



Blackwater State High
School

Student Code of Conduct 2024

Every student succeeding



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

Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

Postal address:	PO Box 148 Blackwater Queensland 4717
Phone:	07 4986 9555
Email:	blackwatershs@eq.edu.au
School website address:	www.blackwatershs.eq.edu.au
Contact Person:	Rebecca Godfrey (Principal)

Endorsement

Principal Name:	Rebecca Godfrey
Principal Signature:	
Date:	25/01/2024
P/C President and-or School Council Chair Name:	Antonia Young
P/C President and-or School Council Chair Signature:	
Date:	25/01/2024

Contents

Purpose.....	4
Principal’s Foreword.....	5
P&C Statement of Support	6
School Captains/Leaders Statement.....	7
Consultation	8
Learning and Behaviour Statement.....	9
Whole School Approach to Discipline	17
Disciplinary Consequences.....	25
School Policies	29
Appropriate use of social media.....	41
Restrictive Practices	43
Critical Incidents	44
Related Procedures and Guidelines	45
Resources	46
Appendices	47

Purpose

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

The Blackwater State High 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 members of the school community, ensuring a teaching and learning is prioritised, all students are able to experience success, and staff can enjoy a safe workplace.

Principal's Foreword

Blackwater State High School has a proud tradition of providing high quality education to students in an environment that promotes our core values of Respect, Responsibility, Effort and Safety. We believe that strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Respect:	for self and others, other students and staff, and the school environment.
Responsibility:	to be accountable for your actions; resolve differences in positive and peaceful ways; and contribute to the school, community and wider society and care for the environment.
Effort:	act in accordance with the expectations of Blackwater State High School, striving to be the best you can be in all areas of life.
Safety:	to consider the physical and emotional safety of self and others at all times.

These values have been used in the development of this Student Code of Conduct, with the aim of helping to shape and build the skills of all our students, supporting their ability to be confident, self-disciplined and to act in the best interest of themselves and others at all times. Our school believes that communication and positive connections with community members is the most valuable skill we need in order to build a safe and supportive environment for students and their families.

Blackwater State High School staff take an educative approach to discipline. They know 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 expectations and local policies on school-wide behaviours, acknowledgement systems, the use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these expectations and policies, and how students are explicitly taught appropriate standards of positive behaviours. Finally, it details the consequence systems that may apply when students breach the expected standards of behaviour, including the hierarchical use of redirection, buddy classes, time out, detention, suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Blackwater State High School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of our values, what we expect from students, and how we will support them to develop those values and meet the expectations.

P&C Statement of Support



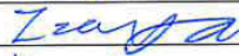

As president of the Blackwater State High School P&C Committee, I am proud to support the new Student Code of Conduct. The development process, led by Rebecca Godfrey and her team, has ensured that parents have had opportunities to contribute and provide feedback on the final product. The awareness and involvement of parents and guardians is critical to ensuring all members of the Blackwater State High School community understand the Student Code of Conduct to optimise support for every student to be successful in meeting the values and expectations of our school and thereby become positive, contributing citizens in our community.

We encourage all parents to familiarise themselves with the Blackwater State High School Student Code of Conduct, and to take the time to talk with their student about the values and expectations and to discuss any support that may be needed. This is particularly relevant with instances of bullying. Bullying is not one-off instances of targeted, mean behaviour; bullying is repeated and habitual and often involves an imbalance of physical or social power; for example, an older student targeting a younger student repeatedly, or a group of students targeting one student.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts. It is important that every parent, guardian and student of Blackwater State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and speaking with the class teacher is an excellent starting point to understand the problem and how to work to ensure that it is addressed.

Any parents/guardians who wish to discuss the Blackwater State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Blackwater State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to optimise success in their individual academic and social-emotional development.

