



Brookfield State School

Student Code of Conduct 2020-2023

Every student succeeding

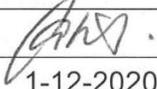
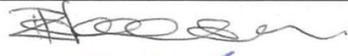
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

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Date:	1-12-2020
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P/C President and-or School Council Chair Signature:	 
Date:	1-12-2020

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Purpose

Brookfield State School is committed to providing a safe, respectful and disciplined learning environment for all students and working environment for all staff members.

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

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, all students are able to experience success and all staff members enjoy a safe workplace.

Principal's Foreword

Brookfield State School is focused on the learning and wellbeing of every student, seeking to enable every child to reach their full potential by, first of all, knowing what they can do and then using highly effective practices to further build their knowledge and skills.

Our purpose is to provide an outstanding education and school life for our students, an outstanding service to our parents and families, and an outstanding workplace for our staff. Our responsibility at Brookfield State School is to provide a safe, supportive school environment in which students are able to learn and develop. We recognise that students are still learning to interact with others and also learning their role as students.

The Brookfield State School's Student Code of Conduct is designed to facilitate high standards of behaviour so that the teaching and learning in our school can be effective and students can participate positively within our school, their families and society.

We recognise that teamwork, active partnerships with our parents and wider community and the capability development of our staff are critical to supporting our students' learning and school life. Staff members provide an excellent service to parents, carers and students, and parents and carers provide excellent support to their children and our staff.

We value five expectations of all members of our school community:

- Respectful – showing courtesy to others, objects and the environment
- Responsible – doing the right thing, even when no one is looking. Being prepared and trustworthy
- Resilient – bouncing back when things go wrong
- Safe – Ensuring the physical and mental health wellbeing of ourselves and others
- Kind – Being friendly, generous and considerate

Five over-arching rules guide our students' behaviour:

- Follow directions straight away
- Be in the right place
- Keep hands and feet to ourselves
- Listen and speak in a friendly way
- Care for others, objects and the environment

Brookfield State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on the use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion as per the Education General Provisions Act (2006).

I thank the students, teachers, parents and other members of the community for their input in bringing this Brookfield State School Student Code of Conduct together over the last year.

Cate Whiting
Principal

P&C Statement of Support*

As President of the Brookfield State School P&C Committee, I am proud to support the new Student Code of Conduct. The consultation process has ensured that all parents have had opportunities to contribute and provide feedback on school wide expectations, processes and the Student Code of Conduct. The awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Brookfield State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

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

Consultation

The consultation process used to inform the development of the Brookfield State School Student Code of Conduct draws on the consultation and work completed through the Positive Behaviour for Learning (PBL) Framework and the School Strategic Plan 2019-2022.

Data is regularly reviewed to identify areas of strength and need, including:

- The annual School Opinion Survey
- The PBL Team Implementation Checklist (TIC), Effective Behaviour Support (EBS) Survey and Schoolwide Evaluation Tool (SET)
- Behaviour incidents by year level and category
- Students with multiple incidents
- School Disciplinary Absences
- Observational information

From 2018 to 2020, staff reviewed the school rules, reward systems and Behaviour Flowcharts through a series of internal meetings. Parent feedback was invited through the Banter newsletter and P&C meetings. PBL Team Members developed specific expectations and major-minor-office referred behaviour definitions and examples. Teachers and teacher aides were consulted in staff and team meetings and via email.

In 2018, a School Review was conducted by the School Improvement Unit to identify strengths and next steps for development. Three reviewers spoke with staff members, parents and students and provided feedback on the “A Culture that Promotes Learning” element of the School Improvement Hierarchy.

Following the School Review, the 2019-2022 School Strategic Plan was developed with former Metropolitan Regional Director Mark Campling leading a series of consultation sessions with staff, parents and students.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community via the P&C Association, School Council and Banter newsletter. The third phase of consultation was completed in November, 2020, and the finished version, incorporating suggested changes and feedback, was endorsed by the P&C Association and the School Council for implementation in 2021.

A communication strategy has been developed to support the implementation of the Brookfield State School Student Code of Conduct, including promotion through the school website, fortnightly Banter newsletter, Facebook, the enrolment process, student assemblies, staff meetings, P&C Meetings and School Council meetings.

