



Fig Tree Pocket State
School

Student Code of Conduct 2021-2024

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

Purpose

Fig Tree Pocket State School is committed to providing a safe, respectful and disciplined learning environment for students, staff, parents and visitors. Students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong well-being in the pursuit of our school motto *Learning for a better world*.

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

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

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Endorsement

Principal Name: Mr Jason Boyd

Principal Signature:

Date:

P/C President and-or School Council Chair Name: Mr Dominic O'Brien

P/C President and-or School Council Chair Signature: Mr Barry Klopper

Date:

Contents

Purpose.....	2
Principal’s Foreword	4
Introduction.....	4
Data Overview.....	5
School Opinion Survey	6
Consultation.....	10
Learning and Behaviour Statement	10
Student Wellbeing and Support Network.....	11
Whole School Approach to Discipline	12
Consideration of Individual Circumstances.....	14
Differentiated and Explicit Teaching.....	15
Focused Teaching.....	16
Intensive Teaching.....	17
Legislative Delegations	19
Legislation	19
Delegations	19
Disciplinary Consequences.....	20
School Policies	22
Temporary removal of student property.....	22
Use of mobile phones and other devices by students.....	25
Preventing and responding to bullying.....	26
Appropriate use of social media.....	29
Restrictive Practices	34
Critical Incidents	35
Resources.....	36

Principal's Foreword

Introduction

Fig Tree Pocket State School is a P- 6 Independent Public School and has a long and proud tradition of providing high quality education to our students.

We are a future-focussed learning community, committed to advancing the individual potential of each child in an innovative, supportive and collaborative learning environment. The HEART values of Fig Tree Pocket State School are the foundation of our purpose: 'Learning for a Better World'.



We believe strong, positive relationships between all members of our school community are essential for this Student Code of Conduct to be successful.

At Fig Tree Pocket State School, learners have three core expectations:

- | | |
|-----------------------|---|
| Be Respectful | Show respect for self, others and our environment |
| Be Responsible | Be accountable for actions and resolve differences in constructive ways |
| Be Safe | Ensure that we act safely at all times |

These expectations have been used in the development of the Fig Tree Pocket 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.

Our school staff believe that communication and positive connections with others are the most valuable skills our communities need now and in the future.

Fig Tree Pocket 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, 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 these expected standards of behaviour.

Students, teachers, parents and other members of the community have contributed to the Fig Tree Pocket State School Student Code of Conduct. As we progress, we will continue to work with our community to further develop the Student Code of Conduct to reflect our community's interest and views.

Data Overview

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

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

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

There are four different confidential surveys for:

- parents
- students
- staff
- principals

For more information, refer to [frequently asked questions](#).

School Opinion Survey

Parent opinion survey						
Performance measure						
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017	2018	2019	
My child likes being at this school.	98.7	98.8	97.5	94.7	96.7	
My child feels safe at this school.	94.9	98.8	100.0	96.5	96.7	
My child's learning needs are being met at this school.	98.7	96.3	96.3	96.4	92.7	
My child is making good progress at this school.	100.0	96.3	97.5	98.2	92.7	
Teachers at this school expect my child to do his or her best.	100.0	98.8	98.8	98.2	96.7	
Teachers at this school provide my child with useful feedback about his or her school work.	98.7	97.4	92.5	100.0	98.3	
Teachers at this school motivate my child to learn.	98.7	96.3	93.8	98.2	97.5	
Teachers at this school treat students fairly.	94.8	93.8	96.2	93.0	95.9	
I can talk to my child's teachers about my concerns.	96.2	97.5	97.4	94.6	99.2	
This school works with me to support my child's learning.	97.4	95.0	93.8	93.0	97.5	
This school takes parents' opinions seriously.	94.7	93.5	91.9	86.0	92.4	
Student behaviour is well managed at this school.	93.4	92.3	93.6	87.7	87.7	
This school looks for ways to improve.	97.3	97.5	94.7	90.9	95.9	
This school is well maintained.	96.2	96.3	95.0	94.7	95.9	
This school gives my child opportunities to do interesting things.	97.4	92.5	95.0	98.2	95.1	
My child is getting a good education at this school.	100.0	97.5	97.5	96.4	98.4	
My child's English skills are being developed at this school.	100.0	97.5	96.3	100.0	96.7	
My child's Mathematics skills are being developed at this school.	98.7	95.1	98.8	94.6	94.3	
I understand how my child is assessed at this school.	94.8	92.6	91.1	90.9	89.3	
I understand how computers and other technologies are used at this school to enhance my child's learning.	90.7	91.3	92.4	87.0	89.2	
Teachers at this school are interested in my child's wellbeing.	97.4	97.5	94.9	96.4	98.4	
Staff at this school are approachable.	97.4	96.3	96.2	92.9	96.7	
Staff at this school are responsive to my enquiries.	94.9	95.1	96.1	91.1	98.4	
This school asks for my input.	93.4	88.8	90.5	83.9	90.1	
This school keeps me well informed.	92.3	95.1	88.6	89.3	89.3	
This school encourages me to take an active role in my child's education.	94.8	96.3	94.9	91.1	92.6	
This school encourages me to participate in school activities.	98.7	100.0	96.2	92.9	95.0	
This school provides me with useful feedback about my child's progress.	96.2	96.3	89.7	94.5	92.6	
This school provides useful information online.	93.5	90.9	88.2	88.9	87.6	
This school is environmentally friendly.	90.5	93.3	88.5	83.0	96.6	
This school is well organised.	93.6	93.8	96.1	90.9	95.0	
This school has a strong sense of community.	96.2	95.1	93.7	92.7	96.7	
This school celebrates student achievements.	98.7	98.8	100.0	92.9	95.9	
I would recommend this school to others.	96.2	93.8	96.2	92.9	97.5	
This is a good school.	97.4	95.1	96.2	94.6	97.5	

