

# Durack State School



## Student Code of Conduct

2024-2027

At every opportunity, encourage our students to be safe, respectful learners.

## Purpose

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

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

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace. Consequences for making poor choices is a part of life. Sheltering children from consequences does not help them to make better decisions in the future. Lessons learned early in life may avoid more serious consequences later in life. It is essential that we work together to solve problems through respectful conversations.

**Durack State School Mission:** To encourage students to strive to reach their potential within a safe, nurturing, learning environment built on respect. With support, our students have every opportunity to become true Durack Dragons...Safe, Respectful, Learners.

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## Endorsement

Principal Name: Ms Anja Janosevic

Principal Signature: *A. Janosevic*

Date: 8.07.2024

(Acting)P&C President Name: Puja Nepal

(Acting)P&C President Signature: *Puja Nepal*

Date: 08/07/2024



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## Principal's Foreword

Durack State School has a proud tradition of providing high quality education to all students. We believe strong, positive relationships between all members of our school community are the foundation to supporting the success of all students.

Our school community has identified three core **Schoolwide Behaviour Expectations** (Dragon Expectations), to promote and teach high standards of responsible behaviour. **Durack Dragons are Safe, Respectful, Learners.**



These 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 confident, self-disciplined and kind young people.

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

## P&C Statement of Support

As president of the Durack State School P&C Committee, I am proud to support the new Student Code of Conduct.

We encourage all parents to familiarise themselves with the Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

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

# Learning and Behaviour Statement

Everyone brings their own set 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.

## Student Wellbeing

Durack 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 with the Guidance Officer if they would like individual advice about accessing particular services.

### 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](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

### Student Support Network

Durack State School has access to a comprehensive student support network to develop 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 provides an inclusive, nurturing environment. Additionally, we have access to school based, regional and state-wide personnel who support the wellbeing of our students. Some of our support networks include (but are not limited to):

- Inclusion Support
  - Head of Special Education Services
  - Guidance officer
  - School-based psychologist
  - Community Liaison Officer
  - Success Coach: Behaviour
  - Language and EAL/D support
  - Inclusion Teachers
  - Occupational Therapy & Physiotherapy
  - Speech Language Pathologist
  - Chaplaincy
- Community Support Agencies
  - Indigenous services
    - Indigenous Health
    - Indigenous Elders



- Kummara
  - Inala Wangarra
  - Institute for Urban Indigenous Health
- Family Child Connect
- Multicultural Australia
- QPASST
- VietFam
- Mission Australia
- Access
- Health
  - Child Youth and Mental Health
  - Indigenous Health
  - Child Development Services
- Metropolitan Behaviour Support Services

Parents who would like more information about the student support roles and responsibilities are invited to contact the school.

## **Consideration of Individual Circumstances**

Staff at Durack State School take into account students' individual circumstances when teaching and supporting behaviour expectations, responding to inappropriate behaviour or applying a disciplinary consequence. Consideration is given to student behaviour history, disability, mental health and wellbeing, religious and cultural expectations, home environment and care arrangements.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support needed to be successful. All students are treated fairly but in an equitable manner. 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.

School staff investigate reported incidences that may or may not have happened at school. It is inappropriate for non-school staff to approach or speak to any student where they do not have guardianship regarding behavioural matters. Involvement can be in conflict with the school's investigation of the incident and make it extremely difficult to respond in a fair and transparent manner. If deemed serious enough, interference could result in a period of exclusion from the school grounds.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to a behaviour incident, please make an appointment with your child's teacher or the leadership team to discuss the matter.

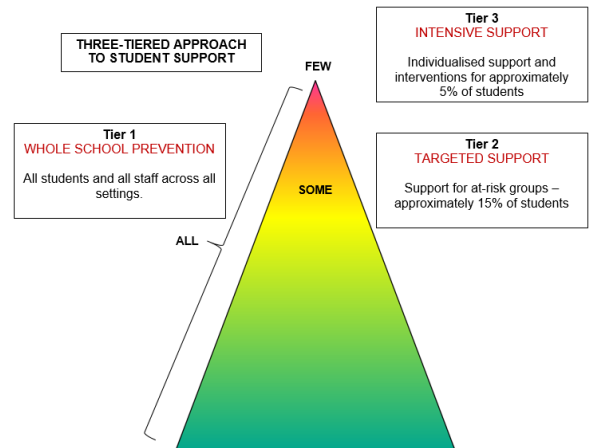


## Three-Tiered Systems of Support

Durack State School uses multi-tiered systems of support for **teaching behaviour** and **responding to behaviour**. These systems of support are preventative, differentiated and data-informed processes based on a problem-solving model. These systems of support match interventions to the identified needs of individual students.

Each tier provides progressively more personalised supports for students (see diagram below). Durack's multi-tiered systems of support:

- **Tier 1** - Differentiated and explicit teaching for all students
  - **All students** (100%) in the school receive support for their academic and behavioural development.
  - Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations.
- **Tier 2** - Focussed teaching for identified students
  - Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.
- **Tier 3** - Intensive teaching for a small number of students.
  - Individualised services for a **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.



## Whole School Approach to Discipline

### Positive Behaviour for Learning (PBL)

Durack State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour, engagement and learning outcomes
- promote evidence-based practices to be used correctly by school staff to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

## **PBL Purpose Statement for Durack State School:**

**AT EVERY OPPORTUNITY, ENCOURAGE OUR STUDENTS TO BE SAFE, RESPECTFUL LEARNERS.**

At Durack State School we believe discipline 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, providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to learn and re-teach. Teachers utilise the Australian Professional Standards for Teachers (standard 4: create and maintain supportive and safe learning environments) to reflect on their practice.

The language and expectations of PBL can be used in any environment, including the home setting for students. Collaborative relationships between parents, students and the school can set every student up for success. As referenced earlier, individual circumstances of students are considered when responding to inappropriate behaviour and applying a disciplinary consequence.

The school community is welcome to discuss the Student Code of Conduct or PBL framework by making an appointment to meet with the school's leadership team.

## **PBL Expectations**

Our staff are committed to delivering high quality education for every student. We believe all adults in the school must follow the same Behaviour Expectations in place for our students to be: **Safe, Respectful Learners.**



Below are examples of PBL expectations across the school. In addition, each classroom will have their own set of Classroom Rules to help students and visitors understand the expectations and meet the standards we hold for everyone at Durack State School.

