence</li> </ul>
<b>Be kind</b>	<ul style="list-style-type: none"> <li>• Respect self and others</li> <li>• Demonstrate awareness of rights and feelings</li> <li>• Help others when they need it</li> <li>• Communicate respectfully</li> <li>• Listen attentively</li> <li>• Live up to school expectations</li> </ul>
<b>Work hard</b>	<ul style="list-style-type: none"> <li>• Attempt set work and focus on quality</li> <li>• Effectively manage time</li> <li>• Contribute positively to school life, activities and events</li> <li>• Display interest and enthusiasm for learning</li> <li>• "Do your best!"</li> </ul>
<b>Follow directions</b>	<ul style="list-style-type: none"> <li>• Follow instructions of supervisors</li> <li>• Make appropriate choices in all circumstances</li> <li>• Accept responsibility for own behaviour</li> <li>• Have appropriate equipment for tasks</li> <li>• Be well prepared</li> </ul>

A matrix of behavioural expectations has been developed and assigned to each behaviour within the Responsible Behaviour Guidelines. The matrix constitutes our "Behaviour Curriculum" and sets out clear expectations of positive behaviour in all school settings.

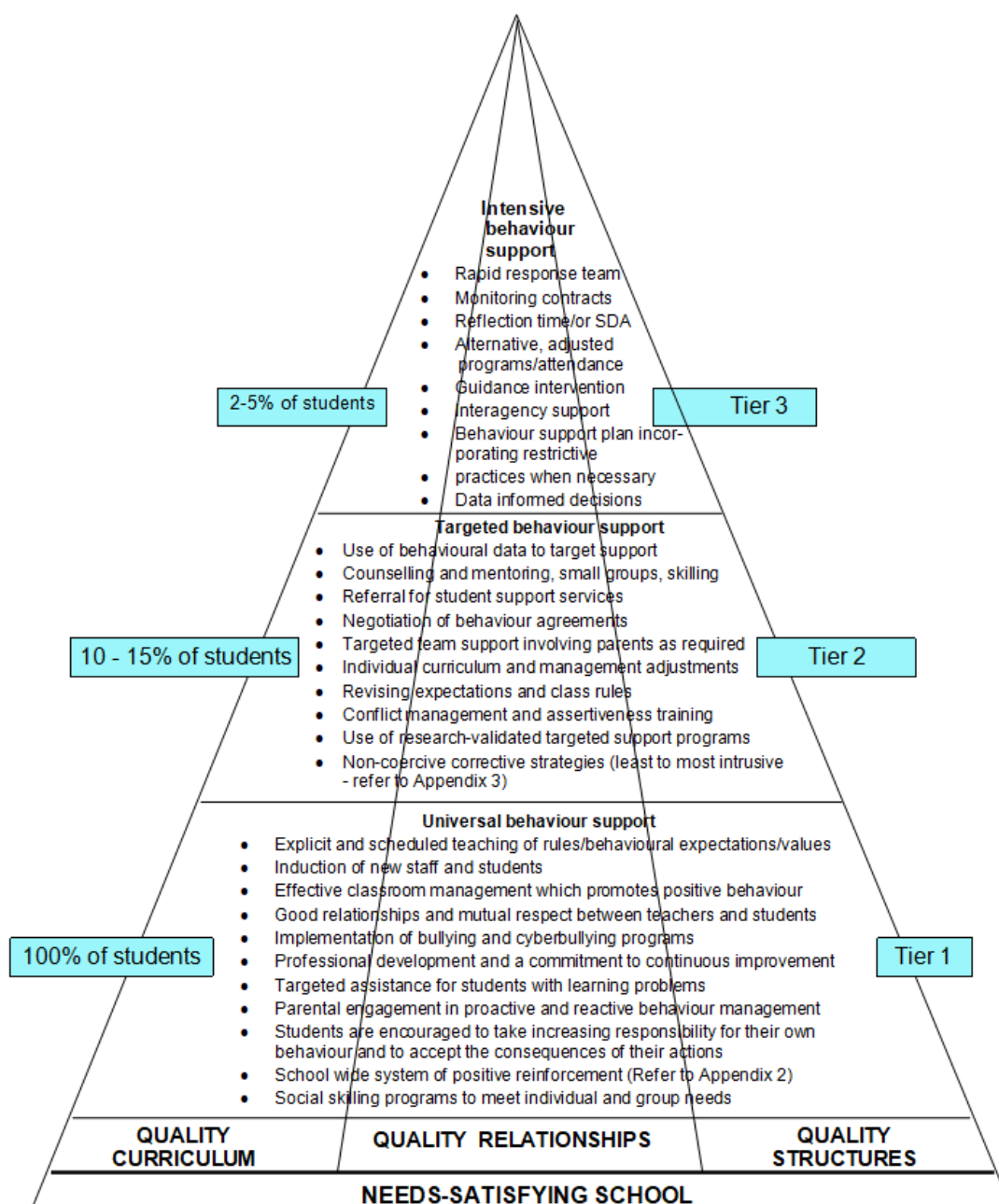
## Responsible Behaviour Guideline Benchmarks

**Expectations:** \*Students will be able to identify their own behaviour standard.  
\* Students will accept responsibility for their current behaviour and undertake, via collaborative goal setting and review, to bring about positive changes to behaviour.  
\*All students will strive to reach a COMPETENT or EXCELLING standard.