2020

Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
My child likes being at this school.	88	98.9%
My child feels safe at this school.	88	98.9%
My child's learning needs are being met at this school.	88	93.2%
My child is making good progress at this school.	88	92.0%
Teachers at this school expect my child to do his or her best.	88	100.0%
Teachers at this school provide my child with useful feedback about his or her school work.	87	95.4%
Teachers at this school motivate my child to learn.	88	90.9%
Teachers at this school treat students fairly.	87	92.0%
I can talk to my child's teachers about my concerns.	88	96.6%
This school works with me to support my child's learning.	87	93.1%
This school takes parents' opinions seriously.	85	89.4%
Student behaviour is well managed at this school.	86	91.9%
This school looks for ways to improve.	86	94.2%
This school is well maintained.	88	100.0%
This is a good school.	88	97.7%

Student opinion survey

Performance measure

Percentage of students who agree [#] that:	2015	2016	2017	2018	2019	
I like being at my school.	96.9	96.6	97.4	92.9	94.2	
I feel safe at my school.	98.5	97.5	98.3	86.5	96.6	
My teachers motivate me to learn.	98.5	98.3	94.9	94.6	96.7	
My teachers expect me to do my best.	99.2	100.0	97.5	96.4	100.0	
My teachers provide me with useful feedback about my school work.	97.7	95.8	96.6	89.3	95.8	
Teachers at my school treat students fairly.	93.0	94.2	91.4	83.8	90.8	
I can talk to my teachers about my concerns.	90.0	89.1	85.1	75.7	89.1	
My school takes students' opinions seriously.	93.7	91.5	87.7	87.2	93.3	
Student behaviour is well managed at my school.	94.6	90.0	89.0	79.1	90.8	
My school looks for ways to improve.	99.2	98.3	98.3	94.5	96.6	
My school is well maintained.	99.2	97.5	96.6	92.7	99.2	
My school gives me opportunities to do interesting things.	92.3	94.1	92.4	92.8	94.2	
I am getting a good education at my school.	98.5	99.2	95.7	92.0	97.5	
My English skills are being developed at my school.	99.2	100.0	97.4	91.0	97.5	
My Maths skills are being developed at my school.	97.7	95.8	94.9	87.4	95.8	
I understand how I am assessed at my school.	96.1	94.9	93.2	87.3	95.0	
I can access computers and other technologies at my school for learning.	99.2	98.3	97.4	89.3	100.0	
I am encouraged to use computers and other technologies at my school for learning.	89.1	89.1	90.4	80.7	90.0	
I use computers and other technologies at my school for learning.	94.6	97.5	98.3	85.6	99.2	
I enjoy using computers and other technologies at my school for learning.	97.7	97.5	96.6	92.7	95.8	
I feel accepted by other students at my school.	91.5	92.3	91.5	84.5	89.1	
My schoolwork challenges me to think.	97.7	98.3	93.2	88.3	97.5	
My teachers challenge me to think.	98.4	99.2	94.9	93.7	98.3	
My teachers encourage me to do my best.	99.2	98.3	96.6	93.7	98.3	
My teachers clearly explain what is required in my school work.	97.7	96.6	94.0	89.2	97.5	
My teachers help me with my school work when I need it.	98.4	96.6	94.0	89.2	97.5	
My teachers use a variety of resources to help me learn.	96.1	97.5	94.1	93.6	96.6	
My teachers care about me.	98.4	93.2	92.3	88.8	94.1	
My school encourages me to participate in school activities.	98.4	97.5	97.5	91.8	94.2	
My school encourages me to be a good community member.	96.9	94.1	95.7	90.0	95.0	
My school celebrates student achievements.	95.3	98.3	93.2	88.2	92.5	
I would recommend my school to others.	96.9	94.9	99.2	92.7	92.5	
This is a good school.	96.9	99.1	96.6	91.8	97.5	

2020

Survey item	n	Total agreement
I like being at my school.	181	93.9%
I feel safe at my school.	180	92.2%
My teachers motivate me to learn.	179	95.5%
My teachers expect me to do my best.	175	98.9%
My teachers provide me with useful feedback about my school work.	178	93.8%
Teachers at my school treat students fairly.	177	84.2%
I can talk to my teachers about my concerns.	173	82.1%
My school takes students' opinions seriously.	179	91.1%
Student behaviour is well managed at my school.	178	88.8%
My school looks for ways to improve.	177	98.3%
My school is well maintained.	181	95.6%
My school gives me opportunities to do interesting things.	179	92.2%
This is a good school.	177	95.5%