### **Student Behaviour Expectations**

<b>Students</b>	
<b>Safe</b>	Keep hands and feet to self Be in the right place at the right time It takes great strength to be sensible
<b>Respectful</b>	Treat others as you would like them to treat you Have reasons for the things you say and do Take care of myself, others and property
<b>Learners</b>	Be brave – participate to progress Try my best no matter who I work with Think about how others are feeling

## Parents and staff Behaviour Expectations

The table below explains the behaviour expectations for parents and staff that we as a community, commit to.

	<b><i>What we expect to see from you (Dragon Parents)</i></b>	<b><i>What you can expect from us (Dragon Staff)</i></b>
<b>Safe</b>	You ensure your children attend school on time, every day and notify the school promptly of any absences or changes in contact details.	We will be prepared each day for teaching and learning and communicate with you through appropriate channels.
	You act in accordance with the guidelines of the school and follow directions given by staff.	We will create a safe, supportive and inclusive environment for every student.
	You leave and collect your child from the designated areas at school. Use council drop off zone according to legislation.	We will give clear guidance about a designated area for parents to leave and collect students.
<b>Respectful</b>	You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
	You are respectful in your conversations at home about school staff.	We will model positive behaviours for all students.
	You make an appointment to speak with the class teacher first to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
	You respect school, student and staff privacy in your online communications.	We will act in a timely manner to address social media issues that affect staff, students or families.
	You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
	You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
	You approach the class teacher or leadership team if you are concerned about the behaviour of another student, a parent or a staff member.	We will work with every family to address any complaints or concerns about the behaviour of staff, students or other parents in a timely manner.
<b>Learners</b>	You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
	You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
	You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the school newsletter and email as the primary means of notifying parents about school news, excursions or events.

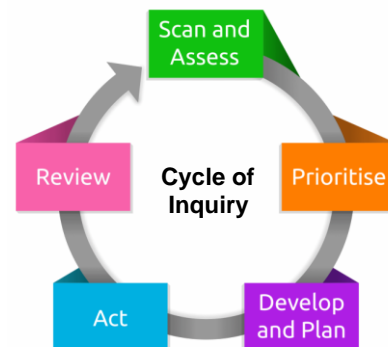
## PBL Processes

Durack State School has a PBL team that is comprised of members from all stakeholders, year levels and roles within the school. Roles include chairs, secretary, data managers and communication personnel. Parents and community members are encouraged and welcome to attend. The team meets 3 times a term, with a set agenda and has embedded consultation processes.

The purpose of the PBL Committee 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.

PBL at Durack State School is supported by both internal and external coaches. There are 'seven essential features' which guide and measure PBL implementation to ensure school-wide success including:

1. Leadership endorsed
2. Common purpose and approach to discipline
3. Clarifying expectations
4. Teaching expectations
5. Encouraging expected behaviours
6. Discouraging inappropriate behaviour
7. Ongoing monitoring



Data is collected regularly (3 times per term) and then summarised, analysed and shared to inform action planning and decision-making. The [Cycle of Inquiry](#) fosters intentional collaboration and helps to ensure precision for continuous improvement.



Phases	Actions
<b>Scan and Assess</b>	Scan and assess behaviour data to identify trends and identify teaching strategies from the Behaviour Matrix
<b>Prioritise</b>	Prioritise which lessons need to be taught based from the Behaviour Expectations Teaching Matrix
<b>Develop and Plan</b>	Develop a Precise Problem Statement and Lesson Plans Lesson plans ensure consistent language, explicit lessons (tell, show and practice), monitoring (pre-correction, supervision and feedback). Appropriate preventative measures are also developed, such as signage, active supervision and environmental modifications.
<b>Act</b>	All stakeholders encourage the expected behaviour through teaching, reinforcement, performance feedback, acknowledgement, recognition, reward and consequences & disciplinary actions
<b>Review</b>	Identify measurable change to determine the extent of the impact, seek feedback from all stakeholders, refine and reteach. Repeat cycle.



## Reinforcement System

Students receive meaningful and consistent feedback to reinforce positive behaviour. A formal recognition and monitoring system has been developed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give quality reinforcement feedback.

The school-wide reinforcement system employs a number of strategies for recognising and reinforcing student who demonstrate the school's expected behaviours. This is a whole-school approach, used in all classrooms and programs offered through the school, including lunch times, before/after school, sporting activities and excursions.

Effective schoolwide continuum of encouragement employs 3 forms of reinforcement with the intention of thinning the reinforcement whereby shifting the motivation from extrinsic to intrinsic as fluency with skills develop. The following tables outline the specific purpose, criteria and processes for the three forms of reinforcement.

Free and Frequent: Individual Dragon Dollars (DD)		
<b>Purpose</b>	Reinforce desired behaviour in the classroom at teacher discretion Reinforcing focus behaviours as identified by PBL team on the playground	
<b>Criteria</b>	Student demonstrates behaviour independently and the behaviour is reinforced with specific positive feedback linked to the school's Behaviour Expectations and a Dragon Dollar.	
<b>Where, When and Who</b>	School-wide Anytime Any staff member	
<b>Process</b>	Students collect Dragon Dollars (DD) throughout the day. DD are recorded in Tracking Books (teacher to decide how/when this occurs). DD can be traded for items at the Dragon Prize Cave (break times) or in class from the Dragon Dollar Rewards Menu. Earning 100DD, teachers record as positive behaviour on OneSchool	
Intermittent/Medium: Class Dragon Dollars		
<b>Purpose</b>	Reinforcing behaviour that the whole class has demonstrated. It <u>can</u> be related to the focus behaviour.	
<b>Criteria</b>	Whole class demonstrates expected behaviour or focused behaviour. Specialist teachers can allocate 1 Dragon Dollar for their lesson when class demonstrates Behaviour Expectations. Leadership Team (minimum 2 per term): uniform check, hat check (announced over PA system). <ul style="list-style-type: none"> <li>• 1 Class Dragon Dollar = 100% of students or</li> <li>• Individual Dragon Dollar for meeting criteria</li> </ul>	
<b>Where, When and Who</b>	Anywhere Anytime Classroom teachers/specialists/leadership team	

