



# Jinibara State School

## Student Code of Conduct

2023 - 2026

### *Every student succeeding*

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Contact Information

Postal address: 50 Cottontree Drive, Narangba QLD 4504

Phone: (07) 3491 1222

Email: principal@jinibarass.eq.edu.au


School website address: www.jinibarass.eq.edu.au

Contact Person: Leisa Wood

## Endorsement

Principal Name: Leisa Wood

Principal Signature:



Date: 1.3.2023

P & C President Name: Kristy Johnston

P & C President's Signature:



Date: 1.3.2023

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## Purpose

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

The Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive and 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

## Introduction

Jinibara State School prides itself on quality teaching and learning, where our whole school approach to behaviour and learning provides clear and high expectations. Strong, positive relationships between all members of our school community are valued at our school as they are the foundation to supporting the success of all students. At Jinibara State School, we believe every student is a learner and every student can succeed.

Jinibara State School has four school rules:

- I am Respectful
- I am Responsible
- I am Safe
- I am a Learner

These rules and expectations 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 respectful, responsible and kind young people who develop a love of learning.

Jinibara State School staff take an educative approach to discipline, where positive behaviour is taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's data from School Opinion Surveys and Student Disciplinary Absences along with school policies on the 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 behaviour. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension and exclusion.

I thank students, teachers, parents and other members of the school community for their work, interest and views shared through the process of developing Jinibara State School's Student Code of Conduct. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

## P&C Statement of Support

As president of the Jinibara State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Jinibara State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Jinibara State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Jinibara State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 44 provides an excellent starting point to understand how to approach the school about these types of problems.

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

## Consultation

The consultation process used to inform the development of the Jinibara State School Student Code of Conduct occurred with teaching staff, administration team, P&C and the wider community.

A review of the Responsible Behaviour Plan for Students occurred via internal meetings with staff. A range of data sets on attendance and student behaviour incidents were examined. As a school staff, we identified strengths and successes from our previous Responsible Behaviour Plan for Students as well as areas for further development.

Discussions also took place regarding the outcomes from the most recent School Opinion Survey. Data was analysed from the 2019 School Opinion Survey and compared to previous surveys to identify areas of strengths and weaknesses according to the opinions of various parents, students and staff. This informed the development of Jinibara State School's Student Code of Conduct, which was presented to the P & C Association in September 2020. The P & C Association unanimously endorsed the original Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Jinibara State School Student Code of Conduct, including promotion through the school website and the weekly newsletter along with its presentation to all staff at meetings and via emails. Any families who require assistance to access a copy of the Student Code of Conduct, including translation to a suitable language, or to further discuss or clarify the information in the document are encouraged to contact the Principal or Deputy Principal.

### **Review Statement**

The Jinibara 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.

## Data Overview

This section of Jinibara State School's Student Code of Conduct reports on the key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction Data is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for:

- parents
- students
- staff
- principals

These data sets are obtained from OneSchool, which contains information regarding curriculum, assessment and reporting along with school reports and records on students. These records capture students' details, academic and behaviour reports, absences, records of contact and extra-curricular activities. This information can be requested by parents for their own child or children though privacy will be upheld for other students and families.



## School Opinion Survey

### Parent Opinion Survey

Performance Measure	2019	2021	2022
<b>Percentage of parents/caregivers who agree* that:</b>			
this is a good school	75%	90.6%	81.9%
their child likes being at this school	86%	90.6%	90.5%
their child feels safe at this school	86%	87.9%	81.6%
their child's learning needs are being met at this school	82%	85.8%	76.1%
their child is making good progress at this school	80%	87.7%	86.9%
teachers at this school expect their child to do his or her best	96%	97.1%	97.1%
teachers at this school provide their child with useful feedback about his or her school work	88%	85.4%	91.1%
teachers at this school motivate their child to learn	76%	90.6%	88.4%
teachers at this school treat students fairly	74%	82.5%	87.1%
they can talk to their child's teachers about their concerns	94%	95.3%	95.7%
this school works with them to support their child's learning	82%	84.9%	87.7%
this school takes parents' opinions seriously	61%	60.4%	69.4%
student behaviour is well managed at this school	57%	75%	64.5%
this school looks for ways to improve	68%	75%	79.2%
this school is well maintained	88%	87.7%	86.7%

### Student Opinion Survey

Performance Measure	2019	2021	2022
<b>Percentage of students who agree* that:</b>			
they like being at their school	86%	68.3%	67.9%
they feels safe at their school	89%	77.4%	75.4%
their teachers motivate them to learn	96%	85%	88%
their teachers expect them to do their best	97%	92.6%	95.1%
their teachers provide them with useful feedback about their school work	92%	89.6%	88%
teachers treat students fairly at their school	84%	79.4%	71.6%
they can talk to their teachers about their concerns	81%	70.7%	74.6%
their school takes students' opinions seriously	84%	75.5%	66%
student behaviour is well managed at their school	76%	61.3%	58.5%
their school looks for ways to improve	86%	82.9%	77.4%
their school is well maintained	89%	81.1%	74.6%
their school gives them opportunities to do interesting things	87%	89.2%	78.8%