School Captains/Leaders Statement

Charlee Watt		25/01/2024
Shanae White		25/01/24
Izaya Afitu		25/01/24
Koen White		25/01/24

School Leaders Statement

On behalf of the student body at Blackwater State High School, we endorse the Student Code of Conduct for 2024. We have represented students in consultation, provided feedback on draft materials and put forward the views of students on a range of school issues. Throughout the year, we will continue to work with, and be supported by, our teachers, the school administration team and the Blackwater State High School P&C Association to monitor how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration. We will continue to model our school values of Respect, Responsibility, Effort and Safety to all students of Blackwater State High School

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class Student Council representative; however, you are also invited to approach any of us directly.

Consultation

The consultation process used to inform the development of Blackwater State High School occurred in three phases.

In the first phase, we held a series of internal meetings with the school's Leadership team. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to all students, parents and staff on school culture and climate. The content of this survey was developed by identifying the key themes that are present within the school and identified by the school's Leadership team. The survey participants were asked to identify key strengths and areas of improvement as well as offer positive and practical suggestions moving forward particularly around improving the quality of relationships and communication in the school.

A communication strategy has been developed to support the implementation of the Blackwater State High School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email footer links of staff emails. Any families who require assistance to access a copy of the Blackwater State High School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal.

Review

The Blackwater State High School will undergo an annual review to make minor updates to reflect changing circumstances, data and staff. A whole review will occur every four years, to align with the schedule review process for the School Planning, Reviewing and Reporting Cycle.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence an individual's 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. The rights of all community members of Blackwater State High School are recognised and valued; therefore, the school has adopted a School-wide Positive Behaviour for learning approach that incorporates a consistent set of values and expectations to be demonstrated in each area of school context. Positive Behaviour for Learning is applicable to all students, staff and community members.

Blackwater SHS values have been agreed upon and endorsed by all staff and P&C. They align with the values, principles and expected standards outlined in [Education Queensland's Behaviour Portal](#). Teachers explicitly model, teach, correct and re-teach expected behaviours and foster and repair relationships.

The aim of our Student Code of Conduct is to reflect the conditions for each student to progress towards self-management, while learning and understanding about how and why people behave the way they do. It outlines support for Positive Student Behaviour and response to students when they show inappropriate behaviour for the Blackwater SHS school context. The support and responses outlined aim to support all students to develop and learn in an environment without disruptive behaviour influencing their success and enjoyment of learning. It is expected that students will respect our teaching staff's fundamental right to teach and their peers' right to learn.

If students are to become responsible and productive members of society, schools, in partnership with parent/caregivers and community, must help them develop responsibility for their actions. The Restorative Practices philosophy provides students with the opportunity to develop self-discipline and positive behaviours in a safe and supportive environment whilst maintaining the positive, respectful relationships between all parties. A Restorative approach sees conflict or wrongdoing firstly as an opportunity for students to learn about the consequences of their actions, to develop empathy with others, and to seek to make amends in such a way as to strengthen the community bonds that may have been damaged. When students understand that restorative processes will be fair and non-punitive, they begin to take ownership and responsibility of their own behaviour.

The school cannot work alone in creating the optimal disciplined learning environment; it is only through collaboration between parents, community, and students can a system support the goal. Students have a responsibility to positively engage in restorative processes. Parents have a joint responsibility to encourage students to be accountable for their behaviour, and to positively engage in restorative or other behaviour processes organised by school staff, which will ultimately contribute to the broader community in a positive manner.

Multi-Tiered **Systems** of Support

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

Tier	Prevention Description
1	<p>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. This involves:</p> <ul style="list-style-type: none"> • 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 • utilising proactive strategies, such as the <i>Essential Skills for Classroom Management</i> and 4:1 Ratio Model; Classroom Profiling; and 4 Dimensions of Behaviour
2	<p>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.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary, based on the needs of the students.</p> <p>Strategies will ensure that:</p> <ul style="list-style-type: none"> • 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) <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>

3

Individualised services are provided for **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.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

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

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

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Student Wellbeing

Our young people are growing up in a world driven by new technologies and economic globalisation. This means that they need to adapt to 21st Century learning, involving that they need a new set of cognitive, social and emotional skills for success.

Learning and wellbeing are inextricably linked. Students will learn best when they are nurtured in an environment where their social, emotional and physical wellbeing is prioritised.

