



**Bald Hills State School**

# **Student Code of Conduct 2020-2023**

## ***Every student succeeding***

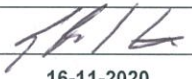
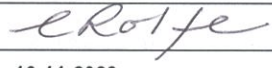
*Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.*

Queensland Department of Education  
State Schools Strategy 2020-2024

## Contact Information

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## Endorsement

|                          |                                                                                     |
|--------------------------|-------------------------------------------------------------------------------------|
| Principal Name:          | Glen Robertson                                                                      |
| Principal Signature:     |  |
| Date:                    | 16-11-2020                                                                          |
| P&C President Name:      | Chelsea Rolfe                                                                       |
| P&C President Signature: |  |
| Date:                    | 16-11-2020                                                                          |

# Contents

|                                                    |    |
|----------------------------------------------------|----|
| Purpose                                            | 4  |
| Learning and Behaviour Statement                   | 4  |
| Student Wellbeing                                  | 5  |
| Whole School Approach to Discipline                | 6  |
| PBL Expectations                                   | 6  |
| Differentiated and Explicit Teaching               | 7  |
| Focused Teaching                                   | 11 |
| Intensive Teaching                                 | 12 |
| Disciplinary Consequences                          | 12 |
| Differentiated                                     | 16 |
| Focused                                            | 16 |
| Intensive                                          | 17 |
| Consideration of Individual Circumstances          | 17 |
| School Disciplinary Absences                       | 18 |
| School Policies                                    | 20 |
| Temporary removal of student property              | 20 |
| Use of mobile phones and other devices by students | 21 |
| Preventing and responding to bullying              | 22 |
| Appropriate use of social media                    | 27 |
| Restrictive Practices                              | 29 |
| Critical Incidents                                 | 30 |
| Conclusion                                         | 31 |



## Purpose

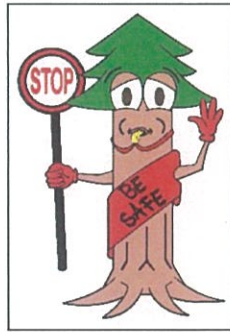
Bald Hills State School is committed to providing a supportive and safe learning environment for all students, staff, parents and visitors.

The **Bald Hills State School Student Code of Conduct** sets out the responsibilities and processes we use in our school to promote an 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 participate positively and staff enjoy a safe workplace.

## Learning and Behaviour Statement

All areas of Bald Hills State School are learning and teaching spaces. Our schoolwide framework for managing student behaviour is **Positive Behaviour for Learning (PBL)**. Our school community has identified the following PBL Behaviour Expectations to teach and promote our high standards of behaviour:

- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner



Bald Hills State School staff take a holistic approach to student discipline where expected behaviours are explicitly taught. Throughout our school, shared behaviour expectations for managing student behaviour are clear to everyone, assisting Bald Hills State School to maintain and foster a supportive and safe learning environment.

Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other devices, removal of student property and the approach to preventing and addressing incidents of bullying. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.



## Student Wellbeing

Bald Hills State School offers a range of services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with a specialised staff member if they would like 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. Schools acknowledge the positive impact that a meaningful relationship between the teacher and students can have on students' academic and social development.

Bald Hills 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 staff have been trained to support the student's health condition.

Bald Hills State School requires parent consent and medical authorisation to administer any medication to students (including over-the-counter medications). For students requiring medication to be administered during school hours, the school can provide further information and relevant forms. For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner. Bald Hills 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. Bald Hills 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.

Bald Hills State School staff support students as they develop their social, emotional and physical wellbeing in an inclusive and nurturing environment. Students can approach any trusted school staff member at Bald Hills 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 including:

- Class Teachers and Specialist Teachers
- Teacher Aides and Support Staff
- Inclusivity Team (Rainbow Room – SEP)
- Leadership Team

- Guidance Officer
- School Chaplain
- Advisory Visiting Teachers

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school support personnel. External support is also available through the various government and community agencies.

## Whole School Approach to Discipline

Bald Hills State School implements the Positive Behaviour for Learning (PBL) as the framework for managing student behaviour. This is a whole-school approach, used in all classrooms and throughout all aspects of the school.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Bald Hills State School, we believe that student behaviour is a part of the overall learning and teaching approach in our school. Our staff take responsibility for making their behaviour expectations clear, for providing supportive instruction about how to meet these behaviour expectations and strive to use behavioural incidents as opportunities to re-teach to foster positive behaviour choices.