## Staff Opinion Survey

Performance Measure	2019	2021	2022
<b>Percentage of school staff who agree* that:</b>			
they enjoy working at their school	98%	95.7%	79.3%
they feel that their school is a safe place in which to work	96%	91.5%	82.8%
they receive useful feedback about their work at their school	89%	86%	75%
students are encouraged to do their best at their school	98%	97.8%	98.3%
students are treated fairly at their school	96%	87.2%	82.8%
student behaviour is well managed at their school	91%	67.4%	37.9%
staff are well supported at their school	83%	80%	62.5%
their school takes staff opinions seriously	84%	83.7%	59.6%
their school looks for ways to improve	87%	86.7%	93.1%
their school is well maintained	94%	93.5%	96.6%
their school gives them opportunities to do interesting things	83%	86%	75%

\*Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

## School Disciplinary Absences (SDA)

Principals use 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. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

Jinibara State School Incidents resulting in disciplinary absences			
Type	2020	2021	2022
Short Suspensions – 1 to 10 days	60	88	63
Long Suspensions – 11 to 20 days	0	2	1
Charge-related Suspensions	0	0	0
Exclusions	1	1	0

## 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 a Deputy Principal or the Principal to discuss the model of behaviour support and discipline used at this school.

At Jinibara State School, we believe:

- our whole school approach to behaviour and learning provides consistency, clear expectations and consequences for students and parents
- expected student behaviour should be explicitly taught
- high expectations are maintained
- students learn to the best of their ability when supported, accepted, challenged and engaged.

Jinibara State School's four school rules are:



## Multi-Tiered Systems of Support

Jinibara 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 intervention to the identified needs of individual students.

### Prevention Description

#### Tier 1

All students in the school receive support for their academic and behaviour development. Focus is on the whole-school implementation of both the Australian Curriculum and the Code of Conduct. 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
- using feedback from students and their families on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

The following proactive and preventative processes and strategies are implemented in the Tier 1 stage to communicate behavioural expectations:

- explicit teaching of the School Rules and expectations of Green Path behaviour
- implementation of strategies from Berry Street, including Brain Breaks, Positive Primers, What Went Well and Consistent Predictable Routines to promote positive behaviours and attitude
- teachers go through the PowerPoint Presentation every Monday that relates to the weekly rule focus
- Quality Standards are in place for Brain Breaks, Positive Primers and Consistent Predictable Routines
- consistent Classroom Management Plans across the school
- classroom reward systems to promote positive student behaviours
- Zones of Regulation strategies are explicitly taught to all students to assist them with their emotional regulation which enables students to use strategies to make more positive behavioural choices and to focus on their work
- Chill Out spaces in each classroom which enable students to have a quiet place to calm down and use strategies to regulate their emotions
- *Bounce Back* is explicitly taught to build students' resilience and promote positive reactions and responses to social situations
- school-wide use of the High Five to assist students to solve minor social problems
- positive reinforcement for demonstrating expected behaviours, such as the Fabulous Finch, Principal's Gallery and class certificates of celebration and encouragement
- communication through the school newsletter, Facebook and class bulletins
- comprehensive induction programs for new students, staff and relief staff.

## Tier 2

Targeted instruction and supports for some students 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.

Tiers 2 supports build on the comprehensive support 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 instructions on the Australian Curriculum or particular aspects of the school rules. The types of interventions offered at this level will vary according to the needs of the students, but all have certain things in common:

- there is a clear connection between the skills taught in the intervention and the school-wide expectations
- interventions are time-effective and sustainable
- variations within each intervention are limited
- interventions are evidence-based models and are matched to each student's need.

If the school data indicates that more than 15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

Selected students receive targeted support to assist them with their learning and behaviour in the following ways:

- Zones of Regulation focussed groups
- Small focussed groups with teacher, co-teacher or education officer
- Playground Plans
- Assessments from Guidance Officer and Speech Language Pathologist, including cognitive assessments and speech/language assessment
- Individual monitoring Charts for inside and outside the classroom
- Individual reward systems
- Support a Talker
- Referral to Student Support Services Committee, which comprises of the school Principal, Deputy Principals, Head of Special Education Services, Speech Language Pathologist and Guidance Officer
- School Student Wellbeing Officer – focus small groups for Bounce Back and social skill development as well as individual counselling

### Tier 3

Individualised services for a few students who require the most intensive support a school can provide. These are 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 and may include the following processes:

- Individual Behaviour Support Plan
- Functional Behaviour Assessment
- Complex Case Team
- Risk Management and Safety Plan
- Individual Curriculum Plan.

All supports 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 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 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

Jinibara State School considers the individual circumstances of students when providing support and determining appropriate consequences for disciplinary matters. Consideration to students' individual circumstances is facilitated by:

- promoting a supportive environment which is responsive to students' diverse needs
- establishing procedures for applying fair, equitable and appropriate consequences to individual situations
- ensuring confidentiality of students by limiting discussions and not sharing information about individual circumstances of students, including the applied disciplinary consequences, with people other than the student's parent/s
- recognising and taking into account students' age, gender, behaviour history, disability, mental health and wellbeing, home environment and care arrangements, religion, socio-economic situation and cultural background

- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and receive adjustments appropriate to their learning needs.