When they experience success in learning and in physical and social endeavours in the school context, student wellbeing is optimised and a strong sense of belonging is developed. Staff at Blackwater State High School enjoy working with students in developing their wellbeing through a range of activities that foster their skills as well as supporting them in the challenging times.

The Blackwater State High School Student Learning and Wellbeing Framework is developed in conjunction with the Education Queensland Student Learning and Wellbeing framework, ensuring staff are equipped with current strategies and resources to implement a whole school approach to learning and wellbeing for all students.

We know that a supportive environment that combines a focus on wellbeing with a focus on learning is optimal — without one, the other will not be able to occur. Responding to individual and group differences; promoting collaborative learning; building connections with every student; and teaching students how to manage their wellbeing are just some of the ways Blackwater State High School is making sure that our students thrive. Blackwater State High School is a Positive Behaviour for Learning School that provides a whole school focus on inclusive educational environments that nurture the wellbeing of all students. This allows students to become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.

Blackwater State High School offers a range of resources and services to assist with wellbeing. We encourage parents and students to be proactive in reaching out to relevant school staff (Student Support Network), to make an appointment to meet if they would like individual service about accessing internal and external services.

Our Student Learning and Wellbeing Team has a case management focus for those students in our school who require additional support to optimise their educational experience and to access internal and external opportunities in order to succeed. Our Student Learning and Wellbeing process is outlined below:

Curriculum and Pedagogy

Blackwater State High School builds the foundations for wellbeing and life-long learning through embedding personal and social capabilities from the Australian Curriculum, focusing on self-awareness, self-management, social awareness and social management.

Blackwater State High School acknowledges the beneficial impact created by positive teacher-student relationships, including that this rapport can affect both academic and social outcomes. As part of the whole school curriculum and Positive Behaviour for Learning, Blackwater State High School provide age-appropriate personal and social-emotional education that reinforces personal wellbeing messages.

Policy and Expectations

Within a school community, there are specific health and wellbeing issues that will need to be addressed for the whole school, or, in certain circumstances, specific students.

Drug education and intervention

Blackwater State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

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

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

Medications

Blackwater State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a request to administer medication at school form signed by the prescribing health practitioner.

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

Mental health

Blackwater State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan. The school has partnered with the Resilience Project to assist students through a series of programs to help them develop skills and strategies that will assist them with their mental health.

Suicide prevention

Blackwater State High School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance and, where necessary, provide first aid. In all other situations, Blackwater State High School staff notify administration and follow suicide intervention and prevention advice as outlined in the critical incident information held in the office (those with specific roles are aware of and understand the process) and by ensuring:

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

Suicide Postvention

In the case of a suicide of a student that has not occurred on school grounds, Blackwater State High School enacts a postvention response, in accordance with specific documentation held in office. Leadership enact this document by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

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

Student Support Network

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

Students can approach any trusted school staff member at Blackwater State High School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

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

Role	What they do
Community Education Counsellor	<ul style="list-style-type: none"> Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities Organises programmes and external agencies to work with Indigenous students and parents within the school
Guidance Officer	<ul style="list-style-type: none"> provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills liaises with parents, teachers, or other external health providers as needed as part of the counselling process
Head of Department	<ul style="list-style-type: none"> Tier 2 Attendance and Behaviour Monitoring Referrals to Junior and Senior Student Learning and Wellbeing team Tier 2 and 3 Case management Curriculum Leadership
School-Based Youth Health Nurse	<ul style="list-style-type: none"> provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs.
Youth Support Coordinator	<ul style="list-style-type: none"> provides individual and, at times, group support to students to assist their engagement with education and training support students to overcome barriers to education such as <ul style="list-style-type: none"> attendance at school drug and alcohol support needs QCE/learning support relationships/social skills conflict with family/peers/teachers social/emotional/physical wellbeing
Transitions Pathway Officer	<ul style="list-style-type: none"> Support students undertaking school based apprenticeships and traineeships and liaise with agencies, parents and employers. Develop the work experience placement program, including seeking more opportunities, monitoring students in the workplace, arranging visits and manage the preparation, collection and storage of records and data in accordance with relevant policy. Work in collaboration with the Senior Schooling team to monitor and track students achievement and outcomes

Whole School Approach to Discipline

Blackwater State High 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 to:

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

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

The development of the Blackwater State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak to the school leadership team.