<b>Process</b>	The class accumulates a specified number of Class Dragon Dollars (determined by teacher & students) and records them on the Class Dragon Dollars Poster. The class partakes in a reward (pre-determined by the teacher students) when Class Dragon Dollars have been earned.	
<b>Long and Strong: Honour Certificates</b>		
<b>Purpose</b>	Celebrating excellent academics, behaviour or effort on assembly.	
<b>Criteria</b>	2 students per class are recognised, for outstanding academics, behaviour or effort as decided by the teacher.	
<b>Where, When and Who</b>	Anywhere Recognised on Jr/Sr Assembly Teacher identifies student(s) (maximum 2 Honour Certificate per year)	
<b>Process</b>	Teacher identifies and Writes Honour Certificate Student is recognised on Assembly or Year level gathering and in School Newsletter for achieving Honour Certificate.	
<b>Long and Strong: Dragon Pins</b>		
<b>Purpose</b>	Recognising outstanding behaviour at Awards Assembly.	
<b>Criteria</b>	Student Prep-6 can earn a Dragon Pin for year-long outstanding behaviour Criteria: Consideration of OneSchool records, specialist teacher reports and relief teacher reports. Any combination of Very High or High behaviour results on both semester Report Cards.	
<b>Where, When and Who</b>	Year long, Recognised at Awards Assembly in Term 4 OneSchool database check.	
<b>Process</b>	Teacher checks OneSchool for behaviour requirements. Students are recognised at Awards Assembly with Dragon Pin. <i>Dragon Pin Colours: 2024 – Dark Blue, 2025 – Green, 2026 – Pink, 2027-Light Blue, 2028-Purple, 2029-Yellow, 2030-Red.</i>	

## Three Tiers of Support: Teaching Behaviour

Teachers at Durack State School make decisions about differentiation by responding to data and day-to-day monitoring of behavioural and 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.

### Tier 1: Differentiated and Explicit Teaching

Durack 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.

Every classroom in our school displays and uses the Behaviour Expectations Teaching Matrix (see below) as a basis for teaching the specific skills and procedures students need to exhibit in various settings. The skills and procedures outlined in the teaching matrix are observable and measurable.

This allows staff to prompt (pre correct), model (correct mistakes) and reward (reinforce) the behaviour. Using the teaching matrix, teachers work with students to explain what each of the expectations look, sound and feel like in all settings.

This involves:

- teaching behaviours in the setting they will be used
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

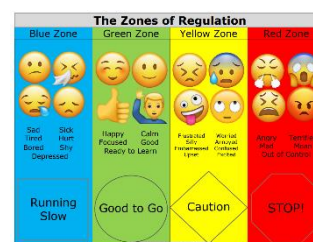
The teaching matrix is revisited regularly to address any new or emerging issues. The 'High 5' and '5 Star Cyber safety' strategies support the teaching matrix.

Durack State School has a range of resources to support the delivery of differentiated and explicit teaching. The school invests in the following evidence-informed practices:

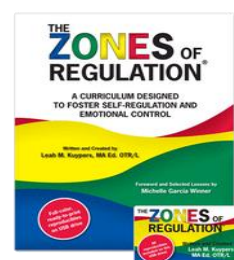
- Positive Behaviour for Learning – Metropolitan Behaviour Support Services
- Essential Skills for Classroom Management.
- Effective Classroom Management Hub
- Functional Behaviour framework
- Zones of Regulation
- Explicit Instruction - Effective and Efficient Teaching Model
- Berry Street Education Model – Trauma Informed Practice
- Play is the Way - teaching social & emotional skills using guided play

Zones of Regulation:

PBL focus lessons are accompanied by a zone of regulation lesson. The Zones of Regulation curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.



The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. Integrating in cognitive behaviour therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honouring and respecting each student and their unique self.





## BEHAVIOUR EXPECTATIONS TEACHING MATRIX

	Always	Learning Areas	Playground	Moving Around	Toilets
Safe	<p><sup>1</sup> <a href="#">Keep my hands and feet to myself</a></p> <p><sup>2</sup> <a href="#">Be in the right place at the right time</a></p> <p><sup>3</sup> <a href="#">Wear the correct uniform including a sun safe hat</a></p> <p><sup>4</sup> <a href="#">Hand in digital devices including phones into the office every morning</a></p> <p><sup>4</sup> <a href="#">Be 5 Star Cyber Safe</a></p>	<p><sup>11</sup> <a href="#">Leave the learning area with permission</a></p> <p><a href="#">Use materials, equipment and furniture with care</a></p>	<p><sup>14</sup> <a href="#">Report unsafe behaviour</a></p> <p><a href="#">I walk when in crowded areas</a></p> <p><a href="#">I walk when on hard surfaces</a></p>	<p><sup>18</sup> <a href="#">Walking</a></p> <p><a href="#">Stay with your partner when you leave the classroom</a></p> <p><a href="#">Stay with the group</a></p>	<p><sup>20</sup> <a href="#">Toilets are a play free zone</a></p> <p><a href="#">Wash hands with soap</a></p> <p><a href="#">When going from class go with a partner</a></p>
Respectful	<p><sup>5</sup> <a href="#">Take care of myself, others and property</a></p> <p><sup>6</sup> <a href="#">Use polite language</a></p> <p><sup>7</sup> <a href="#">Follow instructions given by adults</a></p> <p><sup>5</sup> <a href="#">Put Rubbish in the bin</a></p>	<p><sup>12</sup> <a href="#">Use the right words, voice and volume</a></p> <p><a href="#">Track the speaker – eyes or ears</a></p> <p><a href="#">Allow others to learn without interruption</a></p>	<p><sup>15</sup> <a href="#">Play fairly: share, take turns and include others</a></p> <p><a href="#">Care for our neighbours</a></p> <p><a href="#">Care for the environment – grounds, gardens and wildlife</a></p>	<p><sup>19</sup> <a href="#">Move quietly</a></p> <p><a href="#">Be considerate of others' space</a></p>	<p><sup>20</sup> <a href="#">Turn taps off after use</a></p> <p><a href="#">Flush toilets after use</a></p>
Learner	<p><sup>8</sup> <a href="#">Know and follow the rules and routines</a></p> <p><sup>9</sup> <a href="#">Know the emergency procedures for lockdown and evacuation</a></p> <p><sup>4</sup> <a href="#">Only use devices, apps and websites set by teachers</a></p> <p><sup>10</sup> <a href="#">Know what zone I'm in and strategies that will help</a></p>	<p><sup>13</sup> <a href="#">Attempt all tasks</a></p> <p><a href="#">Ask for help when needed</a></p> <p><a href="#">Organise myself for learning</a></p>	<p><sup>16</sup> <a href="#">Know and use the high five</a></p> <p><sup>17</sup> <a href="#">Know and follow lunchtime procedures</a></p>	<p><sup>19</sup> <a href="#">Know the correct pathways around the school</a></p>	<p><sup>20</sup> <a href="#">Let an adult know if I see a problem</a></p> <p><a href="#">Use the toilet at the correct times</a></p> <p><a href="#">Be organised and use the toilet breaktime</a></p>