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 equitable.

For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss the 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 Deputy Principal or Principal to discuss the matter.

## **Student Wellbeing**

Jinibara State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet the Guidance Officer or Deputy Principal if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked – students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [Student Learning and Wellbeing Framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

## Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#). We acknowledge the positive impact a meaningful relationship between teacher and students can have on students' academic and social outcomes. Jinibara State School staff are proactive in forming professional, caring, supportive and positive relationships with students.

We are also committed to inclusive education and our belief that all students matter. Our approach to teaching and learning ensures that all students can access and fully participate in education on the same basis as their peers supported by reasonable adjustments. Our practice is underpinned by our legal responsibilities under the Disability Discrimination Act 1992 (DDA) [www.comlaw.gov.au/Series/C2004A04426](http://www.comlaw.gov.au/Series/C2004A04426) and The Disability Standards for Education 2005 [www.dese.gov.au/disability-standards-education-2005](http://www.dese.gov.au/disability-standards-education-2005).

## 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***

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

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

### ***Medications***

Jinibara 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, office staff can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Consent to administer medication form](#) signed by the prescribing health practitioner.

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

### ***Mental health***

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



### *Suicide prevention*

Jinibara State School staff who notice suicide warning signs in a student will seek help immediately from the school Guidance Officer or other administration staff.

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, Jinibara State School staff follow suicide intervention and prevention advice by ensuring:

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

### *Suicide postvention*

In the case of a suicide of a student that has not occurred on school grounds, Jinibara 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, Jinibara 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 Services Network**

Jinibara State School is proud to have a comprehensive Student Support Services Committee 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 Jinibara 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 Services Committee.

Parents who would like more information about the student support roles and responsibilities are invited to contact the sector Deputy Principal on the school phone number.

<b>Role</b>	<b>An overview of what they do</b>
Deputy Principal P - 2	<ul style="list-style-type: none"><li>• monitors support and students' needs for Prep, Years 1 &amp; 2</li><li>• works with staff to implement support and school programs.</li><li>• supports staff to implement the Australian Curriculum via the C2C, including planning days</li><li>• directs year level case management meetings</li><li>• data analysis – academic, behaviour, attendance</li><li>• organises Tier 3 supports</li><li>• co-ordinates Under 8s Day</li></ul>



Deputy Principal 3 – 6	<ul style="list-style-type: none"> <li>• monitors support and students' needs for Years 3, 4, 5 &amp; 6</li> <li>• works with staff to implement support and school programs.</li> <li>• supports staff to implement the Australian Curriculum via the C2C, including planning days</li> <li>• directs year level case management meetings</li> <li>• data analysis – academic, behaviour, attendance</li> <li>• organises Tier 3 supports</li> <li>• co-ordinates transitions to secondary school for Year 6 students</li> <li>• organises Year 6 Graduation</li> <li>• line manager for specialist staff</li> </ul>
Head of Learning and Mentoring	<ul style="list-style-type: none"> <li>• mentors and supports new and established teachers</li> <li>• implements induction process with staff</li> <li>• co-ordinates pre-service teachers</li> <li>• manages curriculum planning and implementation</li> <li>• data analysis - academic</li> <li>• co-ordinates Prep Open mornings and transitions into Prep</li> </ul>
Head of Special Education Services	<ul style="list-style-type: none"> <li>• leadership of Student Support Services Committee to promote an inclusive, positive school culture</li> <li>• leadership of Special Education Program</li> <li>• advocate for students with special needs</li> <li>• oversees SEP staff to provide support for students with disabilities in the classrooms and playgrounds</li> <li>• organises Tier 3 supports</li> <li>• co-ordinates NCCD</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>• provides counselling and support services to students and their families</li> <li>• liaises with parents, teachers, and other external support agencies as needed as part of the counselling process</li> <li>• conducts assessments and guidance learning, behaviour, social and emotional wellbeing</li> <li>• works with students and staff to support school programs, such as Bounce Back, Peer Mediators and Friends for Life.</li> </ul>
Speech Language Pathologist	<ul style="list-style-type: none"> <li>• provides support and advice for students, staff and parents</li> <li>• conducts screeners and assessments to determine students' speech and language needs</li> <li>• works with staff to provide a range of programs, such as Support a Talker</li> <li>• works with the school community which includes creating home programs and working with local Early Childhood Education Centres.</li> </ul>
Student Wellbeing Officer	<ul style="list-style-type: none"> <li>• provides individually counselling and small group focus work around Bounce Back and social skill development</li> </ul>

School Nurse	<ul style="list-style-type: none"><li>• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs</li><li>• provides health management planning, training and ongoing support for students with specialised health needs.</li></ul>
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It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Deputy Principal, Student Services.

## Whole School Approach to Discipline

Jinibara State School uses a 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. We aim to ensure each classroom is an inclusive, safe and supportive environment, where students are able to build positive relationships with staff and engage positively in their learning and behaviour.