Expectations

Effort	<ul style="list-style-type: none">• Bring required equipment, books, homework diary and materials• Ensure homework, drafts and assignments are completed to the best of your ability and submitted on time• Engage in all classroom activities• Seek help in a timely manner
Respect	<ul style="list-style-type: none">• Follow staff instructions• Be kind to yourself and others• Allow teaching/learning to occur without interruption• Remove hats whilst inside
Responsibility	<ul style="list-style-type: none">• Attend all lessons• Keep classrooms tidy• Only water to be consumed inside classrooms• Mobile phones, iPods, etc., are to be turned off and out of sight
Safety	<ul style="list-style-type: none">• Follow classroom safety rules• Students wait for teacher before entry• Follow entry and exit signs• Place bags in racks prior to entry• Stay in your seat unless directed by staff

Expectations for Staff and Parents

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Respect

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
All communication with staff is respectful.	All communication is respectful, professional, and in a timely manner.
That you trust the school will act in the best interest of all students.	That relevant staff will be thorough in collecting facts and make decisions with the purpose of improving our protocols
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You make an appointment to speak with the class teacher or Principal to discuss any matters relating to your student.	We will respond as soon as practicable to your request for an appointment, negotiate a mutually agreeable date, and time with you.

Responsibility

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
All communication with your student during the school day must occur through the school office	We will communicate messages to your child in a timely manner.
You report directly to the office if entering school grounds	The office staff will assist you during office hours
You ensure your student attends school every day, notifying the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
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 will manage financial obligations of educating your student, or contact the school to make variations if required.	We will provide each student with the resources and services, as per your paid agreement.

Safety

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You are encouraging your student to follow school policies when signing in late or leaving school early.	That we are aware of the location of your student during school hours.
You share relevant information that may impact your child's learning and/or wellbeing needs with school staff.	We will strive to ensure your confidentiality and support your child's learning and/or wellbeing at school.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You will encourage and model safe and respectful behaviours with your children.	We will proactively and explicitly teach and model safe and respectful behaviour

Effort

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You endeavour to support your child to meet the learning and behavioural expectations at school.	We endeavour to be clear about learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You remain informed about school news and activities by reading the school newsletter, official social media posts and other materials sent home by school staff.	We will use the electronic school newsletter, official social media site and notes to notify parents about school news, excursions or events.
You will support your student to submit assessment and complete homework.	We will communicate due dates and staff will contact you to address any concerns about your student's learning.

School Wide Positive Behaviour Support System

Blackwater State High School's School Wide Positive Rewards Systems is designed to acknowledge and reward students who are demonstrating the four core values and non-negotiables to the highest extend during their lessons, outside of the classroom, and on extracurricular activities. School based rewards systems are not a substitute to the free and frequent acknowledgements that are given to students as encouragement, acknowledgements and motivators. The school's "crushin it" motto uses free and frequents rewards to students who follow school expectations.

Consideration of Individual Circumstances

Inclusive educational practice is paramount at Blackwater State High School. Staff consider students' individual circumstances, such as behaviour history; disability; mental health and well-being; religious and cultural backgrounds; home environment; and care arrangements when teaching expectations, acknowledging positive behaviour, or in response to inappropriate behaviour and applying disciplinary consequences. Staff recognise that the way we teach, the support we provide and the way we acknowledge or respond to students may differ according to specific needs. This reflects the principle of equality, where every student is given the individual support they need to be successful.

This also means that not everyone will be treated the same. 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 staff and Principal consider with each individual student, in both the instruction of behaviour and the response to behaviour. Consistency of approach is assured in that staff will cater for the individual needs of every student in order to maximise opportunities for students to see success.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences another student might have received, we are not permitted to disclose or discuss this information with anyone but a particular student's family. This applies even if the behavioural incident involves your child. You can be assured that school staff will address any matter appropriately. We expect that parents and students will respect the privacy of other students and families.