Review Statement

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

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data 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 three different confidential surveys for

- parents
- students
- staff

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

School Opinion Survey

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2017	2018	2019
their child is getting a good education at school (S2016)	95%	98%	97%
this is a good school (S2035)	95%	100%	98%
their child likes being at this school* (S2001)	95%	97%	100%
their child feels safe at this school* (S2002)	94%	98%	98%
their child's learning needs are being met at this school* (S2003)	90%	94%	91%
their child is making good progress at this school* (S2004)	92%	95%	97%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	93%	95%
teachers at this school motivate their child to learn* (S2007)	92%	97%	94%
teachers at this school treat students fairly* (S2008)	93%	95%	92%
they can talk to their child's teachers about their concerns* (S2009)	95%	98%	95%
this school works with them to support their child's learning* (S2010)	93%	94%	94%
this school takes parents' opinions seriously* (S2011)	88%	92%	93%
student behaviour is well managed at this school* (S2012)	86%	88%	87%
this school looks for ways to improve* (S2013)	97%	97%	97%
this school is well maintained* (S2014)	98%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2017	2018	2019
they are getting a good education at school (S2048)	96%	96%	98%
they like being at their school* (S2036)	97%	94%	98%
they feel safe at their school* (S2037)	97%	95%	96%
their teachers motivate them to learn* (S2038)	94%	96%	98%
their teachers expect them to do their best* (S2039)	99%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	96%
teachers treat students fairly at their school* (S2041)	87%	83%	95%
they can talk to their teachers about their concerns* (S2042)	84%	86%	85%
their school takes students' opinions seriously* (S2043)	88%	88%	88%
student behaviour is well managed at their school* (S2044)	88%	86%	87%
their school looks for ways to improve* (S2045)	97%	95%	97%
their school is well maintained* (S2046)	95%	98%	93%
their school gives them opportunities to do interesting things* (S2047)	92%	96%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2017	2018	2019
they enjoy working at their school (S2069)	95%	97%	98%
they feel that their school is a safe place in which to work (S2070)	95%	97%	98%
they receive useful feedback about their work at their school (S2071)	92%	94%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	92%	90%
students are encouraged to do their best at their school (S2072)	95%	97%	98%
students are treated fairly at their school (S2073)	92%	97%	98%
student behaviour is well managed at their school (S2074)	95%	97%	98%
staff are well supported at their school (S2075)	92%	95%	93%
their school takes staff opinions seriously (S2076)	94%	89%	90%
their school looks for ways to improve (S2077)	97%	97%	98%
their school is well maintained (S2078)	97%	97%	100%
their school gives them opportunities to do interesting things (S2079)	94%	92%	95%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

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.

BROOKFIELD STATE SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	0	4	8
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Learning and Behaviour Statement

At Brookfield State School, we are required to implement the Australian Curriculum.

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with their child's class teacher to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Brookfield State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive 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.
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 usually provided to individuals or 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</p>

	<p>will vary according to the needs of each school's student body, but all have certain things in common:</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	<p>Individualised services 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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>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.</p>

Consideration of Individual Circumstances

Staff at Brookfield State School consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please contact your child's class teacher in the first instance to discuss your concerns.

Student Wellbeing

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

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

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P-12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Brookfield State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety 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, specific students, or in certain circumstances.

Specialised health needs

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

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

Medications

Brookfield State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, 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.

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

Mental health

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

Suicide prevention

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

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

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Brookfield State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

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

Student Support Network

Brookfield State 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 Brookfield State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

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

Role	What they do
Deputy Principal	<ul style="list-style-type: none"> • leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need.
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.

Registered Nurse	<ul style="list-style-type: none"> • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Class Teachers	<ul style="list-style-type: none"> • responsible for student welfare of class • liaise with students and their families • ensure students feel safe and comfortable and want to come to school • nurtures a sense of belonging within the class, year level and school.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the school administration staff.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

The development of the Brookfield State 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 do 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 or PBL are encouraged to speak with the class teacher or make an appointment to meet with the school's administration staff.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, being Respectful, Responsible, Resilient, Safe and Kind.

Students

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

Students are here to **learn** in a safe, supportive learning environment.

Teachers are here to **teach** in a safe, supportive teaching environment.

Our School Rules

Follow directions straight away

Be in the right place

Keep hands and feet to ourselves

Listen and speak in a friendly way

Care for others, objects and the environment

Our Qualities

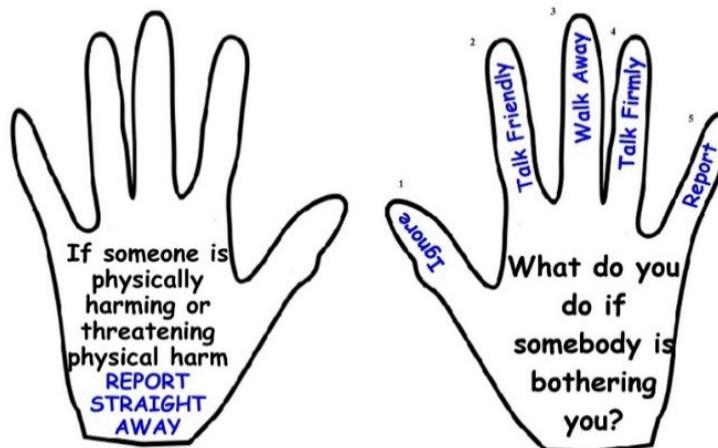
Respectful

Responsible

Resilient

Safe

Kind



"High Five"