At Jinibara State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The first step in facilitating standards of positive behaviour is communicating those standards to all students and parents. Clear and open communication between school staff and parents is vital in building collaborative relationships where the school and parents work in partnership in the best interests of each child. At Jinibara State School we emphasise the importance of directly teaching students how to demonstrate appropriate behaviours. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and to provide a framework for responding to unacceptable behaviour. Behaviour expectations will be consistently shared and explicitly taught through a range of forums including parades, daily debriefing sessions and individual classroom programs and routines. Jinibara State School Behaviour expectations are aligned to the four school rules - I am Respectful, I am Responsible, I am Safe and I am a Learner.

School Rule	How I apply the rule
<b>I am Respectful</b>	<ul style="list-style-type: none"> <li>• Treat all members of the school community with courtesy, kindness and dignity</li> <li>• Support others to succeed in a fair and equitable environment</li> <li>• Respect others' personal space and property</li> <li>• Be tolerant and considerate of others.</li> </ul>
<b>I am Responsible</b>	<ul style="list-style-type: none"> <li>• Be honest and accountable for what I do</li> <li>• Accept consequences for my actions</li> <li>• Try my best</li> <li>• Show Green Path behaviour.</li> </ul>
<b>I am Safe</b>	<ul style="list-style-type: none"> <li>• Make choices that keep me and others safe</li> <li>• Follow instructions and rules</li> <li>• Solve problems in a calm and safe way.</li> </ul>
<b>I am a Learner</b>	<ul style="list-style-type: none"> <li>• Attend school all day, every day and on time</li> <li>• Be an active, responsible and successful learner</li> <li>• Use whole body listening</li> <li>• Allow teachers to teach and others to learn and achieve their best.</li> </ul>

**POSITIVE BEHAVIOUR FOR LEARNING MATRIX**

School Areas	I am Respectful	I am Responsible	I am Safe	I am a Learner
<b>ALL Areas</b>	<ul style="list-style-type: none"> <li>I use manners and speak nicely to everyone.</li> <li>I follow ALL adult instructions, including teachers, teacher aides, groundsman, cleaners, relief staff, administration staff).</li> <li>I wear my school uniform correctly.</li> <li>I use appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>I follow rules with technology and mobile phones.</li> <li>I use appropriate language at all times, including when sending emails.</li> <li>I hand in my mobile phone to the office before school and collect it at the end of the day.</li> <li>I take responsibility for my belongings.</li> </ul>	<ul style="list-style-type: none"> <li>I am in the right place at the right time.</li> <li>I use technology safely.</li> <li>I keep my shoes on at all times.</li> <li>I walk on concrete.</li> </ul>	<ul style="list-style-type: none"> <li>I arrive to school on time and sit at the correct area in my class line.</li> <li>I keep toys and special things at home.</li> </ul>
<b>Learning Areas</b>	<ul style="list-style-type: none"> <li>I listen to others.</li> <li>I respect other people's differences.</li> <li>I ask permission if I need to leave a learning area.</li> <li>I put my hand up to speak or ask a question.</li> </ul>	<ul style="list-style-type: none"> <li>I stay inside my learning area.</li> <li>I look after my and others belongings.</li> <li>I follow routines in ALL learning areas.</li> </ul>	<ul style="list-style-type: none"> <li>I walk inside all classrooms, in the library and around classroom surrounds.</li> <li>I use equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>I use Whole Body Listening.</li> <li>I attempt all tasks and try my best.</li> <li>I am prepared and have my equipment for my lessons, both in the classroom and for specialist lessons.</li> </ul>
<b>Eating Areas</b>	<ul style="list-style-type: none"> <li>I listen and follow directions from the teachers on duty.</li> <li>I throw my rubbish in the bin.</li> <li>I am gentle when using the taps.</li> <li>I wait my turn to have a drink.</li> </ul>	<ul style="list-style-type: none"> <li>I remain seated during eating time and raise my hand if I need to go to the toilet or get a drink.</li> <li>I put my rubbish in the bin.</li> <li>I use water wisely.</li> <li>I make sure no water goes on the ground.</li> </ul>	<ul style="list-style-type: none"> <li>I sit to eat my own food in the correct area.</li> <li>I do not share food or drinks.</li> <li>I use the drink taps appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>I follow the routines to clean my area, put my hand up before a teacher allows me to go to play.</li> <li>I have drinks and fill my drink bottle before school and during break times.</li> </ul>
<b>Play Areas</b>	<ul style="list-style-type: none"> <li>I keep hands and feet to myself.</li> </ul>	<ul style="list-style-type: none"> <li>I play in the correct year level area.</li> </ul>	<ul style="list-style-type: none"> <li>I wear my school hat.</li> </ul>	<ul style="list-style-type: none"> <li>I use the High 5 to solve problems.</li> </ul>