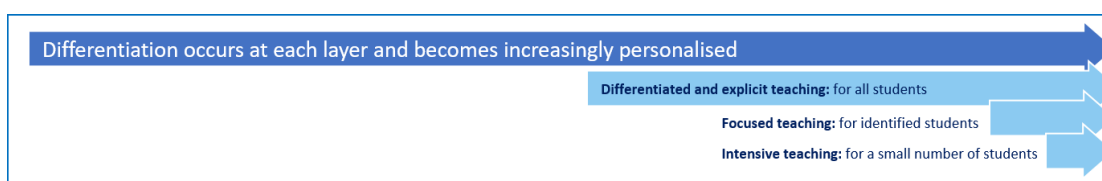
If you have concerns about the behaviour of another student at the school, or the way staff have responded to their behaviour, please make an appointment with the appropriate Deputy, Head of Department or Head of Year.

Differentiated and Explicit Teaching/Tier 1

Blackwater State High 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 practice.

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

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



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

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

Focused Teaching/Tier 2

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

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more

opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

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

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

Blackwater State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- RAGE
- Shared Concern Method
- Functional Based Assessment

For more information about these programs, please contact the school.

Intensive Teaching/Tier 3

Research evidence shows that, even in an effective, well-functioning school, there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans, and multi-agency collaboration, may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual Case Manager at the school, who will oversee the coordination of their program, communicate with stakeholders, and directly consult with the student.

Disciplinary Consequences

The disciplinary consequences model used at Blackwater State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The Principal, in consultation with staff and other relevant stakeholders, will make the determination of the need. On occasion, the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out-of-school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated/Tier 1

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour.

This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")

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

Focused/Tier 2

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

This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Monitoring Cards
- Detention/Afterschool Detention
- Community Service
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check-in Check-Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive/Tier 3

The school’s Leadership team work in consultation with the Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan

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

School Disciplinary Absences

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

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

At Blackwater State High 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 serious or 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. The Director-General or their delegate will conduct a review, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision, and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Blackwater State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. If a student gets suspended for a second time the school requires a reentry interview to occur with either the Deputy Principal of that student or the Principal. The main purpose of this meeting is to welcome the student, with

their guardians, back to the school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting if the student has only been suspended once in the calendar year. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

- temporary removal of student property
- zero tolerance to drugs
- use of mobile phones and other devices by students
- preventing and responding to bullying
- appropriate use of social media

Temporary removal of student property (Mandated)

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

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

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

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

The following items are explicitly prohibited at Blackwater State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- Vapes or any e Cigarettes
- 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. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Blackwater State High School

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

Parents of students at Blackwater State High School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Blackwater State High 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 Blackwater State High School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Blackwater State High School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection

Use of mobile phones and other devices by students

Blackwater State High School accepts that in today's society, a significant number of parents wish their children to have mobile phones with them as a safety measure when travelling to and from school. However, once the student is on the school grounds they are under the protection and guidance of teaching and administrative staff, any contact with students must be made through the school's main office. Students must follow the Departments "Away for the day" policy which ensures that there is no mobile phone usage throughout the day.

The school reserves the right to regulate the use of mobile phones & other electronic devices in order to maintain its integrity as an institution dedicated to learning, safety and care for all of its members.

Mobile telephones and other electronic equipment at the school or school related activities are at their owners' risk. No liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the department's negligence.

For the purposes of this policy, 'Electronic Devices' are defined as any device which can transmit, store or record information in a digital/electronic format. Some specific examples include:

- | | |
|--------------------------------|--|
| • Mobile phones | • Digital cameras |
| • Smart phones | • Gaming Devices |
| • I pads/Tablet
(Years 7&8) | • Wireless ear phones/listening
devices |
| • Laptops (Years
7&8) | • Smart watches |
| • Android devices | |

All outside calls to a student should come through the main office and students wishing to make external phone calls should do so at the office.