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

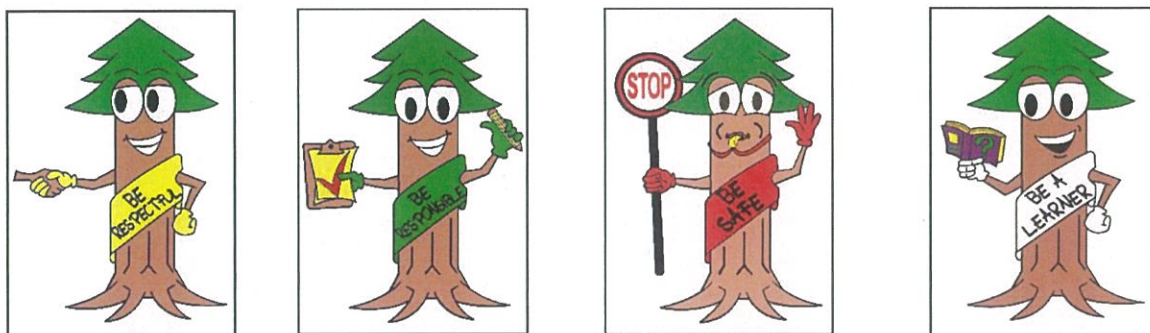
## PBL Expectations

Our school community has identified the following PBL Behaviour Expectations to teach and promote our high standards of behaviour:

- **Be Respectful**
- **Be Responsible**
- **Be Safe**
- **Be a Learner**

Four pine trees, representing our historical and valued forestry, are used to remind students about our school's behaviour expectations.



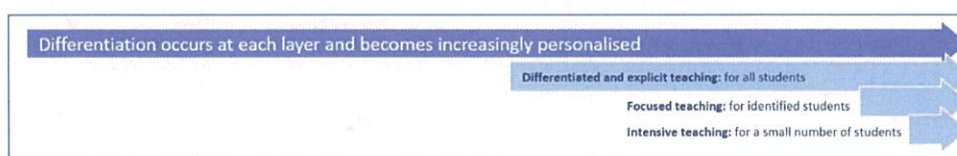


## Differentiated and Explicit Teaching

Bald Hills 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 Bald Hills 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.



## Universal Behaviour Support

The first step in facilitating high standards of positive behaviour is communicating the expected behaviours to all students. At Bald Hills State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating expected behaviours is a form of universal behaviour support – a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural rules has been developed under the headings of our overarching behaviour expectations. The school-wide PBL Rules Matrix outlines our agreed behavioural rules in all school settings.





## Be a Learner

### Be Respectful

- Follow instructions straight away.
- Respect students' right to learn and teachers' right to teach.
- Walk quietly when moving around the school and line up quietly.
- Demonstrate good sportsmanship.
- Speak politely and respect the opinions of others.
- Respond appropriately for the National Anthem, Acknowledgement of Country, Pledge of Loyalty and School Creed.

### Be Responsible

- Be in the right place at the right time.
- Keep our school neat and tidy.
- Accept responsibility for your actions.
- Have all of your equipment ready to start the lesson.
- Look after your own and school property.
- Follow the internet access guidelines.
- Do your best work.

### Be Safe

- Keep your hands and feet to yourself.
- Use equipment correctly and safely.
- Use the toilets appropriately.
- Sit in your correct eating area and raise your hand to be dismissed by the teacher before you play.
- Cross the road at the lights. Walk across the road. Wear a helmet when riding bikes and scooters. Wear a seatbelt.

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

- A focused '*Rule of the Week*' is shared to all students at our weekly School Assembly.
- A focused '*Rule of the Week*' is taught explicitly across our Prep – Year 6 classes each week.
- A dedicated section of the fortnightly school newsletter, enabling students and parents to be actively and positively involved in school behaviour expectations.
- Clear, consistent signage around the school provides an active visual reminder to students and our school community of the school's behaviour expectations.
- PBL Team members regular information sharing of successful behavioural practices to students, staff and parents.
- Comprehensive induction programs of our Student Code of Conduct delivered to new students, new staff and relief staff.

Using the PBL Rules Matrix, the class teacher works with all students to explain exactly what each rule look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching behaviour rules throughout the year and is revisited regularly to address any new or emerging issues.

At Bald Hills State School, communication of our key messages about managing student behaviour is reinforced by providing students with feedback for consistently engaging in our PBL Behaviour Expectations and PBL Rules Matrix. A PBL Reward Framework supports the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

The framework includes the identifiable four PBL Behaviour Expectations that are represented by four pine tree characters, acknowledging our historical and valued forestry. When the forestry was planted, it was hoped the trees would grow tall and strong, hence the metaphor that we want our student to also grow tall and strong. The PBL Behaviour Expectations are visually presented throughout the school in various forms, including signage, murals, banners, cut-out boards and various stationery items.