	<ul style="list-style-type: none"> <li>I listen and follow directions from the teachers on duty.</li> </ul>	<ul style="list-style-type: none"> <li>I stop playing when the bell rings to line up for class.</li> <li>I line up correctly for different play areas.</li> </ul>	<ul style="list-style-type: none"> <li>I walk on concrete areas.</li> </ul>	<ul style="list-style-type: none"> <li>I report to a teacher to help me solve problems with others.</li> <li>I know the difference between a 'small' and 'big' problem.</li> </ul>
<b>Tuckshop</b>	<ul style="list-style-type: none"> <li>I line up and wait quietly and patiently.</li> <li>I use manners when speaking to others.</li> </ul>	<ul style="list-style-type: none"> <li>I organise my tuckshop before school.</li> <li>I use my own money and buy things from the tuckshop for myself.</li> </ul>	<ul style="list-style-type: none"> <li>I wait for the tuckshop monitors to collect and deliver orders.</li> </ul>	<ul style="list-style-type: none"> <li>I understand my jobs as a tuckshop monitor.</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>I show respect to others using the toilets.</li> <li>I respect other people's privacy in the toilets.</li> <li>I respect school property.</li> </ul>	<ul style="list-style-type: none"> <li>I use the toilets, soap and basins appropriately.</li> <li>I look after all facilities.</li> </ul>	<ul style="list-style-type: none"> <li>I walk in the toilets and surrounding areas.</li> <li>I go with a buddy and wait for them outside the toilets before walking back to class together.</li> </ul>	<ul style="list-style-type: none"> <li>I use the toilets before school and at break times.</li> </ul>
<b>Transition Times</b>	<ul style="list-style-type: none"> <li>I listen and follow all instructions from teachers.</li> <li>I walk silently in two lines.</li> </ul>	<ul style="list-style-type: none"> <li>I am considerate of other classes when walking through the school.</li> </ul>	<ul style="list-style-type: none"> <li>I walk sensibly when going to different areas of the school.</li> <li>I am in the right place at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>I line up quickly and quietly to go to class and specialist lessons.</li> </ul>
<b>Before School</b>	<ul style="list-style-type: none"> <li>I speak politely and quietly to others.</li> <li>I follow instructions from all staff.</li> </ul>	<ul style="list-style-type: none"> <li>I sit in my class line in the correct area for my class.</li> <li>I get a late slip if I am late for school.</li> <li>I put my bike or scooter in the bike racks.</li> <li>I respect others' property.</li> </ul>	<ul style="list-style-type: none"> <li>I follow road safety rules when crossing roads and riding a bike or scooter.</li> <li>I wear a helmet when I ride a bike or scooter.</li> <li>I arrive at school after 8:30am.</li> </ul>	<ul style="list-style-type: none"> <li>I wait for the Crossing Supervisor says it is safe to cross at the crossing.</li> <li>I sit quietly in my waiting area and in my class line.</li> </ul>
<b>After School</b>	<ul style="list-style-type: none"> <li>I follow instructions from all staff.</li> </ul>	<ul style="list-style-type: none"> <li>I go directly home or to my waiting spot after school.</li> </ul>	<ul style="list-style-type: none"> <li>I follow road safety rules when crossing roads and riding a bike or scooter.</li> </ul>	<ul style="list-style-type: none"> <li>I leave immediately after being dismissed.</li> <li>I walk straight to where I am being collected after school.</li> </ul>

These expectations are explicitly taught so students know and understand how the rules apply in different contexts, including in the classroom, playground and various areas of the school. The following matrix shows an overview of the structure and components of teaching appropriate and expected green path behaviours.

Jinibara State School implements the following proactive and preventative processes and strategies to support student behaviour:

- The school newsletter and class bulletins are emailed on alternate weeks, which inform parents about how the school is actively and positively reinforcing school behaviour expectations
- The school Facebook page posts weekly PowerPoint presentations that relate to the rule focus for that week to establish a connection between home and school with reinforcing expectations and making parents aware of the weekly rule focus
- Implementation of the Berry St Education Model throughout the school
- Communication with parents to establish positive and collaborative relationships
- Explicit teaching of the School Rules and expectations of Green Path behaviour
- Consistent class, year level and whole-school routines promote a culture of predominately-positive interactions between students and staff.
- Zones of Regulation are explicitly taught to all students to assist them with their emotional regulation which enables students to use strategies to make more positive behavioural choices and to focus on their work
- Bounce Back is explicitly taught to build students' resilience and promote positive reactions and responses to social situations
- School-wide use of the High Five is explicitly taught to assist students to solve minor social problems
- Chill Out spaces are available in each classroom which enables students to have a quiet place to calm down and use strategies to regulate their emotions
- The School Leadership Team communicates information to staff and parents, and supports staff in sharing successful practices
- Comprehensive induction programs are delivered to new students as well as new and relief staff.
- Consistent procedures for school-wide Classroom Management Plans
- School-wide language in all discussions about student behaviour
- Teachers use the Essential Skills for Classroom Management
  - Establishing expectations
  - Giving clear instructions
  - Waiting and scanning
  - Cueing with parallel acknowledgement
  - Body language encouraging
  - Descriptive encouraging
  - Selective attending
  - Redirecting to the learning
  - Giving a choice



- Individual Behaviour Support Plans are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings. Individual behaviour monitoring and reward charts along with playground plans are also put in place to assist students to make green path choices.
- Recording behaviour incidents as well as positive behaviour on One School as a way of tracking each student's behaviour and collating data in order to review, reflect and make improvements with students' behaviour
- Document supports and goals with students' learning and behaviour on One School in Personalised Learning Records and Support Provisions so this information can be shared and reviewed in order to meet students' individual needs
- Specific policies are enacted to address:
  - The Use of Personal Technology Devices at School
  - Procedures for Preventing and Responding to Incidents of Bullying, including Cyberbullying