Staff opinion survey

Performance measure

Percentage of students who agree # that:	2015	2016	2017	2018	2019	
I enjoy working at this school.	100.0	96.7	100.0	100.0	96.4	
I feel this school is a safe place in which to work.	100.0	100.0	100.0	100.0	96.4	
I receive useful feedback about my work at this school.	100.0	90.0	83.9	100.0	92.9	
Students are encouraged to do their best at this school.	100.0	96.4	96.8	100.0	100.0	
Students are treated fairly at this school.	100.0	96.6	96.8	100.0	100.0	
Student behaviour is well managed at this school.	100.0	96.6	96.8	88.5	100.0	
Staff are well supported at this school.	96.9	96.7	90.3	100.0	96.4	
This school takes staff opinions seriously.	100.0	96.6	83.9	100.0	89.3	
This school looks for ways to improve.	100.0	100.0	96.8	100.0	100.0	
This school is well maintained.	100.0	90.0	93.5	100.0	96.4	
This school gives me opportunities to do interesting things.	100.0	100.0	90.3	100.0	96.4	
Students with a disability are well supported at my school.	100.0	92.9	93.5	100.0	96.3	
My school has an inclusive culture where diversity is valued and respected.	NA	NA	90.3	96.2	92.9	
People are treated fairly and consistently at my school.	NA	NA	87.1	100.0	100.0	
My school is well managed.	NA	NA	83.9	100.0	89.3	
I am confident that poor performance will be appropriately addressed in my school.	NA	NA	86.7	100.0	85.2	
I have choice in deciding how to do my job.	NA	NA	93.5	96.3	89.3	
I have the authority necessary to do my job effectively.	NA	NA	93.5	100.0	100.0	
My school inspires me to do the best in my job.	NA	NA	90.3	100.0	96.4	
My school encourages me to take responsibility for my work.	100.0	100.0	100.0	100.0	100.0	
My school encourages me to undertake leadership roles.	100.0	92.9	82.1	100.0	81.5	
My school encourages coaching and mentoring activities.	100.0	96.7	93.1	95.8	89.3	
My workplace culture supports people to achieve a good work-life balance.	NA	NA	NA	NA	88.9	
My workplace offers flexible work arrangements.	NA	NA	NA	NA	78.6	
I am satisfied with the opportunities available for career development.	NA	NA	89.7	88.0	85.2	
I have access to quality professional development.	90.9	100.0	100.0	100.0	89.3	
Staff at my school are actively involved in Developing Performance discussions.	NA	NA	90.0	100.0	96.4	
I can access necessary information and communication technologies to do my job at my school.	87.9	100.0	93.5	100.0	100.0	
Information and communication equipment is well maintained at my school.	90.6	90.0	96.7	100.0	96.4	
My school provides useful information online.	97.0	100.0	96.7	100.0	96.4	
My school keeps me well informed about things that are important to my work.	93.9	100.0	93.3	96.3	92.9	
There is good communication between all staff at my school.	87.9	93.3	90.0	96.3	92.9	
Staff at my school work as a team to deliver improved outcomes.	NA	NA	93.3	100.0	92.9	
I feel that staff morale is positive at my school.	78.8	90.0	80.0	96.3	96.4	
Staff at my school are interested in my wellbeing.	97.0	93.3	93.3	96.3	100.0	
The wellbeing of employees is a priority for my school.	NA	NA	86.7	96.3	92.9	
I can cope with the pressures of my workload.	NA	NA	93.3	100.0	89.3	
I am aware of occupational health and safety procedures at my school.	100.0	100.0	100.0	100.0	96.4	
I am proud to tell others I work for my school.	NA	NA	96.7	100.0	100.0	
My work has a direct positive impact on the community.	NA	NA	100.0	100.0	92.6	
I feel a strong personal connection to my school.	NA	NA	93.3	100.0	96.4	
I am satisfied with my job at my school.	NA	NA	93.3	100.0	100.0	
I would recommend my school as a good place to work.	97.0	100.0	90.0	100.0	100.0	
This is a good school.	97.0	100.0	96.7	100.0	100.0	
My school has taken action as a result of last year's School Opinion Survey.	NA	NA	92.3	100.0	83.3	
The last week of a school term is generally as productive as the rest of the term.	NA	NA	96.7	96.2	85.7	

2020

All staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I feel this school is a safe place in which to work.	43	95.3%
This school looks for ways to improve.	43	100.0%
I have access to quality professional development.	42	92.9%
I can access necessary information and communication technologies to do my job at my school.	43	97.7%
The wellbeing of employees is a priority for my school.	43	100.0%
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	39	87.2%
This is a good school.	43	100.0%

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

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

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

School Disciplinary Absences (SDAs)

Incident Type	Count of SDA Incidents					Rate per Term per 1000		
	School					School	State*	
	2015	2016	2017	2018	2019	2015 - 2019	2019	2019
Short	1	2	0	7	5	0.5	2.5	20.5
Long	0	0	0	0	0	0.0	0.0	0.3
Excl #	0	0	0	0	0	0.0	0.0	0.1
Cancel	0	0	0	0	0	0.0	0.0	0.0

Rate per Term per 1000: Average number of SDA incidents per 1000 students per Term for the reporting period. # From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long Suspensions may be upheld or set aside through an appeals process.

OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

At Fig Tree Pocket State School we utilise OneSchool to support teachers, administrators and students in:

- student management
- curriculum and assessment management
- finance and asset management
- resource management
- performance, reporting and analysis

Each Queensland state school student has a secure profile within OneSchool. Individual student information, including recording of incidents, personalised learning plans and contacts, is used by the school to meet its duty of care to all students, and to administer and plan for providing appropriate education and support services.

Consultation

The consultation process used to inform the development of the Fig Tree Pocket State School Student Code of Conduct occurred in three phases.

Initially, a series of internal meetings were held with key staff. During these meetings, we reviewed our previous school behaviour plan and identified its strengths and successes. Areas for further development were recognised and discussed.

We provided a draft version to the school staff, student leaders, the P&C and School Council for review and feedback. Participants were asked for positive ideas and suggestions for improving the quality of relationships and learning environments in the school.

The finished version, incorporating suggested changes and feedback, will be sent to the P&C and School Council in February 2021 for endorsement.

A communication strategy has been developed to support the implementation of the Student Code of Conduct, including promotion through the school website and newsletters. Any families who require assistance to access a copy of the Student Code of Conduct, including translation to an alternative language, are encouraged to contact the principal.

Review Statement

The Fig Tree Pocket State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is through a focus on facilitating positive behaviours.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone. This assists Fig Tree Pocket State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be respectful.

Our school rules have been agreed upon and endorsed by all staff, School Council and our school P&C.

Student Wellbeing and Support Network

FTPSS aims to provide a supportive environment that combines a focus on wellbeing and learning— without one, the other will not happen. Responding to individual and group differences, promoting collaborative learning, connecting to the hearts and minds of every student, and teaching students how to manage their wellbeing, are just some of the ways our teachers are making sure students thrive. Fig Tree Pocket State School provides an inclusive school environment that nurtures the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.

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

Support Network

Fig Tree Pocket State School is proud to have comprehensive Support Services Team (SST) in place to help the educational, 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.

Teachers who notice a student may require extra support, communicate with families and may refer to an SST member. The SST is made up from a core group of members. Core members include Deputy Principal, Guidance Officer, Speech Therapist, Inclusion Teachers, Support Teachers; Literacy & Numeracy (ST;LaN). The SST work closely with a range of internal and external support agencies to provide specialised support as required. These may include Principal Advisor Student Advisory Visiting Teachers, Occupational Therapists, and Senior Guidance Officers.

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

Referral Procedure

1. Staff member identify area of concern, discuss concern with parents and refer to SST via referral form.
2. SST review concern, determine appropriate actions, and provide support to the Class Teacher as the Case Manager.
3. Recommended support put in place. Class Teacher works with a SST member to develop and implement a support plan in consultation with parents and key stakeholders.
4. Class Teacher as Case Manager regularly reviews the support plan collaboratively with SST member/s, parents and all stakeholders and adjusts as required.

Whole School Approach to Discipline

Using our three school rules as a basis to teach and promote our high standards of responsible behaviour, we utilise the following framework to assist students to identify and modify any unacceptable behaviours.

Level	Characteristics
1	Use of universal behaviour support and proactive strategies by classroom teachers to communicate high behavioural expectations, planning of engaging lessons, positive behaviour reinforcement and consistent consequences for unacceptable behaviours. Referral to Support Services Team (SST) may also be utilised.
2	Unresolved behaviours may be handled by classroom teachers or Administration personnel using a variety of strategies which may involve monitoring processes, intervention strategies, family meetings or referrals to support staff or administration staff.
3	Continual or serious behaviour issues are handled by administration staff using referrals to internal or external agencies, alternate programs, monitoring processes or school disciplinary absences procedures.

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Fig Tree Pocket State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers providing strategies (Appendix 1)
- Reinforcement of learning from behaviour lessons at school assemblies and during active supervision by staff during classroom and non-classroom activities