BEHAVIOUR CODE	BEGINNER	DEVELOPING	COMPETENT	EXCELLING
<b>BE SAFE</b>	<b>Rarely</b> <ul style="list-style-type: none"> <li>• Uses playground/classroom equipment safely</li> <li>• Demonstrates awareness of personal space of self and others</li> <li>• Follows school rules and routines</li> <li>• Moves safely through school environment;</li> <li>• Resolves conflict without aggression</li> </ul>	<b>Sometimes</b> <ul style="list-style-type: none"> <li>• Uses playground/classroom equipment safely</li> <li>• Demonstrates awareness of personal space of self and others</li> <li>• Follows school rules and routines</li> <li>• Moves safely through school environment</li> <li>• Resolves conflict without aggression</li> </ul>	<b>Usually</b> <ul style="list-style-type: none"> <li>• Uses playground/classroom equipment safely</li> <li>• Acknowledges and respects personal space of self and others</li> <li>• Follows school rules and routines</li> <li>• Moves safely through school environment</li> <li>• Resolves conflict without aggression</li> </ul>	<b>Always (and encourages others to)</b> <ul style="list-style-type: none"> <li>• Uses playground/classroom equipment safely</li> <li>• Acknowledges and respects personal space of self and others</li> <li>• Follows school rules and routines</li> <li>• Moves safely through school environment</li> <li>• Resolves conflict without aggression</li> </ul>
<b>BE KIND</b>	<b>Rarely</b> <ul style="list-style-type: none"> <li>• Shows respect for self</li> <li>• Respects belongings of self and others</li> <li>• Demonstrates awareness of rights and feelings of others</li> <li>• Listens attentively</li> <li>• Interacts appropriately</li> <li>• Follows class and school expectations</li> </ul>	<b>Sometimes</b> <ul style="list-style-type: none"> <li>• Shows respect for self</li> <li>• Respects belongings of self and others</li> <li>• Demonstrates awareness of rights and feelings of others</li> <li>• Listens attentively</li> <li>• Interacts appropriately</li> <li>• Follows class and school expectations</li> </ul>	<b>Usually</b> <ul style="list-style-type: none"> <li>• Shows respect for self</li> <li>• Respects belongings of self and others</li> <li>• Demonstrates awareness of rights and feelings of others</li> <li>• Listens attentively</li> <li>• Interacts appropriately</li> <li>• Follows class and school expectations</li> </ul>	<b>Always (and encourages others to)</b> <ul style="list-style-type: none"> <li>• Shows respect for self</li> <li>• Respects belongings of self and others</li> <li>• Demonstrates awareness of rights and feelings of others</li> <li>• Listens attentively</li> <li>• Interacts appropriately</li> <li>• Follows class and school expectations</li> </ul>
<b>WORK HARD</b>	<b>Rarely</b> <ul style="list-style-type: none"> <li>• Begins set tasks</li> <li>• Completes tasks to a satisfactory level</li> <li>• Manages time effectively</li> <li>• Contributes to class discussions and activities.</li> <li>• Demonstrates interest in schoolwork</li> </ul>	<b>Sometimes</b> <ul style="list-style-type: none"> <li>• Attempts set tasks</li> <li>• Completes tasks to a satisfactory level</li> <li>• Manages time effectively</li> <li>• Contributes to class discussions and activities.</li> <li>• Demonstrates interest in schoolwork</li> </ul>	<b>Usually</b> <ul style="list-style-type: none"> <li>• Attempts set tasks</li> <li>• Completes tasks to a satisfactory level</li> <li>• Manages time effectively</li> <li>• Contributes to class discussions and activities</li> <li>• Demonstrates interest in schoolwork</li> </ul>	<b>Always (and encourages others to)</b> <ul style="list-style-type: none"> <li>• Attempts set tasks</li> <li>• Completes tasks to a high standard</li> <li>• Manages time effectively</li> <li>• Contributes to class discussions and activities</li> <li>• Demonstrates interest in schoolwork</li> </ul>
<b>FOLLOW DIRECTIONS</b>	<b>Rarely</b> <ul style="list-style-type: none"> <li>• Has appropriate equipment for tasks</li> <li>• Listens to and follows instructions and directions</li> <li>• Makes appropriate choices without supervision</li> <li>• Accepts responsibility for own behaviour</li> </ul>	<b>Sometimes</b> <ul style="list-style-type: none"> <li>• Has appropriate equipment for tasks</li> <li>• Listens to and follows instructions and directions</li> <li>• Makes appropriate choices without supervision</li> <li>• Accepts responsibility for own behaviour</li> </ul>	<b>Usually</b> <ul style="list-style-type: none"> <li>• Has appropriate equipment for tasks.</li> <li>• Listens to and follows instructions and directions</li> <li>• Makes appropriate choices without supervision.</li> <li>• Accepts responsibility for own behaviour.</li> </ul>	<b>Always (and encourages others to)</b> <ul style="list-style-type: none"> <li>• Has appropriate equipment for tasks.</li> <li>• Listens to and follows instructions and directions</li> <li>• Makes appropriate choices without supervision.</li> <li>• Accepts responsibility for own behaviour.</li> </ul>

## Whole-school Multi-tiered Response Model

The following diagram represents the multi-tiered systems of intervention used at Avoca State School to facilitate positive behaviour and to respond to unacceptable behaviour.



The key to students engaging in learning and displaying positive behaviours is the establishment of a learning environment where students' basic needs are met. According to William Glasser, these basic needs are *survival, personal power, love and belonging, freedom and choice, and fun and enjoyment*. The development of a needs-satisfying classroom will require teachers to focus upon effective and differentiated implementation of the Australian Curriculum, explicit teaching about positive relationships within flexible organisational structures. These factors impact at all levels of behaviour support for students at Avoca State School.

## **Consideration of Individual Circumstances**

When teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence, staff at Avoca State School take into account students' individual circumstances. These may include: behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

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.

## **Confidentiality Obligations**

Our staff is 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 consequence 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. We assure 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.