### **Bald Hills State School PBL Reward Framework**

#### **Free and Frequent Rewards – GOTCHA Cards**

These are 'everyday', high frequency rewards directed at as many students as possible. Students are '*caught doing the right thing*' by receiving a PBL GOTCHA card. Students are randomly caught demonstrating our PBL Behaviour Expectations and PBL Rules Matrix and given a paper GOTCHA card. Students write their name, class and house on the GOTCHA card and place it in their House box in the Office foyer.



Each GOTCHA card earns points for their House. At the end of the year, the House with the most points wins the school's House Spirit Trophy. Students also go into a weekly draw to win a prize. Students collect and hand in as many GOTCHAS as possible in one week to increase their chances of winning a prize. GOTCHAS can be awarded for any rule on the PBL Rules Matrix. At our weekly school assembly, the House GOTCHA points are celebrated and the selected students from the weekly draw are recognised.

### **Booster Rewards – Swap Shop PBL Cards**

Classroom teachers issue PBL Swap Shop cards to students for demonstrating the focused Rule of the Week. PBL Swap Shop cards have the tree characters printed on them. Students collect a set of cards to 'swap' for a prize at the school PBL Swap Shop. The PBL Swap Shop runs twice per term, mid-term and end of term.

### **Tall Tree Celebrations**

All Bald Hills State School students commence each term as a Tall Tree but may become a Maturing Tree or a Growing Tree if their behaviour choices require interventions by classroom teachers or other staff.

Tall Tree Celebrations occur each term. Students who have been Tall Tree for the term are presented with a Tall Tree Certificate and invited to attend the Tall Tree Celebration. Students who are rewarded for their Tall Tree status have consistently demonstrated the PBL Behaviour Expectations and PBL Rules Matrix throughout the term and assessed against the PBL Checklist.

The PBL Checklist focuses on the student's ability to demonstrate that they can consistently adhere to the behaviour rule descriptors stated on the checklist throughout the term. Students have a mid-point assessment to determine how they are tracking re: demonstrating Tall Tree behaviours on a consistent basis.

Behaviour goals are agreed upon and students are reassessed towards the end of the term with the improvement areas in mind. By goal setting during a term, and having specific focus on PBL Expectations and PBL Rules Matrix during weekly assemblies and during class lessons, students are regularly supported to consistently make positive behaviour choices.

Feedback from Specialist Teachers is also obtained to assist each class teacher to make an on-balance judgement on the behaviour rule descriptors on the PBL Checklist. Moderation occurs between year level classes to ensure consistency and feedback is provided to the PBL Team. The PBL Team review class, year level and whole school behaviour data per term.

## Tall Tree Badge Series

After four terms of being a Tall Tree, a student becomes eligible to receive a Bald Hills State School Tall Tree Badge. Across their seven year of primary school, students are able to collect a series of Tall Tree Badges. Students are permitted to wear their Tall Tree badge/s on the collar of their school uniform. Student who have been a Tall Tree every term from Prep to Year 6 will be acknowledged on the school's PBL Honour Board.

Students are eligible to receive a Tall Tree Badge when they reach the significant milestones of **4, 8, 12, 16, 20, 24, 28 school terms** of Tall Tree Behaviour Expectations. The Tall Tree Badge Series is listed below in the following sequence. A student receives:

- 1) their first Tall Tree Badge
- 2) their second Tall Tree Badge
- 3) a Bronze Tall Tree Badge (replacing a Tall Tree Badge)
- 4) a Tall Tree Leaf placed on the Tall Tree Mural (Four Ever Tree)
- 5) a Silver Tall Tree Badge (which replaces their Bronze Badge)
- 6) a Gold Tall Tree Badge (which replaces their Silver Badge)
- 7) acknowledgment on the PBL Honour Board

Bald Hills State School acknowledges and values the diversity of its student population and considers individual circumstances by negotiating individual Tall Tree goals for identified students.

## Focused Teaching

Approximately 10-15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular lesson of the day and focused teaching is provided to help them achieve success.

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

Support staff work collaboratively with class teachers at Bald Hills State School to provide focused teaching. Focused teaching is aligned explicitly to the PBL Behaviour Expectations and the PBL Rules Matrix. Student progress is monitored by the classroom teacher to identify those who:

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



## Intensive Teaching

Research evidence shows that even in an effective school there will always be approximately 2-5% 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.