## **Reinforcing expected school behaviour**

The following strategies are used to reinforce expected behaviour across the school:

### **Feedback:**

- prompt recognition and acknowledgement when students are engaging in positive and expected behaviours
- use of behaviour-specific praise

### **Weekly Focus:**

- Each teacher unpacks the weekly PowerPoint with their class which is also posted on the school Facebook page
- Provides a forum to identify and discuss behaviour choices both in the classroom and in the playground
- Includes specific teaching of strategies to resolve issues and regulate emotions, which involves the Zones of Regulation, Bounce Back, High 5

### ***Fabulous Finch Awards:***

- *Fabulous Finch* tickets are handed out to students who demonstrate the school rules. Students write their name on the back and place them in the class *Fabulous Finch Box*. Each week during a debriefing session, a draw is conducted to select two students from each class. The winning students are presented with a *Fabulous Finch* badge to wear for the week. At the end of the week, badges are traded at the office for a voucher to use at the tuckshop.

### **Weekly Certificates:**

Certificates are issued weekly to acknowledge those students who have consistently participated in all aspects of the learning program, and actively contributed to lessons or activities at appropriate times and in a courteous manner. Teachers also give certificates to recognise students' efforts in various learning areas.



### Feedback to parents:

- Regular and open communication from teachers and administration staff via telephone calls, emails, informal discussions and meetings to discuss students' behaviour, learning and supporting students' needs.
- Each fortnight, each class teacher emails parents and guardians a class bulletin that shares information about teaching and learning.
- In Terms 1 and 3, mid-semester parent/teacher interviews are conducted to provide feedback and information to parents about their children's learning across the various areas of the curriculum as well as their behaviour.
- At the end of each semester, a written report on the achievement of each student is issued via email, which provides ratings, subject learning statements, learning goals in English and Mathematics and comments about their learning, engagement and behaviour.

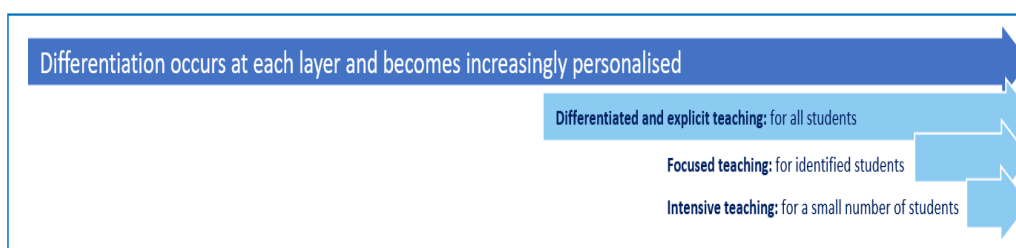
## Consideration of Individual Circumstances

### Differentiated and Explicit Teaching

Jinibara 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 Jinibara State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, the first tier of our whole school, integrated approach to learning and behaviour is differentiated and consists of explicit teaching for all students. Tier 2 involves focussed teaching for identified students and finally, Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses consistent Classroom Rules as a basis for developing their behaviour standards. Using the poster, class teachers work with students to explain exactly what the expectations look, sound and feel like in their classroom. Along with the Classroom Rules poster, the Classroom Management Flowchart, Whole Body Listening Poster, Chill Out sign and Zones of Regulation visuals are on display in every classroom and is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

# Classroom Rules

**I am a learner who manages and owns my own behaviour.**

**I stay on task**

**I use *Whole Body listening***

**I try my best**

**I show *Courteous Active Participation***

School Rules	This is how I follow our School Rules in the classroom
I am Respectful	<p>I ....</p> <ul style="list-style-type: none"> <li>• follow directions.</li> <li>• use all property with care.</li> <li>• treat people with respect.</li> <li>• put my hand up to speak.</li> </ul>
I am Responsible	<p>I ....</p> <ul style="list-style-type: none"> <li>• use Whole Body Listening</li> <li>• am in the right place at the right time.</li> <li>• go to the toilet and get drinks during the breaks.</li> <li>• am ready to start straight away.</li> <li>• try my best with all my work.</li> </ul>
I am Safe	<p>I ....</p> <ul style="list-style-type: none"> <li>• keep my hands, feet and objects to myself.</li> <li>• use property in the right way.</li> <li>• work well with others.</li> <li>• am tidy and care for the environment.</li> <li>• take turns.</li> </ul>
I am a Learner	<p>I ...</p> <ul style="list-style-type: none"> <li>• focus on my work.</li> <li>• allow the teacher to teach and students to learn.</li> <li>• actively participate in all learning tasks.</li> <li>• use teacher feedback to improve my work.</li> <li>• work hard and try my best.</li> </ul>



# Classroom Behaviour Management Flowchart

**Notes:** Classroom teachers manage students through their classroom behaviour management procedure before reaching steps 3 & 4. All steps should be followed in order, prior to phoning DP (unless behaviour is major)

## RED path

**Major behaviour**  
These incidents include:

- An ongoing, major disruption to whole class learning
- Student's own or others' safety is at risk
- Immediate attention is required
- Follow up at a later time is not possible