## **Restrictive Practices**

In some cases, where the risk of injury to self and others is high, restrictive practices may be used as part of the behaviour management strategy for a student. At all times, our consideration of the use of restrictive practice is guided by the following principles:

1. Regard for the human rights of students
2. Safeguarding students, staff and others from harm
3. Transparency and accountability
4. Consultation and communication
5. Maximise the opportunity for positive outcomes
6. Aim to reduce or eliminate the use of restrictive practices

When provision is made for the use of restrictive practices in a student's Behaviour Support Plan, it will:

- Be approved by the Principal with a copy provided to the Principal's supervisor
- Include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours.
- Not use restrictive practices in isolation
- Develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- Identify strategies to reduce and eliminate the need for restrictive practices

At Avoca State School, we believe that:

- Restrictive practices **are not** to be used as behaviour management strategies, and that;
- They are used to reduce the risk of harm or injury to a student, staff and/or others

Generally, restrictive practices will only be used where:

- a. The restrictive practice is reasonable in the circumstances, and that;
- b. There is no less restrictive measure available to respond to the behaviour in the circumstances

### **Training Related to Restrictive Practices**

At Avoca State School, the Principal will determine the professional development needs of staff with regard to restrictive practices. The Principal must be satisfied that a "provider" of such training can deliver content on:

- The implementation of the Restrictive Practice Procedure
- The legal obligations of staff (ie "The Duty of Care")
- Evidence-based positive and proactive behaviour support strategies
- Strategies to prevent and de-escalate behaviour concerns
- The risks associated with the use of restrictive practices, including seclusion and physical restraint techniques

### **Management of Critical Incidents**

It is important that all staff have a consistent understanding of how to respond to critical incidents involving severe problem behaviour. 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.*

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

At Avoca State School, we use the following procedures to manage critical incidents:

### **Basic Defusing Strategies**

#### *Avoid escalating the problem behaviour*

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

#### *Maintain calmness, respect and detachment*

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

#### *Approach the student in a non-threatening manner*

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

#### *Follow through*

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

#### *Debrief*

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

### **Physical Intervention and Restraints - Immediate or Emergency Response**

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

Staff may make legitimate use of **APPROPRIATE** physical intervention if **ALL** non-physical interventions have been exhausted and if:

- A student is in danger of being seriously injured by an act of physical aggression
- A staff member is in danger of being seriously injured by an act of physical aggression
- A student is in danger of serious self-harm as a result of dangerous behaviour

### **Prohibitions for Physical Restraint**

There are “not-negotiable” prohibitions on the use of physical restraint in an emergency situation. A physical restraint **MUST NOT** be used where it has the effect of:

- a. Covering the student’s mouth or nose, in any way which restricts breathing
- b. Taking the student to the ground into the prone (face-down) or supine (face-up) position
- c. Causing hyperextension or hyperflexion of joints
- d. Applying pressure to the neck, back, chest or joints
- e. Deliberately applying pain to gain compliance
- f. Causing a student to fall
- g. Having a staff member sitting or kneeling on a student

### **Debriefing After Critical Incident**

Following a critical incident involving the use of physical restraint:

- Debriefing will be provided for the student and any other students after a suitable interval of time has elapsed
- A debriefing with the relevant staff member/s will be held
- A Focused Review will be conducted by the Principal to determine any future risk and manage ongoing behaviour concerns

### **Oneschool Reporting of a Critical Incident Involving Physical Restraint**

Following a critical incident involving the use of physical restraint, a Oneschool report must include:

- i. The name of the student/s and staff member/s involved
- ii. The date, time and location of the incident
- iii. Names of witnesses (staff and other students)
- iv. Details of the incident
- v. Any action taken to de-escalate the situation
- vi. Why the physical restraint was used
- vii. The duration of the physical restraint
- viii. Any injuries incurred as a result of physical restraint
- ix. Immediate post-incident actions, such as first aid or contact with emergency services, and;
- x. Details of any post-incident support provided or organised for student/s and/or staff member/s

## Consequences for Unacceptable Behaviour

In applying consequences for unacceptable behaviours, the actions of the student will be considered within the context of the student's individual circumstances, and the needs and rights of school as a whole. Avoca State School seeks to achieve an appropriate balance of these matters by using a range of consequences that are underpinned by the following principles:

**Supportive:** Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. Targeted and intensive behaviour support will be implemented with individual behaviour support plans being developed for students who display chronic problem behaviour.

**Fair:** When determining consequences for serious misbehaviour, it is important that the principles of *natural justice* and *procedural fairness* are followed. Students should be made fully aware of allegations against them and be given an opportunity to respond. Decisions on consequences should be made without pre-judgement or bias. The student's age, cultural background, emotional wellbeing and any other contextual factors should be taken into account. Consideration should also be given to the student's past and relevant disciplinary history. Where there is a choice of consequences and/or extenuating circumstances, the Principal will make the final determination.

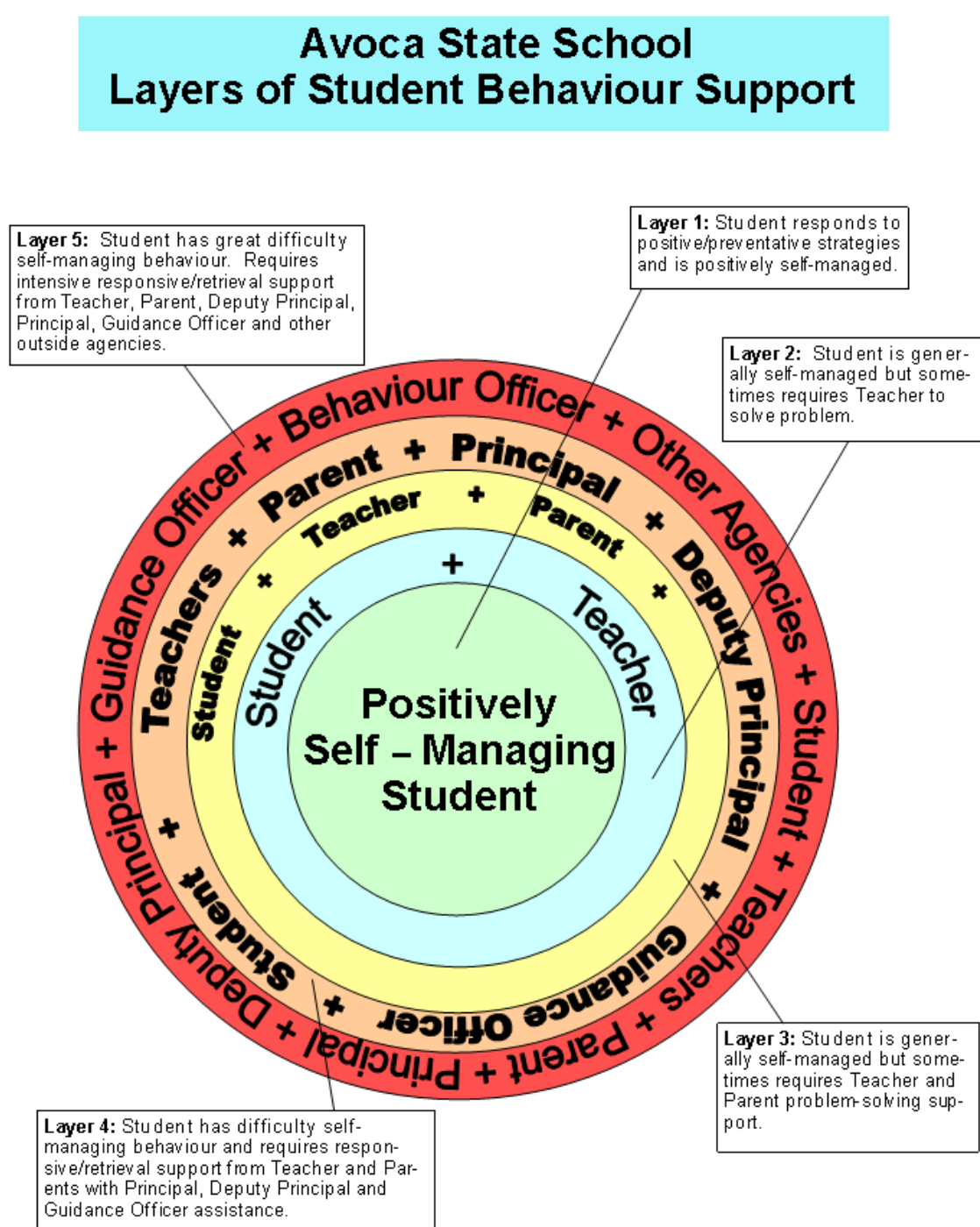
**Logical:** Consequences are most effective when students can see the connection between their behaviour and the resulting consequence. Logical consequences for both positive and negative behaviour should be applied consistently, calmly, firmly and without prejudice. Staff and students should be aware of the progression from minor to major consequences for continued disruptive behaviour.