Intensive teaching supports are based on the underlying reasons for a student's behaviour (Function Behaviour Assessment) and should include strategies to prevent the problem behaviour, teach the acceptable replacement behaviour and reinforce the positive replacement behaviour. Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a much longer period. Decisions about the approach will be made based on data collected from their teacher, PBL Team 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 an individualised support plan and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues. Students who require intensive teaching will be assigned a case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

## Disciplinary Consequences

The disciplinary consequences model used at Bald Hills 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 behaviour expectations that are clear, explicitly taught and practised. In-class corrective feedback, rule reminders and sanctions may be used by teachers to respond to low-level or minor problem behaviours.

Some students may need additional support, time and opportunities to practise expected behaviours. Approximately 10-15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, rule reminders and sanctions, continue to display low-level problem behaviour.

Students receiving focused behaviour support may have appropriate adjustments made through academic and/or playground support, adult mentoring or intensive social skills training. The focused behaviour support is coordinated by the school's PBL Team.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with the PBL Team 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 a school disciplinary absence (SDA), a suspension or an 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 managing student behaviour can be organised into three tiers, with increasing intensity of support and possible consequences ranging from least to most intrusive strategies to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

### **Consequences for Unacceptable Behaviour**

Bald Hills State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing behaviour expectations on a consistent basis. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The Department of Education student management database, OneSchool, is used to record and refer minor and major behaviour incidents.

### **Minor and Major Behaviours**

When managing student behaviour, the staff member dealing with the matter determines if the behaviour incident is a minor or major behaviour incident by using the **PBL Minor and Major Behaviour Definitions and Examples** in addition to the **PBL Consequences Chart**.