**4. Access Co-Teacher to help de-escalate, Contact Deputy Principal**

*Recorded in OneSchool as a major incident*

P-2 Deputy 276  
Yr 3-6 Deputy 233  
HOSES 207 or 274

If no answer after first call, phone office on 220 or 230

## GREEN path

Positive behaviour choices



**Correct behaviour expectations reinforced through:**

- Verbal / non-verbal acknowledgement
- Stickers / stamps
- Classroom reward system
- Fabulous Finches
- Student of the week awards
- Green path awards (end of term for every student who's had a good term)



Poor choices (Minor behaviour)



**1. Classroom management**

- Use of Essential Skills such as gentle reminder, tactical ignoring, specific warning
- Use of Zones
- Bounce Back & Green Path reminder
- Do they need a class break?
- Do they need a personal break?



**2. Time out in classroom**

- Removal to another area within the room
- Work with EO or Co-teacher in room
- Do they need a sensory tool?
- Continue to complete work or use Zones

Teacher determines which action is appropriate for individual students

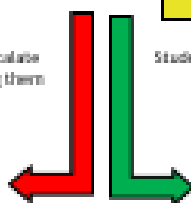
OR

**3. Further follow up**

- Teacher follow up at end of lesson or session which may include:
  - Debrief & reflect
  - Restorative conversation
  - Walk with me on duty
  - Remain in class for 10-20 mins
- Support or debrief with Co-Teacher

Behaviour continues to escalate and becomes major placing them on red path

Student settles and returns to green path

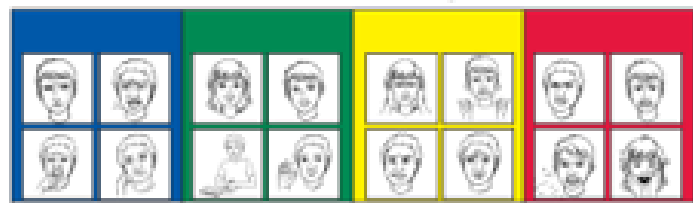


**Classroom re-entry to be negotiated by class teacher/child**

- Zones check-in on re-entry
- Student given a fresh start

*Recorded in OneSchool as a minor incident if necessary*

## The ZONES of Regulation®



My best learning happens when I use

# Whole Body Listening!

My...



**eyes** are looking at the person talking to me.



**legs** are folded when I am sitting on the carpet.



**ears** are ready to hear and listen.



**feet** are flat on the floor when I am at my desk.






**hands** are in my lap or on my desk with nothing in them.



...and I am facing the speaker with my brain thinking about what is being said.

# Chill Out Space

## Ways I can calm myself

<p>Count slowly to ten <i>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</i></p> <p>Now count slowly backwards <i>10, 9, 8, 7, 6, 5, 4, 3, 2, 1</i></p>	<p>Blow into your hands <i>(imagine you are blowing up a balloon)</i></p> 	<p>Use Strategies from the Zones of Regulation Toolbox</p>
<p>Have a drink</p> 	<p>Try doing these:</p> <ol style="list-style-type: none"> <li>1. Look around and find 5 things you can see.</li> <li>2. Identify 4 things you can hear and listen to them.</li> <li>3. Think 3 positive thoughts.</li> </ol>	<p>Do an activity</p> 

## Focused Teaching

Some students 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, and focussed 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 and teacher aides, work collaboratively with class teachers at Jinibara State School to provide focused teaching. Focused teaching is aligned to the school's Student Code of Conduct, 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.

Jinibara State School has a range of Student Support Services staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. Ways that some students are supported to address specific skill development are:

- Focussed Groups to provide individualised explicit teaching of the Zones of Regulation
- Explicit teaching of mindfulness related to the Berry Street Education Model
- Classroom Monitoring and Reward Charts to set goals and motivate students to improve classroom behaviours
- Playground Plans to provide structure to students' play and improve social skills
- Supported Play for students to engage in play in a smaller, safe and supportive environment
- Specialist Lessons Incentive Charts that are linked to the classroom reward system to provide students with goals to work towards when in specialist lessons.
- Functional Behaviour Assessment to gain a deeper understanding of the reasons behind a student's behaviour and to develop strategies to assist the student to improve.

## 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.

The Deputy Principal will oversee the co-ordination of an Individual Behaviour Support Plan which may also include a Risk Management and/or Safety Plan. This involves open communication with stakeholders and direct and regular consultation with the student.