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX							
	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	STAIRS	TOILETS	BUS LINES/BIKE RACKS
BE RESPECTFUL	<ul style="list-style-type: none"> Use equipment appropriately Clean up after yourself Use polite language Wait your turn Respect your own and others' property 	<ul style="list-style-type: none"> Follow class expectations (e.g. talk in turns, be a good listener, enter and exit room in an orderly manner) Respect others' right to learn 	<ul style="list-style-type: none"> Participate in use of approved online sites and educational games Be courteous and polite in all online communications 	<ul style="list-style-type: none"> Participate in school approved games Play fairly – take turns, invite others to join in and follow rules Care for the environment 	<ul style="list-style-type: none"> Walk quietly and in an orderly way so that others are not disturbed 	<ul style="list-style-type: none"> Respect privacy of others 	<ul style="list-style-type: none"> Use own bike/scooter only Wait inside the gate until the bus stops Watch for vehicle in the pick up zone
BE RESPONSIBLE	<ul style="list-style-type: none"> Ask permission to leave the classroom Be on time Be in the right place at the right time Follow instructions straight away 	<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest 	<ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher Post only appropriate content online 	<ul style="list-style-type: none"> Be a problem solver Return equipment to appropriate place at the sports bell 	<ul style="list-style-type: none"> Move peacefully in single file 	<ul style="list-style-type: none"> Use toilets during breaks 	<ul style="list-style-type: none"> Walk bike/scooter in school grounds Leave school promptly Have your bus pass ready
BE SAFE	<ul style="list-style-type: none"> Respect others' personal space and property Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Walk 	<ul style="list-style-type: none"> Respect others' right to use online resources free from interference or bullying Keep any usernames or passwords private Follow all teacher instructions about keeping private information off online sites 	<ul style="list-style-type: none"> Wear shoes and socks at all times Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> Rails are for hands Walk one step at a time down stairs Keep passage ways clear at all times 	<ul style="list-style-type: none"> Wash hands after using the toilet and before eating food Walk 	<ul style="list-style-type: none"> Wait your turn Keep your belongings nearby Wait in an orderly manner (remain quiet and calm without pushing or shoving) in the pick up zone

Fig Tree Pocket State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Articles/information in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in the Fig Tree Pocket State School Student Code of Conduct for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Parents informed when individual support profiles are being implemented.

Specific policies have been developed to address:

- Temporary removal of student property (p 24)
- Use of mobile phones and other devices by students (p 27)
- Preventing and responding to bullying (p 28)
- Appropriate use of social media (p 31)

Consideration of Individual Circumstances

When applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Fig Tree Pocket State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, race, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.
 - provide written or verbal statements that will be taken into consideration in the decision making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

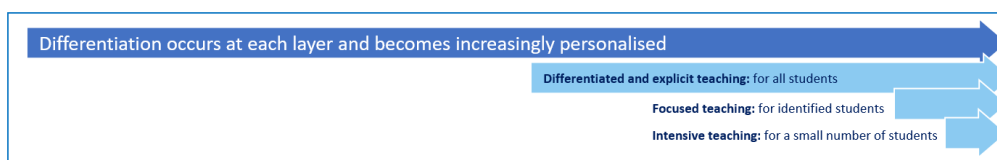
Staff are obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the students' family. This applies even if the behavioural incident, such as bullying involves your child. Staff take all matters very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

Differentiated and Explicit Teaching

Differentiation

Fig Tree Pocket State School provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for student to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Fig Tree Pocket State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students, assist them to achieve the expected learning and to demonstrate their learning. The model below highlights the layers of differentiation that can be applied when planning for teaching of both academic and behavioural learning. Each layer provides progressively more personalised supports for students.



Why Do We Explicitly Teach Our Expected Behaviours?

Research shows that students are more likely to respond positively when they know what is expected of them and when responses to behaviour are fair and consistent.

Introducing, modelling and reinforcing positive social behaviour is an important step of a student's educational experience. Explicitly teaching our behavioural expectations and acknowledging students for demonstrating them is key to our success.

When Do We Teach Our Expected Behaviours?

- At the beginning of school year
- In every lesson/ at teachable moments
- Before times when problem behaviours tend to increase
- Ongoing throughout the year (refresher lessons).

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 Teaching

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

Focused Teaching

There will be some students in any school or classroom that require additional support to meet behavioural expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behaviour expectations in a particular part of the day or as part of a learning area/subject, and focussed teaching is provided to help them achieve success.

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

Classroom teachers at Fig Tree Pocket State School are supported through the Support Services Team (SST) to help arrange and deliver focussed teaching to students who need more support to meet expectations.

Student progress is monitored by the classroom teachers to identify those who:

- No longer require the additional support
- Require ongoing focused teaching or
- Require intensive teaching

The SST is co-ordinated by a school-based team with active administrator support (Principal/Deputy Principal) and staff involvement (Inclusion Teacher, Guidance Officer, Support Teacher: Literacy and Numeracy, Speech Therapist). This team meet regularly to provide support and problem solve concerns teachers may have regarding students in their class.

Teachers communicate with the SST through the referral process to access support, strategies and resources where appropriate and co-ordinate all actions as the case manager. As case managers, teachers liaise with the support team, specialists and with parents to ensure best outcomes for students.

When necessary, teachers are supported by the SST to create an Individual Behaviour Support Plan. The SST will assist the class teacher to create, implement and review this plan as required. This plan may include increased daily opportunities to receive positive contact with adults, implementing check-in/check-out strategies and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Plan through academic support, adult mentoring or intensive social skills training.

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
- Token economy
- Detention
- 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

Students whose behaviour does not improve through actions arising from the SST, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Teaching

Fig Tree Pocket State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

Research evidence shows that even in an effective, well-functioning school there will always be a small percentage 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.