For the safety of all students at Blackwater State High School, the following guidelines will apply:

- Mobile phones & other electronic devices are to be **TURNED OFF & Away for the day** while on school property.
- Mobile phones & other electronic devices are to be stored securely **OUT OF SIGHT**.

Where a breach of these guidelines occur, Blackwater State High School staff are to direct

the student to turn it into the main office.

1. First occasion; parents or a carer over the age of 18 (Not a current enrolled student) can pick up the electronic device from the front office at their earliest convenience. The school will not hold these devices over the weekend and must be collected prior to 3:15pm on a Friday afternoon. If a parent or carer cannot pick up the device prior to 3:15pm Friday, the school will return the electronic device to the student at 3pm on Friday.
2. Second breach; parents or a carer over the age of 18 (Not a current enrolled student) can pick up the device from the front office at their earliest convenience, due to it being a second breach the parent/carers and student must complete an "away for the day" reflection sheet and conversation with either the year level Deputy Principal or the School Principal. The school will not hold these devices over the weekend and must be collected prior to 3:15pm on a Friday afternoon. If a parent or carer cannot pick up the device prior to 3:15pm Friday, the school will return the electronic device to the student at 3pm on Friday.
3. Third and subsequent breaches; Student Disciplinary Absence will likely apply. Device to be handed into the office at the start of the day and collected at the end of the day for a period of time dictated by administration.

Refusal to follow teacher instruction – refer to minor behaviour guide

In-phone cameras are not to be used anywhere. If students support inappropriate behaviour such as fighting, by taking photos or video footage this may be seen as incitement of the behaviour and will be seen as a serious breach of the school's behaviour code, incurring a serious consequence.

In all cases where misuse of Mobile Phones is deemed as an offence against morality and/or constitutes a very serious breach of the school's code of conduct, Administration will impose appropriate sanctions.

Text messages of a harassing or threatening nature may breach the Federal Communication Act and will be seen as a serious breach of the school's behaviour code.

It is **unacceptable** for students at Blackwater State High School to:

- use a mobile phone or other devices (including BYO) in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras 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.

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 Blackwater State High 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 or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

At Blackwater SHS Mobile Phones and other devices (non BYO) are not permitted to be used for curriculum purposes. The school has specific arrangements for curriculum activities requiring digital media.

Use of Mobile Phones and other Devices (non BYO) for Camps and Excursions

There may be times where mobile phones and other devices (non BYO) at camps and excursions. The conditions of use around these devices will be written into the permission letters.

Purchases On Site

Students are permitted to use a mobile phone for pre-ordering tuckshop or purchasing at the office between the times of 8:30am and 8:50am only. Immediately after the purchase occurs, the device use returns to the above expectations.

Exemptions

Exemptions for medical reasons may apply. These exemptions are to be documented in a student's OneSchool Health Plan.

Other exemptions in extenuating may apply. These need to be discussed with the principal and documented in the student's PLP in OneSchool.

Preventing and responding to bullying

Blackwater State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Blackwater State High School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for the Student Representative Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Blackwater State High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