**Consistent:** There should be a consistent approach to applying consequences across the school to ensure safety, allow opportunities for students to learn and to assist students who exhibit challenging behaviours to accept personal responsibility for their actions.

At Avoca State School, the term "Consequence" is not synonymous with the term "Punishment"! Our focus on the work by Dr William Glasser emphasizes the need for *non-contingent, non-coercive* people management across all interactions in our school including teaching, learning, socializing and management of behaviour. Therefore, our consequences for inappropriate behaviour are strategies which are founded in support for students combined with management techniques which range

from *the least intrusive to the most intrusive* (see Appendix 3).

Our “layered support approach” is represented by the following diagram, whereby, our goal of developing “Positively Self-managing Students” is supported by layers of additional support. This differentiated approach supports students, regardless of their starting point, to work towards achieving the goal of being a “Positively Self-managing Student”.



The layers of support in the model are intended to reduce the likelihood that inappropriate behaviour re-occurs. It is likely that these layers of support are coupled with consequences which are commensurate with varying degrees of breach of the Avoca State School Student Code of Conduct.

The following table illustrates “**possible consequences**” but NOT “**mandatory consequences**” for various behaviours. **At ALL times and in ALL circumstances**, the individual circumstances of the student are considered in order to ensure that **natural justice** and **procedural fairness** prevail when deciding upon appropriate consequences.

Layer of Support	Indicative Behaviour	“Possible” NOT “Mandatory” Consequences
<b>Layer 1</b> Positively Self-managing Student	Positively self-managing students are on task and require no disciplinary action	Positive reinforcement of appropriate behaviours and choices: <ul style="list-style-type: none"> <li>• Verbal reinforcement</li> <li>• Recognition of behaviour choices</li> <li>• Positive behaviour comments on Onschool</li> <li>• Communicate positive choices to parents/carers</li> </ul>
<b>Layer 2</b> Class Teacher Support	Inappropriate behaviours supported at this level may include: <ul style="list-style-type: none"> <li>• Minor incidents</li> <li>• Not following directions</li> <li>• Lateness to class</li> <li>• Littering</li> <li>• Rough play</li> <li>• Minor verbal indiscretions</li> </ul>	Teacher initiated actions might include: <ul style="list-style-type: none"> <li>• Verbal negotiation with student</li> <li>• Reminder of behaviour expectations</li> <li>• Issuing of “Refection Time”</li> <li>• Referral to a “Buddy Class”</li> <li>• Whole class explicit re-teaching of behaviour expectations</li> <li>• Onschool record of behaviour</li> </ul>
<b>Layer 3</b> Class Teacher and Parent Support	Inappropriate behaviours supported at this level may include: <ul style="list-style-type: none"> <li>• Repeated Layer 2 indicative behaviours</li> <li>• Defiance or rudeness with staff in the classroom</li> <li>• Bullying</li> </ul>	Teacher and parent actions might include: <ul style="list-style-type: none"> <li>• Parent contact by Teacher</li> <li>• Classroom monitoring procedure negotiated with parents and student</li> <li>• Communication of issues and behaviour management to Deputy Principal or Principal</li> <li>• Teacher manages conflict resolution meeting between students and advises parents</li> <li>• Onschool record of behaviour</li> </ul>
<b>Layer 4</b> Class Teacher, Parent, Deputy Principal, Principal and Guidance Officer Support	Inappropriate behaviours supported at this level may include: <ul style="list-style-type: none"> <li>• Continued Layer 2 and 3 indicative behaviours</li> <li>• Stealing</li> <li>• Truancy</li> <li>• Physical aggression</li> <li>• Smoking</li> </ul>	Teacher, parent, Deputy Principal, Principal and Guidance Officer actions might include: <ul style="list-style-type: none"> <li>• Student Services Committee referral by Teacher, Deputy Principal or Principal</li> <li>• Team approach to support coordinated through Student Services Committee</li> <li>• Parent/Carer interview with Deputy Principal, Principal or Guidance Officer as</li> </ul>