# Legislative Delegations

## Legislation

This section of the Jinibara State School Student Code of Conduct contains 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](#)

## Disciplinary Consequences

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

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

### Differentiated

All teachers follow the Jinibara State School Classroom Management Plan and practise the Essential Skills for Classroom Management. A detailed induction process for new staff takes place as well as ongoing mentoring from the Head of Learning and Mentoring. Class and specialist teachers provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. These 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
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reflection during first break playtime

## Focussed

Teachers are supported by other school-based staff to address in-class or in-school problem behaviour. This may include:

- Individual student behaviour support strategies (e.g. Classroom Monitoring and Reward Charts, Specialist Lessons Incentive Charts)
- Targeted skills teaching in small group
- Functional Behaviour Assessment when required
- Reflection during first break playtime
- Time out from play on the Red Seat or other area in proximity to the teacher
- Behavioural contract
- Counselling and guidance support, including from the Student Wellbeing Officer
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services Committee for team based problem solving, which involves the Principal, Deputy Principals, Head of Special Education Services, Guidance Officer, Speech and Language Pathologist. Links are also made with providing support from external agencies.
- Stakeholder meetings with parents and external agencies

## Intensive

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

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

## School Disciplinary Absences

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

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

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 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 Jinibara 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 parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

### **Arrangements**

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

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

### **Structure**

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Discuss strategies to support the student's behaviour
- Thank student and parent/s for attending
- Walk with student to classroom

### **Reasonable adjustments**

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

## School Policies

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

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

### Temporary removal of student property

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

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

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

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

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

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

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

## **Responsibilities**

### **School staff at Jinibara State School:**

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

### **Parents of students at Jinibara State School:**

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Jinibara 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 temporarily removed student property as soon as possible after they have been notified by the Principal or school staff that the property is available for collection.

## Students of Jinibara 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 Jinibara State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of mobile phones and other devices by students

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



## Responsibilities

Bringing personal technology devices, such as mobile phones and Smartwatches, to school by students is not permitted. If a mobile phone or Smartwatch is brought to school, they must be turned off and given to administration as soon as the student arrives at school. It will be stored in the safe and can be collected after school.

There are special circumstances where a personal technology device may be used at school, such as to assist with a medical condition or disability. This can be discussed with the Principal, Deputy Principal or Head of Special Education Services.



The responsibilities for students accessing technology are outlined below.

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

- bring a mobile phone or Smartwatch to school
- use mobile phones when on the school grounds
- 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
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras at the school including anywhere a normal camera would be considered inappropriate, such as in the toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or 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 in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed

- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Preventing and responding to bullying

Jinibara State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Jinibara State School has leadership forums consisting of the **Student Council**, **Year Level Co-ordinators** and **School Leadership Team**. The Student Council comprises of class representatives from Years 4, 5 and 6 who regularly meet with a mentor teacher. Year Level Co-ordinators along with the School Leadership Team also meet regularly to discuss and promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for these leadership forums are the core elements of the Australian Student Wellbeing Framework:





### **1. Leadership**

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

### **2. Inclusion**

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

### **3. Student voice**

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

### **4. Partnerships**

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

### **5. Support**

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for our leadership forums is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Jinibara State School we believe it is essential for students to advise parents and staff about emerging issues and practical solutions suitable to different contexts.

## **Bullying**

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions Jinibara 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.

## Jinibara State School - Bullying response flowchart for teachers

### Key contacts for students and parents to report bullying: Prep to Year 6 – Class teachers Deputy Principals

#### Step 1: Listen

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

#### Step 2: Document

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

#### Step 3: Collect

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

#### Step 4: Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

#### Step 5: Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from the Student Support Services Committee if needed

#### Step 6: Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

#### Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to the Principal within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

## Cyberbullying

Cyberbullying is treated at Jinibara 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. If the problem persists, the Deputy Principal, can be approached directly by students or staff for assistance in preventing and responding to cyberbullying. Parents may also make an appointment or phone to discuss their concerns.

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

Students enrolled at Jinibara State School may face in-school disciplinary action, such as reflections 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 or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

# Jinibara State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student Protection

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

### Explicit images

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

### Report

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

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

**YES** OR **NO**

### 1. Initiate an incident response

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

### 2. Collect evidence

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

### 3. Is there a potential crime?

The [Queensland Criminal Code](#) contain several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

3. unlawful stalking
  4. computer hacking and misuse
  5. possession, distribution and making child exploitation material
  6. fraud — obtaining or dealing with identification information
- criminal defamation.

**YES**

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

**NO**

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

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

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

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

### 4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the SCRM team or [Office of eSafety Commissioner](#).

### 5. Managing student behaviour

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

- take statutory disciplinary action to address cyberbullying:
    - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;
- OR**
- use non-statutory options to deal with the matter, for example discussion with student's parents' student mediation; apology; ICT/mobile technology ban; guidance referral

### 6. Student welfare

Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student

### 7. Recording the incident on OneSchool

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

## **Cybersafety and Reputation Management (CRM)**

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

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

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

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

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

## **Student Intervention and Support Services**

Jinibara 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 Services 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 Jinibara 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.

## Jinibara State School – Anti-Bullying Agreement

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

### Jinibara State School – Anti Bullying Agreement

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

## Appropriate use of social media

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

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

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

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

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

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

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



If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved. Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

### **Possible civil or criminal ramifications of online commentary**

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

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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

## Restrictive Practices

School staff at Jinibara 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 (Optional)

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

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

## Resources

Below are links to government resources that may assist school staff, students and parents in the area of student behaviour or wellbeing.

- [Australian Professional Standards for Teachers](#)
- [Berry Street Education Model](#)
- [Bullying. No Way!](#)
- [Headspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Conclusion

Jinibara State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- co-operate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

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

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

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

1. **Early resolution:** discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

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

2. **Internal review:** [contact the local Regional Office](#)

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

### 3. External review: contact a review authority

If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://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](#).