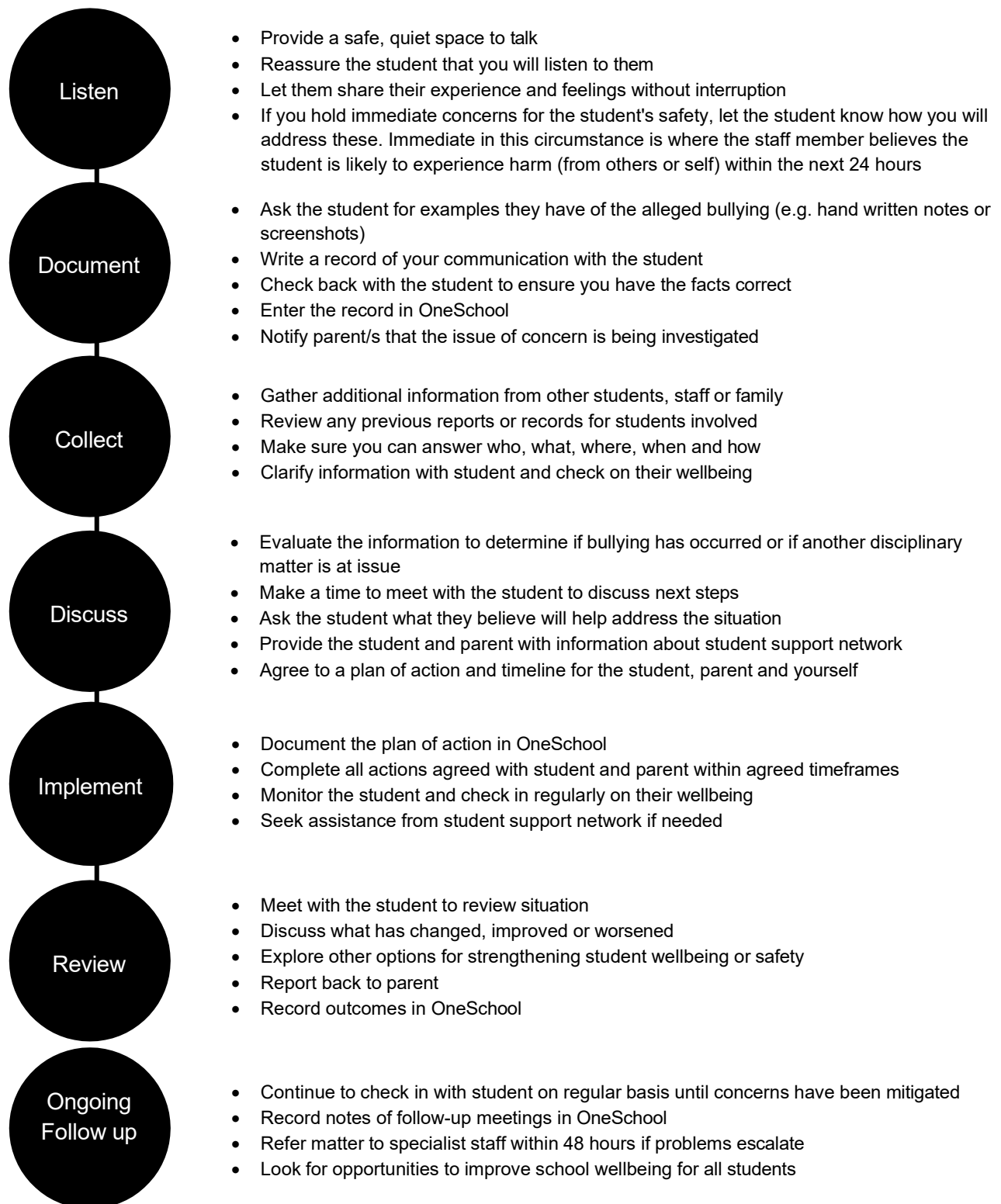
However, these conflicts are still considered serious and need to be addressed and resolved. At Blackwater State High School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Blackwater State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Year Level HoD



Cyberbullying

Cyberbullying is treated at Blackwater State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that, unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach their Head of Year. There is also a dedicated senior leadership officer, Head of Department – Student Services, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Blackwater State High 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 year level Head of Department.