	<ul style="list-style-type: none"> <li>• Pornography</li> <li>• Serious verbal misconduct</li> <li>• Intimidation of staff</li> <li>• Vandalism</li> <li>• Sexual harassment or misconduct</li> <li>• Serious online misconduct</li> </ul>	<ul style="list-style-type: none"> <li>• deemed appropriate</li> <li>• Possible Stakeholder meeting to explore further support options</li> <li>• Restorative practices</li> <li>• Restitution for damages or theft</li> <li>• Possible Disciplinary Absence</li> <li>• Possible return from Disciplinary Absence meeting to negotiate expectations</li> <li>• Possible QPS notification</li> <li>• Documented in Oneschool <ul style="list-style-type: none"> <li>◦ Incidence/response</li> <li>◦ Support Provisions</li> </ul> </li> </ul>
<b>Layer 5</b> Class Teacher, Parent, Deputy Principal, Principal, Guidance Officer and External Agency Support	Inappropriate behaviours supported at this level may include: <ul style="list-style-type: none"> <li>• Extreme or repeated incidences of Layer 4 indicative behaviour</li> <li>• Possession/use of illicit drugs</li> <li>• Possession/use of a weapon</li> <li>• Supply or illicit drugs</li> <li>• Violent assault</li> <li>• Sexual assault</li> </ul>	Class Teacher, Parent, Deputy Principal, Principal, Guidance Officer and External Agency Support actions might include: <ul style="list-style-type: none"> <li>• Individual Behaviour Support Plan</li> <li>• Possible restrictive practices <ul style="list-style-type: none"> <li>◦ Communicated to parent</li> <li>◦ ARD informed of plan</li> </ul> </li> <li>• Possible graduated return to school <ul style="list-style-type: none"> <li>◦ Flexible Arrangement for attendance</li> </ul> </li> <li>• Documented in Oneschool <ul style="list-style-type: none"> <li>◦ Incidence/response</li> <li>◦ Support Provisions</li> </ul> </li> <li>• Police notification (if illegal behaviour)</li> <li>• Possible suspension in line with Education Queensland Policy <i>SM -16 Student Disciplinary Absences</i></li> <li>• possible recommendation for exclusion in line with Education Queensland Policy <i>SM -16 Student Disciplinary Absence</i></li> </ul>
<b>NB 1: Suspension</b>	<i>Suspension is only used as an option when all other options are exhausted or inappropriate</i>	
<b>NB 2: Restrictive Practice – Physical Restraint</b>	<i>Physical Restraint can be planned in consultation with parents and school staff, OR used in emergent situations to prevent injury</i>	

## 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 Policy** outlines the processes, conditions and responsibilities for the Principal and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the Principal or staff member 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, and the safety of other students or staff members
- good management, administration and control of the school.

The Principal will 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 Avoca State School and will be removed if found in a student's possession:

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

\* No knives of any type are allowed at Avoca State 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 knife.

\*\* 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 Avoca State School:

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

### Parents of students at Avoca State School:

- do their best to ensure that their children do not bring any item onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Avoca 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
  - is offensive, extremist or does not maintain and foster mutual respect;
- it is their responsibility to collect temporarily removed student property as soon as possible after they have been notified by the Principal or staff member that the property is available for collection.

### Students at Avoca State School:

- understand that they are not permitted to do not bring any item onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Avoca 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
  - is offensive, extremist or does not maintain and foster mutual respect;

- understand that they must collect their confiscated property as soon as possible when advised by the Principal or staff member that it is available for collection.

## Use of Mobile Phones and other Devices by Students

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

It is for these reasons that the Avoca State School does not permit students to carry mobile devices with them throughout the school day. The school's policy allows students to utilise mobile devices on the way to school and after they leave school for the day, for example, while on the school bus to and from school. During the school day, all mobile devices must be left at the school office where they will be looked after until pick-up at the end of the school day.

*NB: ALL communication by students with parents/carers during school time will be conducted by landline through the school office.*

### Responsibilities

The responsibilities for students who take mobile phones or other devices to school, are outlined below:

- deliver the mobile phone or device to the school office immediately upon arrival at school
- collect the mobile phone or device from the school office straight after school finishes at 3.00 pm

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

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- use social media, online email and internet chat to bully other students
- send chain letters or spam email (junk mail)
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material

*NB: Avoca State School has jurisdiction to manage cyber incidents which occur on campus, during school time. We do not have jurisdiction to manage cyber incidents which are occurring outside of school time or off-campus. (For more information, refer to Avoca State School Policy on Bullying in Appendix 1)*

# Avoca State School

## ***‘POLICY AGAINST BULLYING’***

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Avoca State School does not tolerate bullying in any form. All members of the school community are firmly committed to putting an end to bullying and ensuring that students can learn well in a safe and caring environment.

### **1. What is Bullying?**

Bullying can be described as a systematic and ongoing abuse of power. Bullying occurs when a more powerful person or group of persons threatens or hurts the body or feelings of a less powerful person. When a single incident progresses into a pattern of repeated or consistent hurtful behaviour, it becomes classified as Bullying.

### **2. Types of Bullying**

Types of bullying include:

#### **Verbal Bullying:** (for example)

- teasing
- put downs
- threats

#### **Emotional Bullying:** (for example)

- leaving people out of activities
- telling others to leave people out
- not speaking to a person

#### **Physical Bullying:** (for example)

- pushing, punching, kicking, spitting etc
- damaging property
- stealing property

#### **Cyber bullying:** (for example)

- harassing and/or threatening email, phone, text or chat messages
- sending nasty images by email, SMS or chat forums
- using another student's username and password to pretend to be them
- forwarding others' private emails, messages, pictures or videos

- Intentionally excluding others from an online group
- Any other “online” behaviour perpetrated by a student with the intention to harass, insult, exclude or humiliate another student or staff member

***NB: Avoca State School has jurisdiction to manage cyber incidents which occur on campus, during school time. We do not have jurisdiction to manage cyber incidents which are occurring outside of school time or off-campus. Our school encourages everyone in the school community to adhere to responsible use of the internet and social media in accordance with the policy set out in Appendix 4.***

Incidents of cyber bullying can have wide-reaching effects. Even when events occur out of school time and off-campus, the negative impact of such can pervade the school social environment. In these circumstances, the Principal and/or Deputy Principal will work with parties impacted upon by the cyber bullying in an attempt to resolve differences and prevent future incidents.