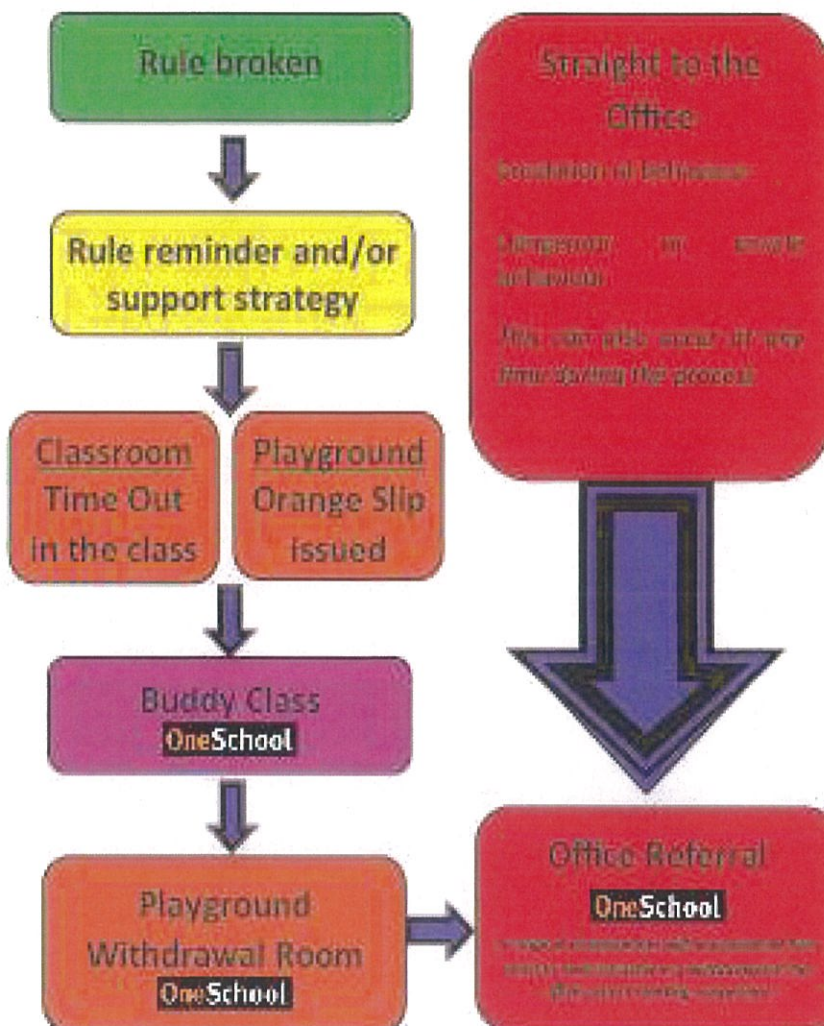


## Bald Hills State School PBL – Minor & Major Behaviour Examples

| OneSchool Behaviour Category                     | Minor Definition & Examples                                                                                                                                                                                                                                                                | Major Definition & Examples                                                                                                                                                                                                                                                                                         | Non-Examples                                                                                                                                                                                             |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bullying/Harassment                              |                                                                                                                                                                                                                                                                                            | Repeated targeting of a student by saying or doing something intentionally harmful and doing it over a period of time, even when a student tells them to stop or shows them that they are upset<br>Examples: name calling, teasing, starting rumours, socially isolating                                            | A one-off incident of name calling, saying or doing something harmful, not wanting to play with someone                                                                                                  |
| Defiant/Threats to adults                        | Refusing to follow the staff member's instructions<br>Examples: leaving the staff member's instructions and refusing to follow, refusal to comply with instructions that do not endanger others                                                                                            | Threatening an adult verbally or physically using gestures<br>Examples: sign fingers to make a 'gun' and pointing it to a shouting student at a staff member, yelling "I am going to kill/hurt you", refusal to comply with instructions related to safety                                                          | Saying or writing "I hate you", not heeding the instruction, requiring additional processing time                                                                                                        |
| Disruptive                                       | Any disturbance/interference that takes away from the learning environment which does not cause physical harm or injury to one's self or others<br>Examples: repeatedly calling out, moving around the room without permission, consistently talking to peers, making inappropriate noises | Major disturbance/interference that takes away from the learning environment which does not cause physical harm or injury to one's self or others<br>Examples: severe disruption to teaching and learning that requires administrative intervention                                                                 | Excusedly calling out at answer, discussion with another staff member in the room, getting up in the middle of a lesson to get a tissue                                                                  |
| IT misconduct                                    | Unacceptable or improper behaviour involving ICT facilities and devices<br>Examples: using devices without permission, giving someone else your password                                                                                                                                   | Unacceptable or improper behaviour involving ICT facilities and devices<br>Examples: using someone's login/account, accessing inappropriate content on the internet or USB, sending inappropriate email, damaging ICT devices                                                                                       |                                                                                                                                                                                                          |
| Late                                             | Late to class after a lunch break without a valid explanation                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                     | Late to school due to family transport                                                                                                                                                                   |
| Lying/Chalking                                   | An intentional untruth or acting dishonestly or unlawfully to gain an advantage<br>Examples: not owing up to inappropriate behaviour or intentionally lying                                                                                                                                | An intentional untruth or acting dishonestly or unlawfully to gain an advantage<br>Examples: forging a parent signature on a Permission to Withdrawal Notification Letter                                                                                                                                           | Giving misinformation without any intentional dishonesty                                                                                                                                                 |
| Misconduct involving an object                   | Unsafe behaviour with an object which is not directed towards others<br>Examples: throwing rocks on the oval, throwing sticks, swinging around a skipping rope and accidentally hitting another person                                                                                     | Misconduct with intent or outcome of causing injury or harm to others, using an object (intentional/reckless)<br>Examples: hitting using an object or dangerous item, throwing an item at a person                                                                                                                  | Tapping someone with a ruler, intentionally hitting someone with a ball while playing a game, following a different teacher's instruction and is late back to class, having medication and late to class |
| Non-compliance with routine                      | Behaving in such a way that does not comply with classroom, playground or transition routines                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                     | Accidentally landing on or being pushed into someone                                                                                                                                                     |
| Physical misconduct                              | Example: running on the concrete, leaving the seating area without giving a hand to be dismissed, not being in the right place at the right time<br>Inappropriate or deliberate contact made by hands or feet which does not result in injury                                              | Physical misconduct with the intent or outcome of causing injury or harm to others or self<br>Examples: intentionally punching, kicking, tripping, hitting another child<br>Being in possession of harmful, dangerous or illegal items likely to cause harm<br>Examples: weapons, cigarette, chemicals, medications | Using an approved sensory item for calming anxiety<br>Playing or fiddling with objects during learning time                                                                                              |
| Possess prohibited items                         | Use of property in a way which it was not designed that does not cause physical harm or injury to one's self or others (generally unintentional & casual)                                                                                                                                  | Intentional/reckless destruction of property belonging to the school or staff member, through misuse or aggressive behaviour<br>Examples: kicking a hole in the wall, graffiti on school or someone else's property, theft                                                                                          | Not causing work when they are unsure what to do                                                                                                                                                         |
| Property misconduct                              | Examples: tripping or kicking someone else's property<br>Not being organised for class, refusing to follow class expectations or teacher instructions                                                                                                                                      |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                          |
| Refusal to participate in program of instruction | Examples: refusing to participate in specialist lessons, refusing to start/finish set tasks when instructed to by a staff member                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                          |
| Third minor referral                             |                                                                                                                                                                                                                                                                                            | Third minor referral (orange flag)                                                                                                                                                                                                                                                                                  | Saying or writing "I hate you"                                                                                                                                                                           |
| Threats to others                                |                                                                                                                                                                                                                                                                                            | Making a threatening statement of intent to inflict harm, pain or injury to others<br>Examples: threatening to hurt a student either written or spoken<br>Not coming to school without reasonable explanation                                                                                                       | Late to school due to family transport                                                                                                                                                                   |
| Time/skip class                                  |                                                                                                                                                                                                                                                                                            | Examples: leaving school grounds without permission, not turning up to specialist lessons, hiding within the school grounds in place of attending class                                                                                                                                                             |                                                                                                                                                                                                          |
| Verbal misconduct                                | Non-verbalist swearing between peers, calling names, and inappropriate tone<br>Examples: swearing loudly when getting "tut" in a game, responding sarcastically and disrespectfully, name-calling unrelated to race, religion, gender, back, back, chatting staff                          | Use of inappropriate language (including racist, sexual and other slurs/insults), swearing directly at staff, malicious swearing at peers<br>Examples: swearing directly at a staff member, screaming at a staff member,                                                                                            | Swearing in general conversation, calling out in class, chatting in class                                                                                                                                |
| Other                                            | Any other behaviour incident that falls outside the above mentioned behaviour category definitions and examples                                                                                                                                                                            | Any other behaviour incident that falls outside the above mentioned behaviour category definitions and examples                                                                                                                                                                                                     |                                                                                                                                                                                                          |