Decisions about the approach will be made based on data collected from their teacher/s, Support Services Team and following consultation with the student's family and key stakeholders.

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.

School leadership team work in consultation with 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.

FTPSS may access the services of the *Metropolitan Region Behaviour Support Service* Team, who can:

- Implement a Functional Behaviour Assessment for appropriate students;
- Work with other staff members to develop appropriate behaviour support strategies;
- Monitor the impact of support for individual students through ongoing data collection;
- Adjustments as required for the student; and
- Work with the School to achieve continuity and consistency.

The *Metropolitan Region Behaviour Support Service* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

Legislative Delegations

Legislation

Relevant legislation that informs our overall Student discipline procedure:

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

Delegations

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

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

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

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

Disciplinary Consequences

Fig Tree Pocket State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The recording of three minor behaviours constitutes a major behaviour.

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.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

Minor

Some students will need additional support, time and opportunities to practise expected behaviours. Sections 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.

Minor behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.

Major

For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other

students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant time apart to restore the good order and management of the school, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then escorts the student to Administration and records accurate details on OneSchool to support clear communication between staff, student and parent/s. Relief teachers will refer major behaviours and/or a pattern of repeated minor behaviours to Administration and record accurate details about an incident using the Behaviour Incident Report (Appendix 2). Administration will facilitate a reflection process using the 4W form (Appendix 3).

Major problem behaviours may result in the following consequences:

- **Level One:** Parent contact, time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Support Services Team (SST);
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Metropolitan Region Behaviour Support Service, suspension from school: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The table on p 42 (Appendix 4) outlines examples of minor and major problem behaviours.

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 Fig Tree Pocket 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 only appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

Re-entry following suspension

Students who are suspended from Fig Tree Pocket State School will be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. The inclusion of support staff, such as the Guidance officer, may also offer important advice to ensure a successful outcome to the re-entry meeting.

It is not mandatory for the student or their parents to attend a re-entry meeting, however it is offered as a support for the student to assist in their successful re-engagement in school following suspension.

Ensuring consistent responses to problem behaviour

At Fig Tree Pocket State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also learn how to respond appropriately (High Five, p 38 - Appendix 1) when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

School Policies

Fig Tree 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:

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

Temporary removal of student property

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

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

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

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

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

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

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

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

Responsibilities

State school staff at Fig Tree Pocket State School:

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

Parents of students at Fig Tree Pocket State School

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

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

Use of mobile phones and other devices by students

FTPSS Cellular Device Policy (eg mobile phones and smart watches)

Fig Tree Pocket Primary School recognises that some parents require their child to carry a cellular device to school for the purposes of communication and personal safety.

The aim of this policy is to ensure that students use mobile phone/smart watches in a safe and responsible manner and to ensure mobile phones/smart watches are not disruptive to student learning.

Policy Details

Parents are required to inform the class teacher if their child brings a cellular device to school.

1. Mobile phones are to be turned off and handed in to the class teacher during school hours (8.50-3.00pm).
2. Smart watches are to set to 'school mode' (i.e. removing functionality that enables calling/texting/messaging, taking pictures and video) during school hours.
3. Mobile phones should not be stored in bags during school hours.
4. Students must not take photographs, video or audio of other students or school community members while at school.
5. Students must not play games or access apps on their cellular device without the approval of the classroom teacher during school hours.
6. Students will not carry mobile phones to excursions or interschool sport.
7. Students will display courtesy, consideration and respect for others as detailed in FTPSS Student Code of Conduct when using a mobile phone/smart watch.
8. Parents should seek permission from the principal if a student is required to carry a cellular device for medical reasons.
9. Student education in the responsible use of cellular devices will be used to support the implementation of this policy.
10. The FTPSS cellular device policy will be reviewed annually.

Jason Boyd
Principal
November, 2020

Preventing and responding to bullying

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose & definition

Fig Tree Pocket State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Fig Tree Pocket State School. Those who are bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

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 Fig Tree Pocket State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