Some cyber bullying incidents can become so serious as to be referred to the Queensland Police Department. If such incidents occur during school time and at school, it will be the responsibility of the Principal to make this referral. Should the incident occur out of school time and off-campus, it is the responsibility of the parents of students involved in the cyber bullying to refer the matter to the Queensland Police Service.

### **3. Effects of bullying**

Victims of bullying feel frightened, helpless, embarrassed and angry. Their ability to work, sleep or concentrate may suffer. Relationships with family, friends and classmates may deteriorate. Victims often are unsure about what to do to stop bullying.

### **4. Plan to deal with bullying**

As a school community, we recognize that bullying can only be eliminated if it is reported and dealt with wherever it occurs. We accept that everyone has a role in preventing bullying.

- a) This requires staff to:
  - be open to talk to students who seek help with incidences of bullying
  - be role models in word and action at all times
  - be observant of signs of upset due to incidents of bullying
  - make efforts to remove occasions of bullying by pro-active patrolling during playground duty
  - make attempts to immediately address incidents of bullying wherever possible. If the incident is unable to be resolved in situ, refer the students to the Deputy Principal or Principal
  - take steps to help all children learn to use “The Cool Approach” to

handling bullying (see subsequent illustrations regarding “The Cool Approach”)

- refer all serious incidents of bullying to the Principal or Deputy Principal.
- enter a Oneschool report detailing the circumstances of bullying

b) This requires students to:

- refuse to be involved in bullying behaviour
- encourage other students to avoid bullying behaviour
- report incidents of bullying behaviour to the teacher on playground duty, the classroom teacher or to the Deputy Principal or Principal
- use “The Cool Approach” if they are bullied or harassed

c) Avoca State School encourages parents/carers to:

- watch for signs of distress in their children e.g. torn clothing, bruising, unwillingness to attend school, requests for extra money, missing school items, patterns of headaches etc.
- take an active interest in their children’s social life and acquaintances
- advise their children to use “The Cool Approach” to handle bullying and to report incidents of bullying to members of school staff
- encourage their children NOT to retaliate
- discuss incidents of suspected bullying with school staff

d) Cyber bullying will be addressed by:

- utilizing MIS filtering capabilities to monitor school based student email
- teaching explicit education programs about cyber bullying to be delivered in the Health program
- enforcing the school’s Mobile Phone and Device Policy which prohibits the possession of mobile phones and other electronic devices during school times and which offers secure daily storage of such items

## **5. Dealing with bullies**

People who bully will be counselled by staff and appropriate consequences applied as outlined in the Avoca Student Code of Conduct. They will be provided with opportunities to modify their behaviour and their commitment to new behaviours will be monitored.

## **6. Conclusion**

No one deserves to be bullied and it will not be tolerated at our school. If staff, students and parents work together to eliminate bullying we will ensure that Avoca is a supportive and caring school where quality learning takes place.

Attachments: “*The Cool Approach*”, and “*Standing Up For Yourself*” Adapted from Friendly Kids-Friendly Classrooms, Helen McGrath & Shona Francey. Longman Australia.

Additional Notes:

- this policy will be reviewed annually
- other anti bullying resources are available from the school library

Acknowledgments:

- resources accessed to help develop this policy were:
  - 'Friendly Kids – Friendly Classrooms' Helen McGrath & Shona Francey
  - 'Bullying & Schools – What to do about it'. Ken Rigby
  - 'School Bullying – Insights & Perspectives'. Peter K Smith & Sonia Sharp

# 'The Cool Approach'

## WHEN SOMEONE BULLIES YOU:

- Stand tall.
- Look in their eyes (but not in a threatening way).
- Speak in a firm, not angry voice.
- Tell them to stop annoying you or firmly ignore their behaviour and walk away from them.
- Stay in control of yourself.



## IF THEY WON'T STOP:

- Remember to Stay Cool and Stand Tall.
- Look in their eyes (but remember, not in a threatening way).
- Say their name (if you know it).
- Say firmly and in a slightly louder than normal voice something like, "Cut it out" or "No more".
- "If you don't stop it, I am going to report you". **STAY COOL AND WALK CALMLY AWAY.**
- If they follow you or keep doing it, you should report it to a teacher on duty, your classroom teacher, the Deputy Principal or the Principal as soon as you feel it is safe to do so.



## REPORTING BULLYING:

- Approach the teacher, look in their eyes and stand tall.
- In a firm voice, tell them what the problem is and what you have done to deal with it.

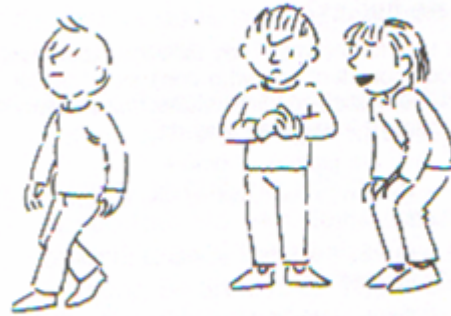


Remember to also tell Mum and Dad what has happened and how you handled the bullying.

# 'Standing Up for Yourself'

## THE COOL WAY IS TO :

- Tell them to stop annoying you or firmly ignore their behaviour and walk away from them.
- Speak in a firm, not angry voice.
- Stand Tall.
- Look in their eyes firmly (but not in a threatening way).
- Stay in control of yourself.



## THE AGRO WAY IS TO:

- Push, punch, trip or kick the person who is picking on you
- Speak discourteously.
- Use, insults and put-downs.
- Call people names, make blaming comments, or try to make people feel ashamed.
- Have a really angry expression on your face.
- Shout and yell.
- Swear.
- Stand close to the person and act in a threatening manner.
- Lose control of yourself.



## THE WEAK WAY IS TO:

- Give in to others when you don't want to.
- Let other people continue to do bad things to you.
- Talk quietly, mumble or speak hesitantly.
- Cry or sulk or sob without trying to deal with the problem yourself first.
- Look down at the ground when you are speaking
- Stand small, as if you are trying to hide.