- DRAGON HABITS ● Treat others as you would like them to treat you ● It takes great strength to be sensible ●  
 ● Have reasons for the things you say and do ● Be brave - participate to progress ● Try my best no matter who I work with ●

*Additional lessons: [Tuckshop](#) ● [Excursion Lesson](#) ● [Interschool Sport Lesson](#)*



## High 5 Strategy



*If you or someone you see is in serious danger, report it immediately.*

IGNORE	TALK FRIENDLY	WALK AWAY	TALK FIRMLY	REPORT
<ul style="list-style-type: none"> <li>Stay calm and pretend you did not hear or see it</li> <li>Do not make eye contact</li> <li>Think positive and take deep breaths</li> <li>Count to 5 in your head slowly</li> </ul>	<ul style="list-style-type: none"> <li>Use a calm voice</li> <li>Maintain eye contact</li> <li>Ask them to stop eg. "Please stop, I don't like it!"</li> <li>Use I statements, eg. "I don't like it when you yell at me."</li> </ul>	<ul style="list-style-type: none"> <li>Stand tall, keep your head up high</li> <li>Walk towards safety (other friends or people you know)</li> <li>Do not look back</li> </ul>	<ul style="list-style-type: none"> <li>Use an assertive voice (strong but not rude)</li> <li>Look confident</li> <li>Tell them to stop it again, eg. "I just told you that I don't like it when you yell at me"</li> </ul>	<ul style="list-style-type: none"> <li>Walk away and tell an adult</li> <li>Go to a safe area</li> <li>Bystanders should report what they saw or heard</li> <li>Do not react or retaliate (fight back)</li> </ul>



## Tier 2: Focused Teaching

Focused and intensive teaching acknowledges that all students can learn successfully and achieve when given appropriate learning opportunities and the necessary support. Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching.

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

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

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

The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

Durack State School has a range of support services and resources in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed practices and personnel to address specific skill development for some students:

- Success Coach - student support time
- Check-in/Check-out system
- Zones of Regulation
- Berry Street Education Model
- Functional Based Assessment
- Chaplaincy Services

## Tier 3: Intensive Teaching

Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge. 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.



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 complex and challenging, 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.

Tier 3 supports are based on the underlying reasons for a student's behaviour (their Functional Behaviour Assessment) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

Students who require intensive teaching will be assigned a case manager along with their classroom teacher who will oversee the coordination of the student's support program, communicate with stakeholders and directly consult with the student. At Durack State School, support includes:

- Student Services Referrals
- Internal/External Specialists and Agencies
- Regional Support Services
- Indigenous/Cultural Support Services

# Legislative Delegations

## Legislation

In this section of the Durack State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

## Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

## Instrument of Authority

A principal may authorise a deputy principal to tell a student and their parent/s about disciplinary consequences as outlined on the Instrument of Authority.



**Durack State School**

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Durack Qld 4077  
Ph: 3714 2666  
Email: admin@durackss.eq.edu.au  
www.durackss.eq.edu.au  
ABN: 46 640 145 370

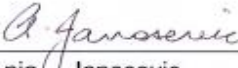
Department of Education  
Durack State School  
**Instrument of Authorisation**

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

I, Anja Janosevic, Principal of Durack State School, authorise the persons who are from time to time the holders of the position of Deputy Principal, at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

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

  
Anja Janosevic  
Durack State School  
QUEENSLAND DEPARTMENT OF EDUCATION

DATE 8/7/2024



The most up to date version of the Instrument of Authorisation will be found on the [school's website](#).



# Disciplinary Consequences

## Three-Tiered System of Support

Disciplinary consequence at Durack State School is based on a differentiated model of support as follows:

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

**Some students** are expected to need additional support, time and opportunities to practise expected behaviours. These students may experience difficulty with meeting the behaviour expectations even with focussed teaching, in-class corrective feedback, sanctions and rule reminders. A continued pattern of problem behaviour by a student may require school leadership team or Success Coach intervention and consideration of disciplinary consequence.

**For a small number of students**, a high level of differentiated support or intensive teaching is required to enable them to meet behavioural expectations. The determination of this level of support will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be 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 of 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 address the problem behaviour.

When applying disciplinary consequences, the principal and school staff should take into consideration the level of risk associated with the behaviour, the student's individual circumstances, and procedural fairness. The disciplinary consequence and reasons are to be documented in the individual student's OneSchool record.

## Three Tiers of Support: Response to Behaviour

The responses to problem behaviour can be organised into three tiers (differentiated, focused and intensive), with increasing intensity of support and consequences.

### Tier 1: Differentiated and Explicit Response

Class teacher provides 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 4 positive to 1 negative commentary or feedback to class



- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

### **Tier 2: Focussed Response**

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Check in Check Out strategy
- Functional Behaviour Assessment
- Individual student behaviour support strategies e.g. Student behaviour plan, playground behaviour plan
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Teacher coaching, profiling and debriefing
- Referral to Student Support Network (refer to Student Wellbeing section) for team-based problem solving
- Stakeholder meeting with parents and external agencies

### **Tier 3: Intensive Response**

School leadership team work in consultation with the Student Support Network (refer to Student Wellbeing section) to address persistent or ongoing serious problem behaviour. This may include:



- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meetings 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)

## Documenting Problem Behaviour

Durack State School makes efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When problem behaviour occurs, staff determine the impact & intent of the behaviour and surrounding circumstances to ensure the consequences are consistent and proportionate to the nature of the behaviour. Behaviour is categorised as Redirection, Minor, Major or Critical Incident and is documented as defined in the table below.