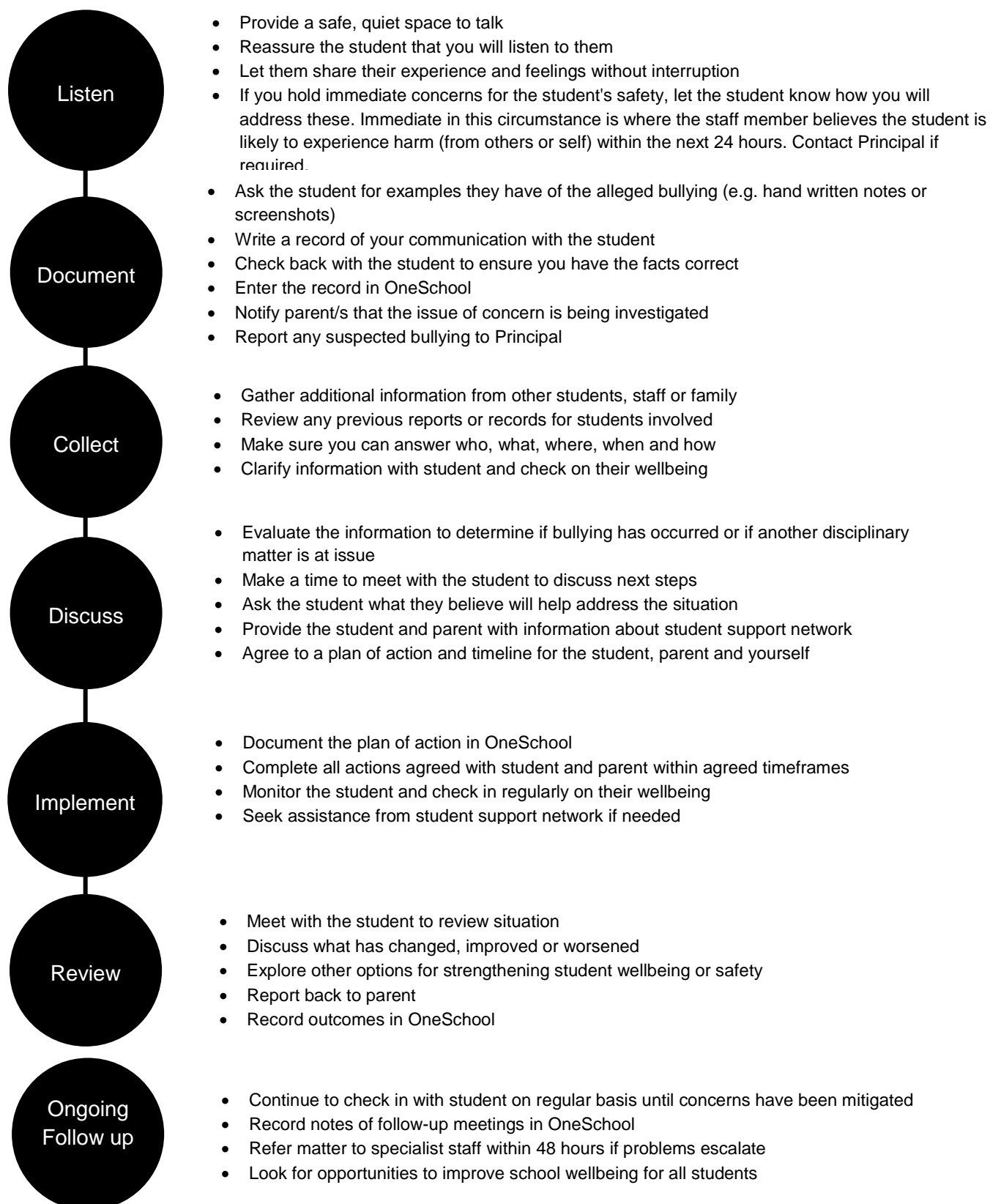
The following flowchart explains the actions Fig Tree Pocket State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 - Class teacher

Administration - Deputy Principal



Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
- The students are taught the identification and definition of bullying behaviours. The lessons involve developing confidence in the use of the High Five to be utilised by all students when experiencing mean behaviour. This instruction also explains the difference between mean behaviour and bullying behaviour, guiding students to seek assistance as either a person being bullied, the person bullying or a bystander.
- Ongoing professional development for staff in recognising and responding to bullying, including cyberbullying.

Appropriate use of social media

The use of personal technology devices at school

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are not limited to, games devices such as Portable gaming devices, Tamagotchis®, laptop computers, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPads® and devices of a similar nature.

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, iPads, or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and handed to the class teacher during school hours.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Fig Tree Pocket State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording private conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special circumstances arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a

special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Appropriate use of social media

Fig Tree Pocket State School embraces the amazing opportunities that technology and the internet provide to students for learning and being creative online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at p 26, it is unacceptable for students to bully, harass or victimise another person whether within Fig Tree Pocket State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Fig Tree Pocket State School, whether those behaviours occur during or outside school hours.

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

Role of social media

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

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

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

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

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

Appropriate online communications

Students of Fig Tree Pocket State School are expected to engage in appropriate online communication. Specific examples include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost

which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

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

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

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

Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

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

There are significant penalties for these offences.

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

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](#).