## Encouraging Strategies to Improve Student Behaviour

- maintain a friendly and positive relationship with all students
- provide an engaging and inclusive curriculum
- collaboratively develop a 'picture' of the classroom that everyone would like to be in
- recognise achievement and positive behaviours through:
  - The use of non-contingent recognition\*
  - Notes or phone calls to parents
  - Displaying and sharing student work in the classroom
  - Visiting other classrooms to share work
  - Visiting the Deputy Principal and/or the Principal to share work and progress
  - Writing specific evaluation comments on student work
- Encourage student goal setting and self evaluation
- Build fun and enjoyment into classroom activities
- Hold regular class meetings to suggest how to improve the classroom and to solve problems.

***\*Research indicates that extrinsic rewards that are contingent upon students undertaking a task have a detrimental effect on student engagement and creativity. The occasional use of non-contingent rewards is preferred as these do not negatively affect intrinsic motivation in students.***

## Corrective Strategies to Improve Student Behaviour

(These are listed from least to most intrusive – Peter Myles)

**TACTICAL IGNORING** - Tactical ignoring involves the teacher deliberately letting an inappropriate behaviour go uncorrected. It represents a professional judgement that the behaviour is essentially non-disruptive, is not unsafe and addressing the behaviour may be more disruptive than the behaviour itself.

**SELECTIVE ATTENDING** - The teacher initially lets the behaviour go uncorrected, but actively monitors the student (using peripheral vision or direct observation from a distance) to note whether the student self-corrects their behaviour.

**PROXIMITY** - When a teacher notes an inappropriate behaviour in progress, they simply move themselves to the locality of that behaviour, whether they are talking to the whole class in the process, or whether the class are working independently on a task.

**PROXIMITY WITH TOUCH INTERFERENCE** - The teacher moves to a locality directly beside, in front of or behind the student and, without talking directly to them or verbally addressing their behaviour, touches their book (to indicate the need to focus on work), closes the book that should not be open, or picks up the object being played with and puts it back down on the desk away from immediate reach (signifying the end of play).

**BODY LANGUAGE ENCOURAGING** - Body language encouraging involves the use of facial expression, stance, body movements and gestures to convey a message of expectation, approval or disapproval.

**WAITING AND SCANNING** - The teacher issues an instruction, and then adopts relatively relaxed body language and looks about the room, noting the progress of students in following the instruction. If the students are slow to comply, the teacher modifies body language to a more assertive stance and may add a simple verbal phrase or a **time encourager** (eg “I’m waiting”)

**PAUSE IN TALK** - Pause in talk involves stopping mid-sentence or mid-explanation as a result of an inappropriate behaviour from someone in the class. Generally, this behaviour will be a verbal interruption in one form or another (eg two students chatting, a student calling out, a silly noise). When the teacher pauses in talk, they may give body language encouragement (especially with facial expression) or they may simply adopt a ‘frozen in time’ expression as they pause, and then re-animate as they recommence the sentence that was disrupted.

**CUEING** - Cueing is used to model appropriate behaviour to students who exhibit inappropriate behaviour. In its simplest form, cueing involves the teacher telling the students what is required of them behaviourally, verbally and or non-verbally, as they give an instruction. (eg “Please put your hand up if you know the answer to Question 5”). In ‘**Cueing with Parallel Acknowledgement**’, the teacher notes the

inappropriate behaviour of a student or students, and deliberately highlights the appropriate behaviour of a student or group of students nearby through praise and encouragement. A third form of cueing is termed '**Description of Reality**', in which the teacher makes a statement of opinion that describes current behaviour state in the classroom to reinforce student behaviour or encourage change. ( eg "There is too much noise in this classroom" or "It's good seeing those hands up.")

**DESCRIPTIVE ENCOURAGING** - Directly following instructions, the teacher acknowledges those who have demonstrated immediate compliance to encourage slower students to follow suit. (*"Pencils down please. Thanks and eyes this way... Good to see Tom and Sarah are ready"*) In a second form, the teacher moves about the room, observing student work and behaviour, and makes simple, descriptive statements about the student behaviour (eg *"You're working quietly—Thank you!", "You're sitting nicely" - Thank you!*)

**NON-VERBAL REDIRECTION** - The teacher makes eye contact with the student and uses some form of non-verbal signal (Hand gesture, facial expression etc,) to let the student know that their behaviour has been noted and modification is required.

**DISTRACTION/DIVERSION** - The teacher decides to temporarily suspend the curriculum in the interests of re-energising or re-focusing students who are going off-task or behaving inappropriately, by introducing some activity that diverts them from their off-task behaviour. This may be in the form of a stretch or drink break, or an alternative activity.

**NON-VERBAL DIRECTIONAL ACTION** - A non-verbal directional action is any non-verbal action used to gain whole group attention, whether to talk about behaviour or curriculum. It may involve the use of sound (via a whistle, bell, handclap), the turning off of music or noise-making machinery in the room, or a visual action (eg flashing of lights, turning off the overhead projector or television). It can also involve a physical action, such as placing one's hands on one's head or initiating a clapping sequence which students copy as their attention is gained.

**ORAL DIRECTIONAL PHRASE** – Issuing of a set rehearsed phrase to gain whole group attention. In high school settings, standard oral directional phrases include "Pens down please; eyes this way" and "Stop work and look here please". In the primary school setting, the previously-mentioned oral directional phrases are also used, though in lower year levels teachers also use sequenced phrases which the students can contribute to eg "1-2-3, eyes on me" or "Stop, look and listen, eyes on me please".

**CURRICULUM REDIRECTION** - The teacher uses a question about the task the student is supposed to be focusing upon to refocus them on that task and end the inappropriate behaviour. (eg. *"Ben, how are you going with Question 15?"*)

**CALLING THE STUDENT'S NAME** - Calling the student's name simply involves speaking out the first name of the student (or both first and last name if the first name is shared by more than one class member) who is misbehaving, generally in a firm but controlled manner. It is used particularly when the teacher is on the other side of the room or some distance away. It can be linked with body language

encouraging or a non-verbal redirection.