Category	Redirection	Minor (m)	Major (M)	Critical Incident
Reported	Anecdotal Notes/ Records	OneSchool Data		OneSchool MyHR – WH&S
Personnel	Individual staff/ Classroom Managed	Colleague/Staff Managed	Leadership Support	Leadership Managed
Definition	Inappropriate behaviour which is reasonable to expect individual staff members to manage in their classroom or the school setting.	Persistent inappropriate behaviours for which the current differentiated strategies (Tier 1) are not effective.	Major inappropriate behaviour that focused/ intensive strategies are not effective and need to be supported by leadership intervention/follow-up.	High/extreme risk behaviour involving immediate danger to self or others that require immediate response.

## Behaviour Flowcharts

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. At Durack State School, staff use the following flowcharts and reflection questioning which draw on restorative justice and neuroscience practices to support student behaviour.

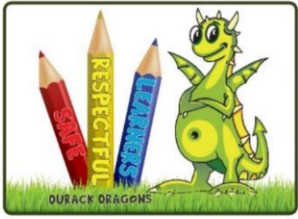
Staff are provided with appropriate professional development and/or training through the PBL coaching team and Zones of Regulation. The training activities ensure consistent responses to problem behaviour and that all staff members approach each student with unconditional positive regard.



## Classroom Behaviour Intervention

Should a problem behaviour be repeated, the staff member may choose not to repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour. To ensure consistent responses to in class problem behaviour teachers are issue consequences

Students also receive training about how to respond when other students display problem behaviour. This includes the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

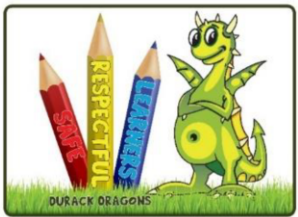
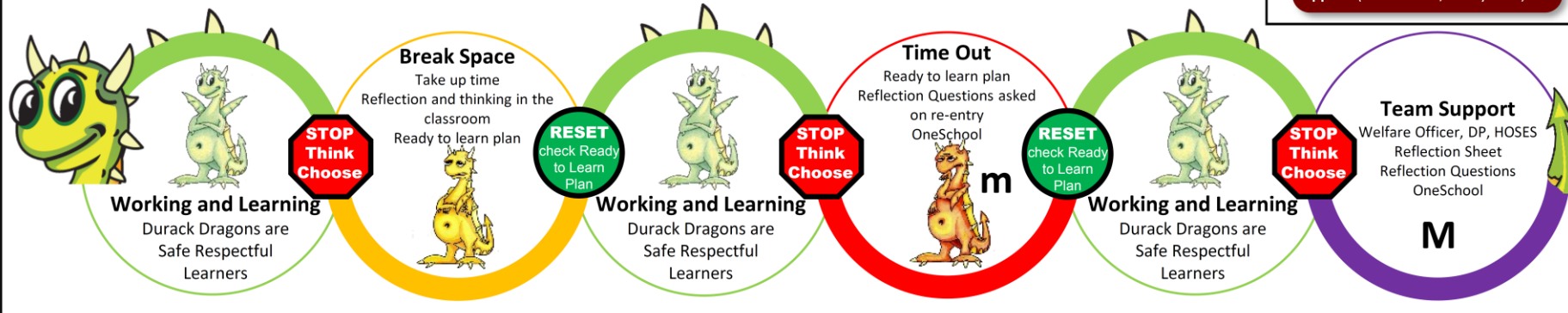


# Classroom Behaviour Intervention Flowchart

## Reflection Questions

1. What are you doing?
2. What rule are you breaking?
3. What should you be doing?
4. What might you do differently?
5. What happens if you do it again?

**Critical Incident** **M**  
 High/Extreme Risk to Self or Others  
 SOS Card/Call Office for immediate support. (all locations/at any time)



# Playground Behaviour Intervention Flowchart

## Reflection Questions

1. What are you doing?
2. What rule are you breaking?
3. What should you be doing?
4. What might you do differently?
5. What happens if you do it again?

**Critical Incident** **M**  
 High/Extreme Risk to Self or Others  
 SOS Card/Call Office for immediate support. (all locations/at any time)



## Break Space, Time Out & Self-Directed Time

Break space, time out and self-directed time are behaviour support strategies used at Durack State School as preventative and responsive actions and are key elements in the flowcharts.

**Break space\*** is a form of time out that occurs in the classroom as part of the differentiated response to inappropriate behaviour. **Time out\*** occurs outside of the classroom, often in a neighbouring classroom, and requires supervision by a colleague (formally called Buddy Class).

Both Break space and Time out are planned behaviour intervention at Durack State School. They are behavioural strategies in which a student is taken from an activity and placed in a different, less-rewarding situation or setting whenever they engage in undesirable or inappropriate behaviour(s). The student is provided with time to consider their behaviour i.e. to stop, think and chose to re-engage with classroom learning. The student is accompanied throughout the application of time out.

Break space & Time out occur:

- as a planned behaviour intervention strategy;
- in the classroom or another area where the student is unable to engage in the reinforcement that is causing their behaviour;
- at the direction of the teacher;
- when the student is under the supervision of the teacher and is never left alone throughout the implementation of the strategy;
- for the shortest possible time.

**Self-directed time\*** is an informal behaviour support strategy that may be used as part of a planned behaviour support response. Self-directed time enables students to leave a stressful situation for supervised time alone. It is often used to prevent escalation of behaviour.

Self-directed time occurs when the student:

- recognises a situation may increase stress to them or lead to an escalation in their behaviour;
- requests permission to use self-directed time away from the classroom;
- leaves educational activity without prompting or support;
- goes to a prearranged room or area e.g. a quiet space;
- is monitored at all times while they are having self-directed time;
- chooses to return to the classroom or educational activity as soon as they feel able to do so.

\*Only to be used as outlined above in accordance with Department's Restrictive practice procedures. More information can be found at

<https://behaviour.education.qld.gov.au>

## Detentions

Detentions may be issued by the principal, teachers or a staff member on duty in accordance with Durack State School's Student Code of Conduct.