## CONSEQUENCES CHART



### Minor Behaviours

Minor behaviours:

- are handled by the staff member at the time the incident occurs
- are minor breaches of the school **PBL Rules Matrix**
- do not seriously harm others or suspected that another student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require the involvement of specialist support staff or the school Leadership team.



## Major Behaviours

Major behaviours:

- are major breaches of the school **PBL Rules Matrix**
- seriously harm others
- significantly violate the rights of others in any other serious way
- are part of a pattern of problem behaviours
- require the involvement of specialist support staff or the school Leadership team.
- may result in an immediate referral to the school Leadership Team because of their seriousness of the incident.

## Consistent Responses to Minor/Major Behaviours

Bald Hills State School staff members who are authorised to issue consequences for behaviour incidents are provided with appropriate professional development and training to ensure consistent responses to minor/major behaviour incidents are applied throughout the school.

### Differentiated

Class teachers provide disciplinary responses to minor behaviour incidents that may include possible behaviour strategies and/or consequences listed below that are logically connected to the behaviour incident:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Explicit behavioural instructions (e.g. "Sit quietly in your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Rule reminder of PBL Behaviour Expectations
- Proximity control
- Seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Re-direction
- Apology
- Low voice and tone for individual instructions
- 'Take-up' time for student/s to process instruction/s
- Prompt student to take a break or time away in class
- Provide demonstration of expected behaviour
- Private meeting with student about expected behaviour
- Time out

### Focused

Class teachers provide disciplinary responses to minor/major behaviour incidents that may include possible behaviour strategies and/or consequences listed below that are logically connected to the behaviour incident, with the possible addition of support staff to address minor/major behaviour incidents:

- Rule reminder of PBL Behaviour Expectations
- Time out
- Seating plan and relocation of student/s

- Buddy Class
- PBL Playground Withdrawal
- Targeted skills teaching in small group
- Private meeting with student about expected behaviour
- Behavioural contract
- Counselling and guidance support
- Individual student behaviour support strategies
- Referral to Student Support Services (SSS Committee)
- Functional Behaviour Assessment
- Stakeholder meeting with parents and external agencies

### **Intensive**

Class teachers in collaboration with the PBL Team and SSS Committee provide disciplinary responses to persistent major behaviour incidents that may include possible behaviour strategies and/or consequences listed below that are logically connected to the behaviour incident:

- Seating plan and relocation of student/s
- Time out in Office
- PBL Playground Withdrawal
- Playground Supported Play (alternate lunchtime activities)
- Behavioural contract
- Counselling and guidance support
- Individual student behaviour support strategies
- Referral to Student Support Services (SSS Committee)
- Functional Behaviour Assessment
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- 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).

### **Consideration of Individual Circumstances**

Bald Hills State School staff consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, cultural background, home environment when teaching expectations, responding to inappropriate behaviour or determining appropriate consequences for disciplinary matters.

In considering the individual circumstances of each student, staff recognise that the way we teach, the support we provide and the way we respond to students may differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. Some students need additional support to understand a specific rule. 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 staff consider with each individual student in both the instruction of behaviour and the response to behaviour.

Bald Hills State School staff are obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. 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 Leadership Team to discuss the matter.