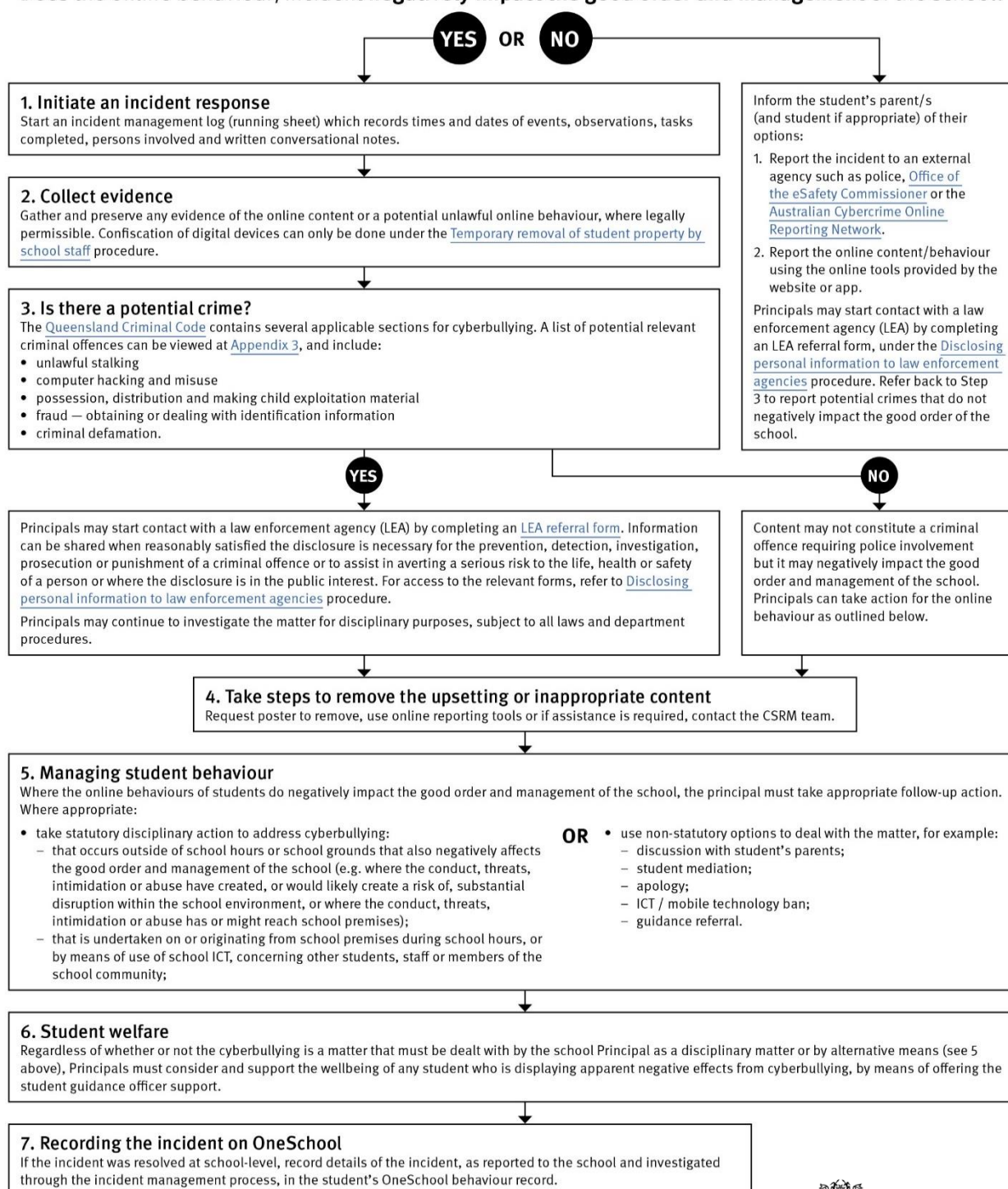
Explicit images

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](#).

Help

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?



Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

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

Basic defusing strategies

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: 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 (refer Appendix 5, p 41).

Resources

Appendix 1

Behaviour lessons conducted by classroom teachers providing strategies

Learning intent:

Develop a shared language to describe inappropriate behaviour.

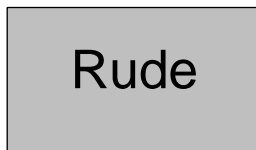
Provide students with strategies they can use confidently.

Success criteria:

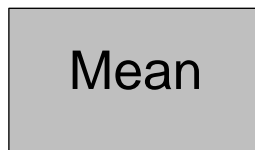
Students can describe different types of inappropriate behaviour.

Students confidently use the High Five to resolve issues and ask for assistance when inappropriate behaviour is ongoing.

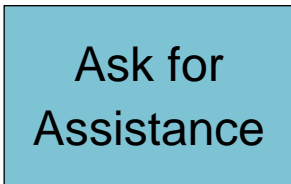
Unintentionally
hurtful



Intentionally
hurtful



Repeatedly
intentionally
hurtful



What can we do?

Appendix 2

Behaviour Incident Report

Name of student/s involved in incident:

Person Completing Form:

Date:

Problem behaviour (name):		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred **immediately** before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).

(use verbally with under 8's)

4W FORM

Student's Name _____ Year _____ Date __/__/__

What did you do?

What is our school rule about this and why do we have that rule?

What should you have done instead?

What can you do to stop this from happening next time?

Student's
Signature _____

Parent's
Signature _____

Principal's/
Teacher's
Signature _____

Appendix 4

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running on stairs Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (for example, pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
	Other	<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile phone or personal technology devices	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language (including while online)	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Intentional mean treatment of others Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Major bullying / victimisation /harassment Major disruption to class Blatant disrespect Major defiance Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

Appendix 5

Debriefing Report

Formal debriefing

Formal debriefing should be led by a staff member who has not been involved in the event.

The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).