All detentions must be recorded in OneSchool by the staff member who issued the detention. Detentions will be supervised by the Success Coach or designated staff member and held in the Student HUB. Should a detention be issued during class time by a classroom teacher, the issuing teacher is required to provide the supervision in their own classroom.

The maximum length of a detention is:

- 30 minutes at first break (including 15 minutes for food and toilet breaks) and
- 45 minutes at second break (including 15 minutes for food and toilet breaks).

Parents may be notified by the school if a student is placed on detention during school hours. Detentions are not usually issued outside of school hours without consultation with the principal and parent. With approval, students may be required to attend detention after school for no more than 15 minutes.

If a student fails to attend a detention, this may be considered disobedience and the school principal will make a decision about the appropriate course of action. Examples of consequences for non-compliance or non-attendance may be the implementation of a discipline improvement plan or suspension.

## 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 Durack 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.

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 support is in place to ensure students can continue to access their education while completing their SDA.

### **Re-entry following suspension**

Students who are suspended from Durack 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. As the student has already received a consequence through their disciplinary absence from school, the meeting will not focus on reviewing the student's behaviour or the decision to suspend. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

The invitation to attend the re-entry meeting will be communicated 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 recorded as a contact in OneSchool.

The re-entry meeting may be structured as follows:

- Welcome back to school
- Check in on student wellbeing
- Discuss how the student may be set up for future success
- Update the student on any changes to routine or events
- Offer information about supports available (e.g. guidance officer)
- Thank student and parent/s for attending

In planning the re-entry meeting support staff, such as guidance officers and case managers etc. may also offer important advice to support the student for future success.



## School Policies

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

- i. Temporary Removal of Student Property
- ii. Use of Digital Devices Including Mobile Phones
- iii. Preventing and Responding to Bullying
- iv. Appropriate Use of Social Media

### i. Temporary Removal of Student Property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school and students 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.

The following items are explicitly prohibited at Durack 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)
- electronic cigarettes (e cigarettes/vapes)
- 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 chisel. Where knives are needed for school activities, these will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

\*\* The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer



any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

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.

## Responsibilities

**State school staff** at Durack State School:

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

**Parents** of students at Durack State School are to:

- ensure 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 Durack State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

**Students** of Durack State School are:

- not to bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Durack 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;
- to collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## ii. Use of Digital Devices Including Mobile Phones

Durack State School has determined that explicit teaching of responsible use of technology 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.

The responsibilities for students using digital devices including mobile phones at school or during school activities, are outlined below.

It is **acceptable** for students at Durack State School to:

- use school supplied digital devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students and staff in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
  - handle devices with care and report problems
  - log off and recharge devices after use
- be courteous, considerate and respectful of others when using devices (be a respectful digital communicator)
- be '5 Star Cyber Safe' when using any digital device (see poster)
- learn and follow the laws about websites and social media
- **hand any personal digital devices into the office before school and collect at the end of the day (remember to switch off devices)**
- seek principal's approval where they wish to use a personal digital device (such as mobile phone) under special circumstances.

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

- **have a personal digital device of any kind in a classroom or anywhere on site during school hours without the principal's approval**
- 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, 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 anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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 Durack State School Student 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
  - 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 and device 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.

### iii. Preventing and Responding to Bullying

Durack State School staff know learning is optimised when students 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.

## Australian Student Wellbeing Framework

The [Australian Student Wellbeing Framework](#) supports Durack State School in promoting positive relationships and the wellbeing of all students, staff and visitors at the school.

The Australian Student Wellbeing Framework used at Durack State School provides every student with the strongest foundation possible for them to reach their aspirations in learning and in life. The Framework is based on evidence that demonstrates the strong association between safety, wellbeing and learning.



- 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 Durack State School is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

## **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:

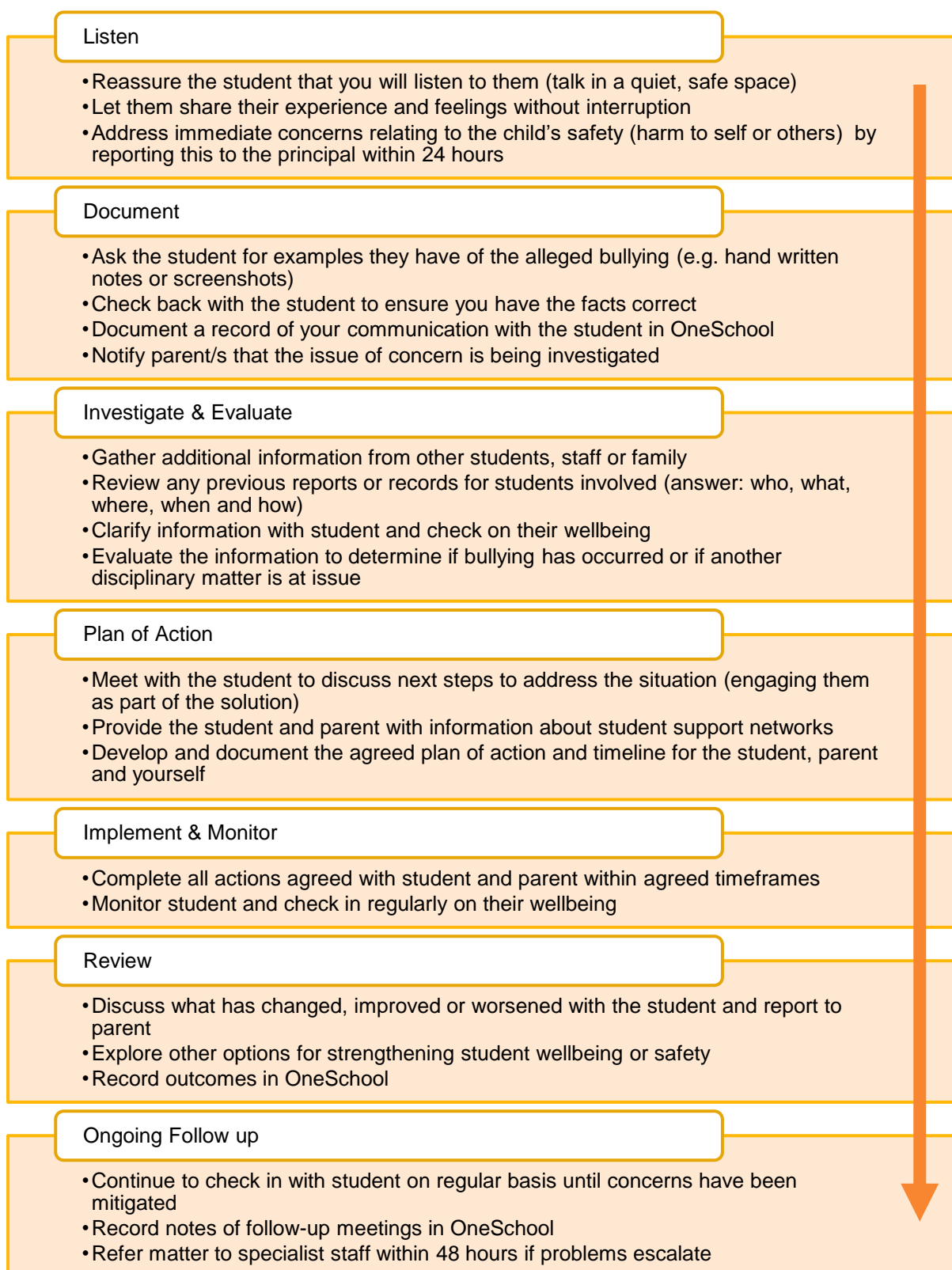
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Durack 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 Durack State School teachers will take when they receive a report about student bullying. The timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