## **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 student behaviour. There are four types of SDA including:

- 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 Bald Hills 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. The Principal balances individual circumstances and the actions of the student with the safety and 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 Bald Hills State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/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 communication between school and home. It is not mandatory for the student or their parents to attend a re-entry meeting. The re-entry meeting may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

## **Arrangements**

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

## **Structure**

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

Possible agenda:

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

## **Reasonable adjustments**

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports 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

Bald Hills State School has school discipline policies designed to ensure students, staff, school community and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with 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 supportive and safe learning environment of Bald Hills State School and 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 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
- circumstances in which the property was removed
- safety of the student from whom the property was removed, other students and staff
- 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 Bald Hills State School and will be removed if found in a student's possession:

- illegal weapons (e.g. guns, knives\*, brass knuckles)
- imitation guns/weapons
- potentially dangerous items (e.g. chains, rope)
- alcohol
- drugs\*\* (including cigarettes)
- aerosol deodorants/cans (including spray paint)
- explosives (e.g. fireworks, flares)
- flammable solids/liquids (e.g. lighters, fire starters)
- poisons/chemicals (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. printed materials with offensive language or extremist propaganda).

\*No knives of any type are allowed at school, including flick knives, trench knives, butterfly knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives required 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 e.g. paracetamol or alternative medicines).

When an item has been removed from a student's possession, school families will be contacted to collect temporarily removed student property as soon as possible after they have been notified by the Principal or staff that the property is available for collection (unless the property has been handed to the Queensland Police Service).

Schools do not require a student's consent to search school property such as desks or laptops that are supplied to the student through the school. Principals and staff are not permitted to search student property (e.g. school bag) unless they have the consent of the student or their parent. Where there is suspicion that a student has a dangerous item (e.g. knife) in their school bag, principals or staff are permitted to seize the bag immediately and remove it from the student's access prior to seeking search consent or call the Queensland Police Service.

## **Use of mobile phones and other devices by students**

All Bald Hills State School students must hand in their mobile phone and other devices (including wearable technology devices) at the School Office at the beginning of the school day. The mobile phones and other devices will be stored securely for the day.

The use of mobile phones and other devices is prohibited at Bald Hills State School. Students may collect their mobile phone and other devices after school from the School Office.

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 Bald Hills State School Student Code of Conduct. Additionally, students and school families should:

- understand the responsibility and behaviour requirements 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, 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.

It is **unacceptable** for students at Bald Hills State School to:

- 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
- knowingly download viruses or any other programs capable of breaching the department's network security.

Students who require the use of a mobile phone or other devices (including wearable technology devices) in circumstances that would contravene this policy (e.g. assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

## **Preventing and responding to bullying**

Bald Hills State School is committed to preventing and responding appropriately to instances of bullying and cyberbullying among students.

### **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 behaviours are still considered serious and need to be addressed and resolved. Bald Hills State School staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The bullying prevention procedures at Bald Hills State School involves explicitly teaching the entire school a set of safe and effective universal behaviour support practices to resolving problems, including bullying. Bald Hills State School students may face disciplinary action, such as PBL Playground Withdrawal or removing of privileges, or more serious consequences such as suspension 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 bullying which occurs outside of school hours or school grounds if the behaviour adversely affects, or is likely to adversely affect, other students or the good order and management of the school.

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



## Bald Hills State School – Bullying response flowchart for Bald Hills State School staff

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

### Key contacts for students and parents to report bullying:

Prep to Year 6 – Class Teacher

Prep to Year 2 – Deputy Principal (Lower)

Year 3 to Year 6 – Deputy Principal (Upper)



## **Cyberbullying**

Cyberbullying is treated at Bald Hills 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 their class teacher. It is important for students, parents and staff to know that the Principal has the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds including 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.

Bald Hills State School students may face disciplinary action, such as PBL Playground Withdrawal or removing of privileges, or more serious consequences such as suspension 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 school grounds if the behaviour adversely affects, or is likely to adversely affect, other students or the good order and management of the school.

Parents or other school family who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

## **Student Intervention and Support Services**

Bald Hills State School recognises the need to provide intervention and support to all students involved in incidents of bullying or cyberbullying. Students are encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. Bald Hills State School staff 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 appropriate behaviours. School disciplinary measures may be used to reinforce the seriousness with which the community takes all incidents of bullying.