Blackwater State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

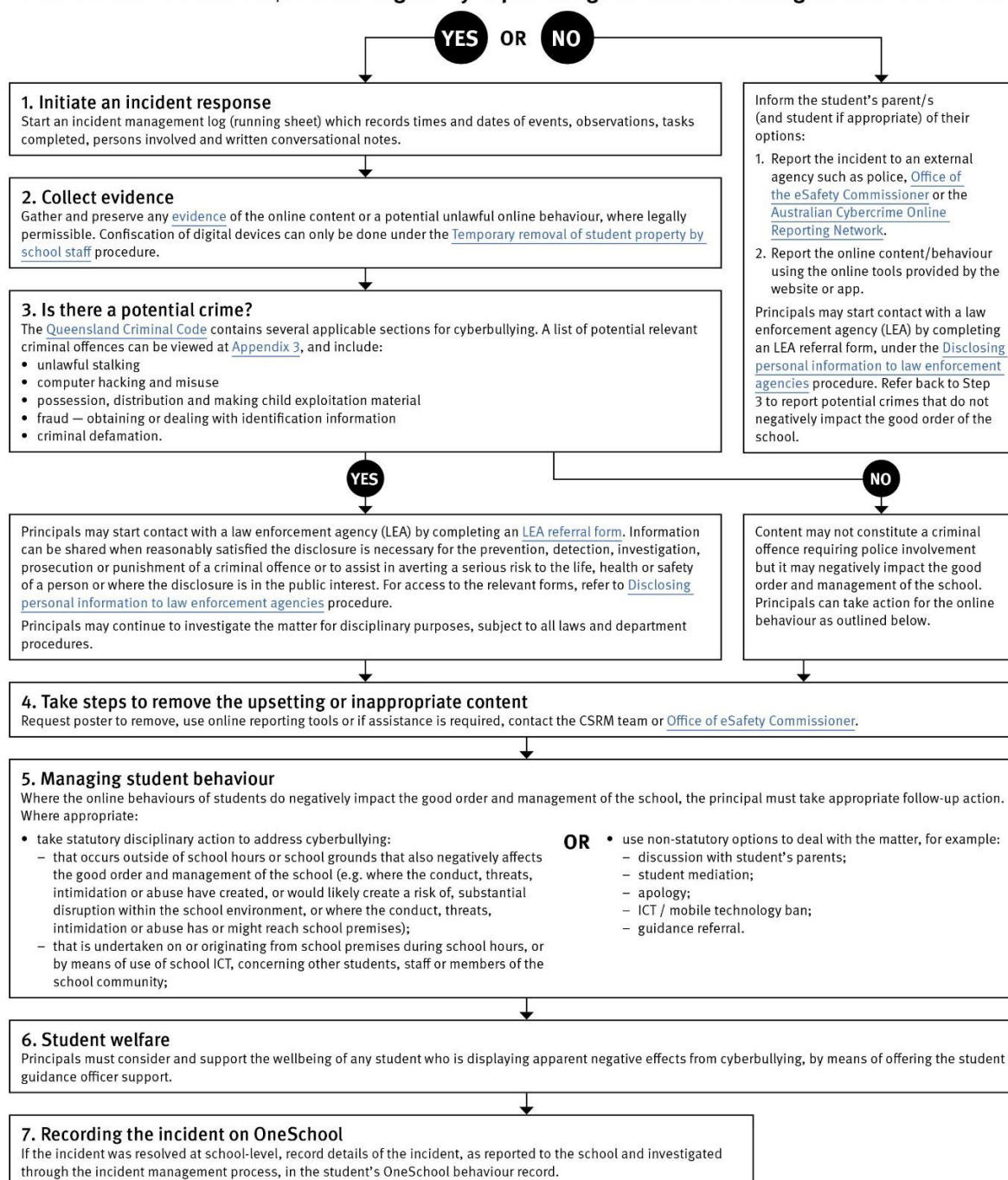
Explicit images

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

Report

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

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.

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

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

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

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

Student Intervention and Support Services

Blackwater State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Blackwater State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Blackwater State High School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Blackwater State High 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.

Blackwater State High School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as:

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

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

I agree to:

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

Student's signature: _____

Parent's signature: _____

School representative signature: _____

Date: _____

Appropriate use of social media

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

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

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

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

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

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

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

If you have raised an issue with a school, or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school Principal.

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Blackwater State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

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

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: model the behaviour you want students to adopt; stay calm and controlled; use a serious measured tone; choose your language carefully; avoid humiliating the student; be matter of fact; and avoid responding emotionally.
3. Approach the student in a non-threatening manner: move slowly and deliberately toward the problem situation; speak privately to the student/s where possible; speak calmly and respectfully; minimise body language; keep a reasonable distance; establish eye-level position; be brief; stay with the agenda; acknowledge cooperation; and withdraw if the situation escalates.
4. Follow through: if the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: at an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

This may include reference to:

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Appendices