## Durack State School - Bullying response flowchart for teachers

The first point of contact for students and parents is their **classroom teacher** or **deputy principal**.



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

## Cyberbullying

Cyberbullying is treated at Durack 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. At Durack State School, we teach students to be **5 Star Cyber Safe** (see poster).

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The Deputy Principals at Durack State School can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying. The school will follow the Cyberbullying response flowchart for school staff (see below).

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

Parents 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 Deputy Principals.



## 5 Star Cyber Safety



*If you feel unsafe, report it!*

REPORT	REAL FRIENDS	ALWAYS CHECK	MANAGE PERSONAL INFORMATION	SECURE PASSWORD
<ul style="list-style-type: none"> <li>• If you're uncomfortable or worried, tell a trusted adult</li> <li>• Don't react or respond online</li> <li>• Block and report</li> </ul>	<ul style="list-style-type: none"> <li>• Only chat with people you know and trust in the real world</li> <li>• Never meet up with people you don't know and trust in the real world</li> <li>• Remember people online are not always who they say they are</li> </ul>	<ul style="list-style-type: none"> <li>• Check that websites are safe to visit</li> <li>• Check your privacy settings regularly</li> <li>• Check that websites are appropriate for your age</li> <li>• Only open emails from people you know and trust</li> </ul>	<ul style="list-style-type: none"> <li>• Think twice before you share</li> <li>• Never give your full name, address, photo or school name online</li> <li>• Remember: once it is online, it is there forever</li> </ul>	<ul style="list-style-type: none"> <li>• Use a strong password</li> <li>• Keep your passwords safe and private (never share it)</li> </ul>



# Durack State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

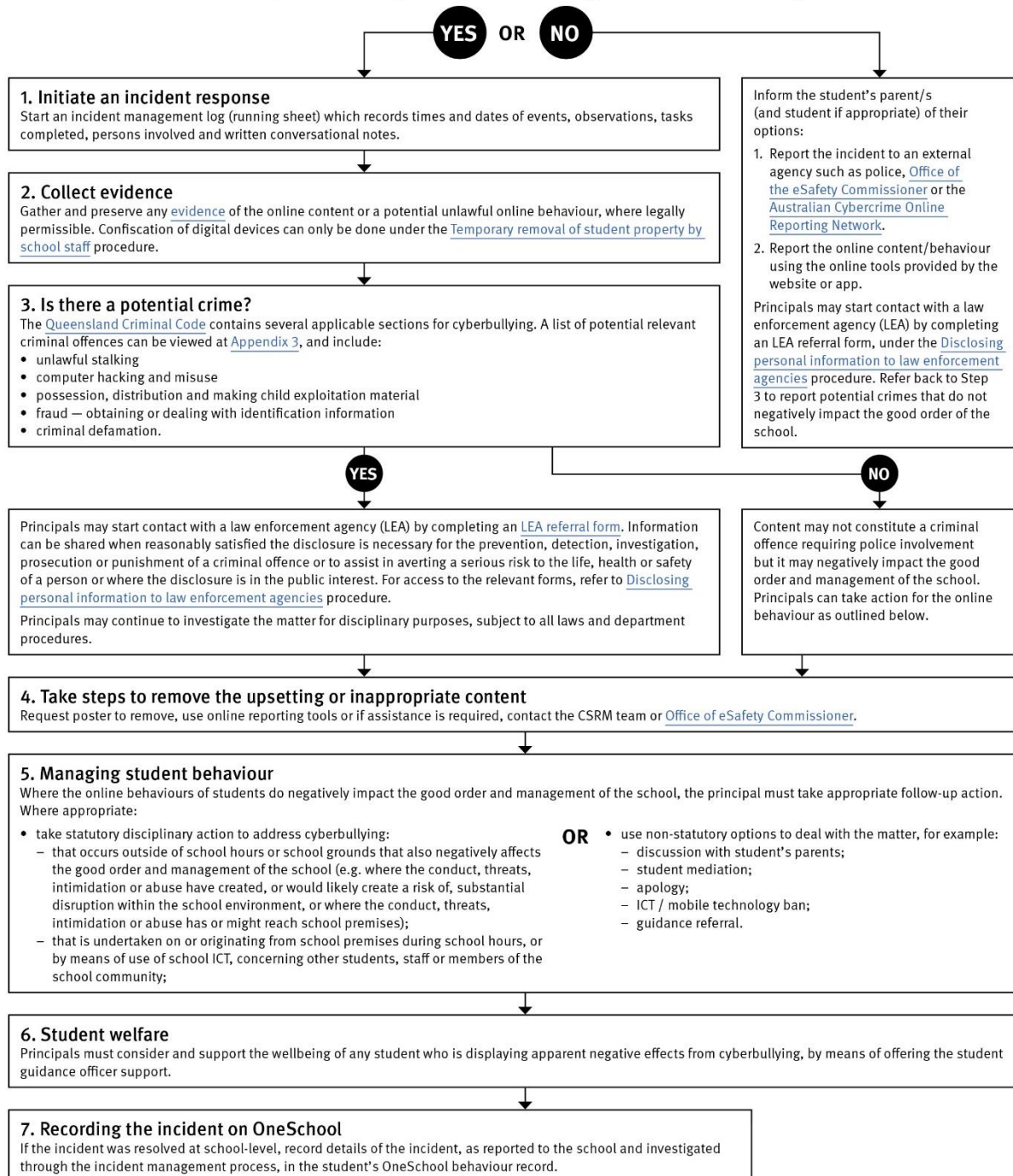
### Explicit images

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

### Report

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

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



## 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.

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.