**QUESTIONING TO RE-DIRECT** - The teacher questions the student directly about their behaviour, rather than using the curriculum as the means to the end. (eg. *“Tom, what are you doing? What are you supposed to be doing?”*) A specific form of this strategy is the **“Rule Question”**, where the teacher queries the student about the rule that their current behaviour violates. (eg *“Travis, what is our rule about food in class?”*)

**INDIVIDUAL CLOSE TALK** - Individual close talk involves the teacher moving to the student’s desk to *quietly* discuss their behaviour, or summoning the student to their own desk for the same purpose (the former method is the less-intrusive of the two). Individual close talk is used as a private, non-humiliating means of discussing a student’s behaviour directly with them.

**VERBAL REDIRECTION – DIRECTIVE QUESTION** - A statement of behaviour expectation disguised as a request by the addition of the word “Please” at the end of the statement. eg *“Kym, put the magazine away please.”* The teacher allows the student take-up time to follow the direction.

**OFFER OPTIONS** – The teacher proposes two options for the student. Both options are different but acceptable alternative behaviours. (eg *“William, would you like to read a book from the shelf or a magazine from the rack?”*)

**GIVE OPTIONS (INCORPORATING CONSEQUENCES)** – The teacher issues options to the student when the behaviour is repeated despite previous verbal redirection. The choices given to the student are usually only two in number – Choice 1 is comply with the expected behaviour and reap the consequences of compliance, and Choice 2 is a logical consequence for non-compliance. The student is given time to consider the choices and make a rational decision. NB: “Offer Options” (previous strategy) should always be used prior to using this ultimatum.

**STATE LOGICAL CONSEQUENCES** – Stating logical consequences gives the student only one choice – do what the teacher asks or face the consequences. Generally the delivery will take the form of an “If....then” statement or an “Either.....or” statement. (eg *“Sally, if you don’t sit properly in your seat, I will have to have to sit you on the carpet”*)

**FOLLOW THROUGH WITH CONSEQUENCES** – Follow through occurs when the student has made the choice not to comply with the teacher’s directions after they have stated the logical consequences, or has chosen the less-appropriate of the two choices offered by the teacher in giving choice. The teacher calmly states what the consequence will be and how it will be enacted.

**MOVE STUDENT IN ROOM** – A teacher will generally move a student in the room to separate students who cannot work productively together, or to bring a more disruptive student into closer proximity for monitoring purposes.

**MOVE STUDENT TO REFLECTION AREA** - The student is instructed to move from their desk to a designated reflection area within the room, where they may carry on

with the set work, or alternatively may have to complete a reflection form that addresses their inappropriate behaviours and highlights more appropriate choices.

**REMOVE STUDENT FROM CLASSROOM** - A student is removed from the classroom to the office or buddy class because their behaviour is so non-compliant that they can no longer remain in the environment. Learning activities must be put in place insitu.

**HAVE THIRD PARTY REMOVE STUDENT FROM CLASSROOM/AREA** –The teacher finds the student’s behaviour unsafe and/or unmanageable. They send a message, via intercom or student, to a support person with more authority, such as a Deputy Principal or Principal. This person then attempts to convince the offending student that the best option for all, for the moment, is to leave the classroom and resolve the issue elsewhere..

**REMOVE REST OF CLASS FROM ROOM/AREA** – A teacher removes the class from the room to a safer location when an individual student is exhibiting explosive verbal or physical behaviour within the classroom environment. Student safety is seen to be at risk and it is deemed either easier to remove the rest of the class or too dangerous to try and remove the offending student themselves.

**PHYSICAL RESTRAINT** – Follow a “Restraint Management Plan” (if in place). Otherwise, use non-violent physical restraint techniques to immobilise the student, in order to prevent harm to the student themselves, other students or the teacher.

## Appropriate Use of Social Media

Avoca SS embraces the opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Avoca SS is committed to promoting the responsible and positive use of social media sites and apps.

It is illegal for students under the age of 13 to have a Facebook, Instagram, or Social Media account. No student of Avoca State School will face disciplinary action for simply having an account on Facebook or other social media site with their parent's knowledge. However, should a student use their EQ user name, email address and password to create a social media account they will face disciplinary consequences.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyber bullying), it is unacceptable for students to bully, harass or victimise another person whether within Avoca State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Avoca State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Avoca State School engaging in appropriate online behaviour.

### Role of Social Media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control

over how that content is used. The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

### **Appropriate use of Social Media (NB: Includes age-appropriate social media *AS WELL* as social media where children do not meet age requirements for membership)**

Students of Avoca State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online control over it is lost. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyber bullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Avoca State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the Queensland Police Service for further investigation.

Avoca State School will not become involved in concerns of cyber bullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyber bullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or Police to resolve.

## Laws and Consequences of Inappropriate Online Behaviour and Cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyber bullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyber bullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyber bullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal Defamation

There are significant penalties for these offences.

Avoca State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Avoca State School expects its students to engage in positive online behaviours.

## Legislative Delegations

### Legislation

In this section of the Avoca 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.

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](#)

*The only exception to this provision is that delegation of authority to suspend, afforded through the “**Instrument of Authorisation**”; henceforth, following:*



# Avoca State School



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Queensland Department of Education

## Avoca State School

### Instrument of Authorisation

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

Date: 1 December 2020

I, Michael Kiss, Principal of Avoca State School, **authorise** the persons who are, from time to time, the holder of the position of Deputy Principal at this school to tell a student, on my behalf, of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal (permanent or "acting above level") who tells a student of my decision to suspend that student, acts in my name.

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

Michael Kiss

Avoca State School

## Conclusion

Avoca State School is committed to ensuring every student is supported to feel safe, welcome and valued. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue where they feel that a behaviour management decision, made by the school, adversely affecting their child's education.

As a complainant, it is the parent's responsibility to:

- contact the school initially to discuss the matter with the Deputy Principal or Principal
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- inform the school if something changes, including if help is no longer needed.

**NB: The Department of Education may not proceed with your complaint if your conduct is unreasonable.**

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

**1. Early resolution:**

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. Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

**2. Internal review:**

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for Internal Review Form](#) within 28 days of receiving the complaint outcome.

**3. External review:**

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](http://www.ombudsman.qld.gov.au).