# Bald Hills 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](#).

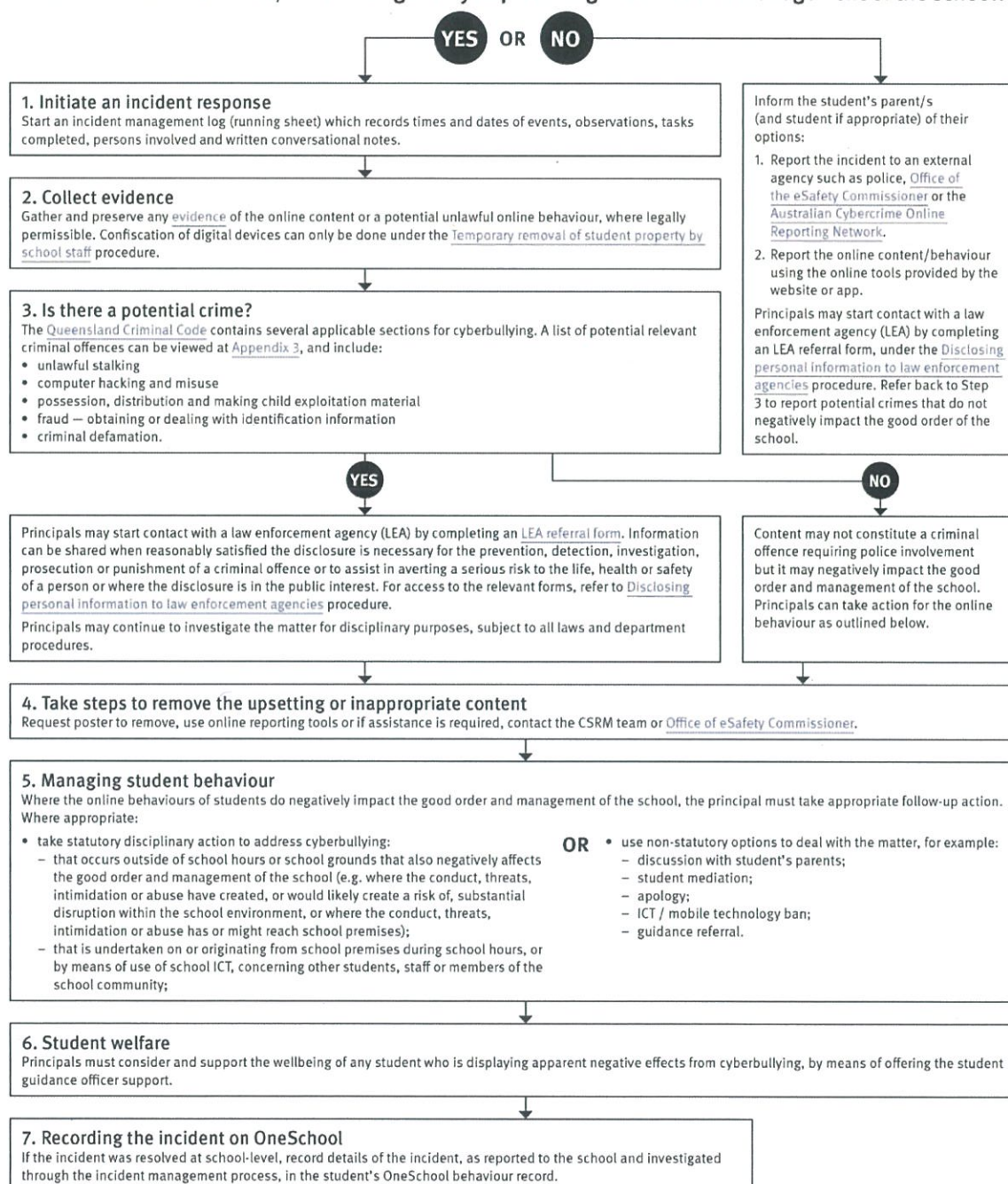
### Explicit images

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?



## Appropriate use of social media

Bald Hills State School is committed to promoting the responsible and positive use of social media within our school community. The internet, mobile phones and social media provide 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 communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. Below are some strategies 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, 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 moment to think about the content you are about to post could save upset, embarrassment, and possible legal action dealt with by police and the court system.
- 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 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 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 (CT) 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.

Bald Hills State School strives to create a positive environment for its school community at all times of the day, including while online. To help achieve a positive environment, Bald Hills State School expects its school community to engage in appropriate behaviours when using social media.



## Restrictive Practices

Bald Hills State School staff 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 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 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. 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.

## Conclusion

Bald Hills State School is committed to providing a supportive and safe learning environment for all students, staff, parents and visitors. The Bald Hills State School Student Code of Conduct's 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 participate positively and staff enjoy a safe workplace.

There may 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. Bald Hills State School is committed to ensuring that all complaints – whether they relate to the school's operations or a school staff member – are dealt with in a fair and equitable manner.

As a complainant, it is your responsibility to:

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

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 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 verbally or written.

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