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

Durack 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. 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 Durack 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. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying.

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

## Anti-Bullying Compact

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

### Durack State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Durack 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 name \_\_\_\_\_ Date: \_\_\_\_\_

Parent's signature \_\_\_\_\_ Date: \_\_\_\_\_

School representative signature \_\_\_\_\_ Date: \_\_\_\_\_



## iv. 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 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.
- Remember online discussions can quickly be shared with a much wider audience, potentially far larger than intended.
- Consider the consequences of the content you post. It could prevent upset, embarrassment, and possible legal action.
- Parents have a responsibility in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. This includes adhering to the age recommendations of social media platforms and internet access.

### **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 comment, 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.

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. Report directly to the school.

Keep comments calm and polite. 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 for legal reasons.

### **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 Durack 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.

Information about restrictive practices can be found here:

<https://ppr.qed.qld.gov.au/education/learning/Pages/Restrictive-practices.aspx>

## 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. **In the event of a critical incident at Durack State School, staff should alert the office by phone or by sending an SOS card.** It is not a time to try and punish or discipline the student; it is a crisis management period only.

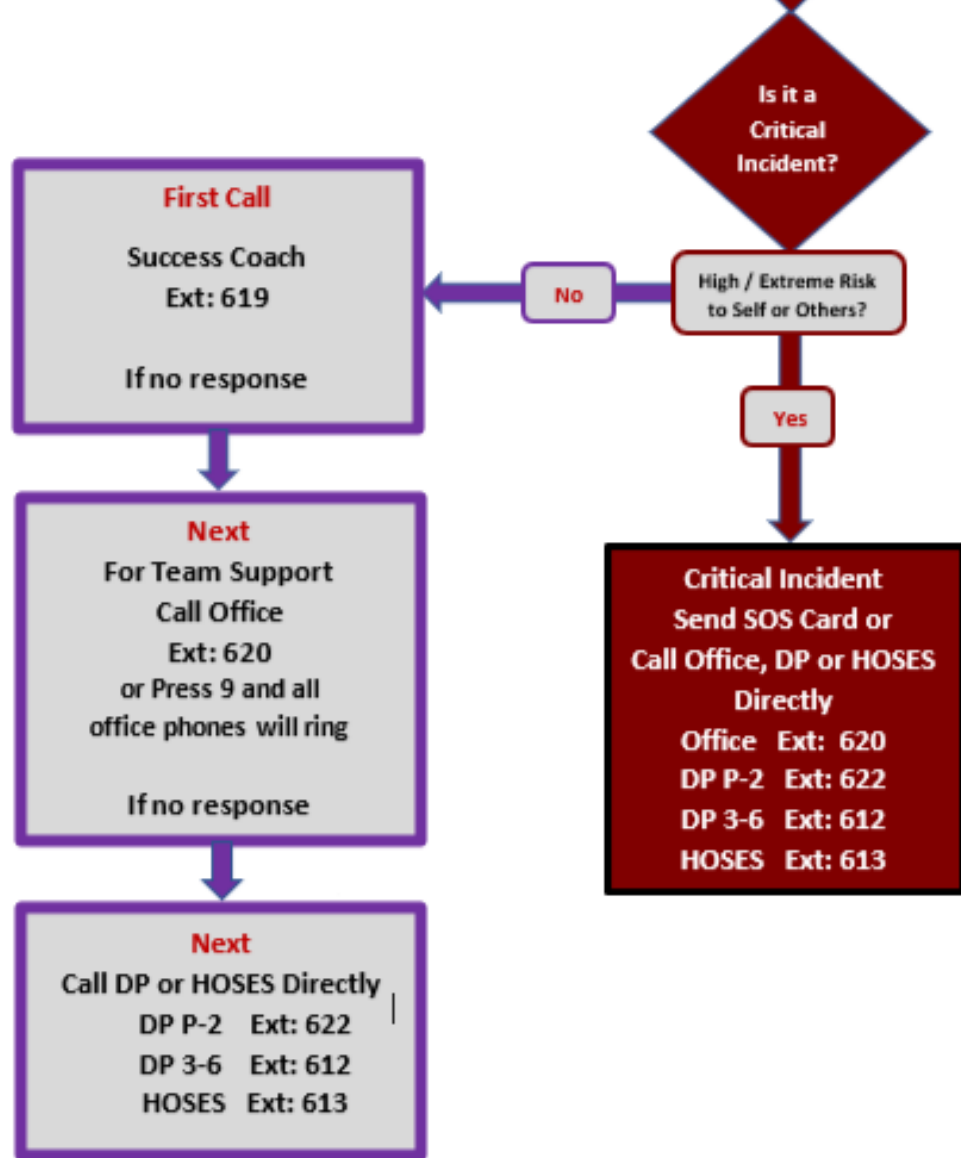
Staff should follow the documented plan, see below, for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

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 problem 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 problem behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.



# Major Behaviour & Critical Incident Support Flowchart



## Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadsace](#)
- [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](#)

## Complaints Process

Durack 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 they 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.

Our teachers are also obliged by law to respect and protect the privacy of all students. Consequences for behaviour will not be discussed with anyone other than student's family. This applies even if the incident involves your child.

Parents can be assured that staff take all matters seriously and will address them in a timely and appropriate manner. Parents are asked to respect the privacy of other students and families.

Concerns regarding the behaviour of other students, or the way our staff have responded to their behaviour can be discussed with the school's leadership team.

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](#).

As a complainant, it is your responsibility to:

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

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

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