Parents and staff

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

Respectful – showing courtesy to others, objects and the environment

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher to discuss any matters relating to your child in the first instance, followed by the Deputy Principal then Principal.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff, students and families.	We will ensure positive behaviours are role modelled for all students.
You are respectful in your communication at school with staff and families.	We are respectful in our communication with students, families and the wider school community.
You are considerate of staff members' workload and work hours.	We are considerate of parent and caregiver's work hours and commitments.

Responsible – Doing the right thing, even when no one is looking. Being prepared and trustworthy.

<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.
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.

Resilient – Bouncing back when things go wrong.

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You take a positive, solution-focused approach to resolving complaints.	We will consider your input and explain our decisions.
You will consider our input and responsibility to make decision.	We will nominate a contact person for you to work with to resolve a school related complaint.

Safe – Ensuring the physical and mental health and wellbeing of ourselves and others.

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You drop off and pick up your child from the designated area at the designated times.	We will give clear guidance about a designated area for parents to leave and collect students.

You park or use the Stop, Kiss and Go Zones when dropping off or picking up your child.	We will provide supervision at the Stop, Kiss and Go zones for before and after school drop off and pick up.
You adhere to the BSS Medication Policy and update school administration staff of any changes.	We will only administer medication that has been signed off by the parent on the Administration of Medication form, has been prescribed by a qualified health practitioner (e.g. doctor, dentist), is in its original container and has an attached pharmacy label.
Encourage your child to follow school rules and processes, including when dealing with difficult children	We will provide explicit teaching of the school rules and processes such as the High Five strategy.
You ensure your children attend school every day and notify the school promptly of any absences, early pick up, or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.

Kind – Being friendly, generous and considerate

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

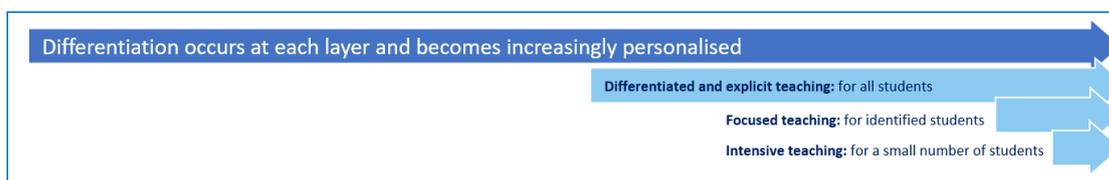
Differentiated and Explicit Teaching

Brookfield State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Brookfield State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to

purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed 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 Specific Expectations (See Appendix 1) as a basis for developing their behaviour standards. Using these expectations, the class teacher works with all students to collaboratively practise and develop exactly what each of the expectations look, sound and feel like in their classroom and playground. The Specific Expectations are used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

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 Brookfield State School to provide focused teaching. Focused teaching is aligned to the PBL Specific Expectations, 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.

Brookfield State 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:

- Bounce Back
- Zones of Regulation

For more information about these programs, please speak with your child's class teachers and/or school administration staff.

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours. These processes are outlined in the Behaviour Flowchart (Appendix 2).

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 determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

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

- Prevention
- Monitoring
- Praising
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Practising
- 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
- Reward Cards – Year 4-6 – students accumulate stamps, earn class-determined rewards and enter the monthly Reward Card draw
- Brookies – Prep-Year 3 – students receive Brookie slips and class tallies are totalled each week to determine the class to host Brookie Bear for the week and report Brookie’s activities back to assembly
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reflection Room debrief and/or completion of learning-related work

Focused

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
- Reflection Room
- 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

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

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

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- 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

Brookfield 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 Brookfield 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 Brookfield 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 Brookfield State School

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

Use of mobile phones and other devices by students

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

The Australian Curriculum sets the responsibilities of schools to teach the responsible use of Information and Communications Technologies and digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Responsibilities

The responsibilities for students using learning-related devices are outlined in the Brookfield State School ICT Student User Agreement in Appendix 4.

Parents are increasingly relying on students having mobile phones and smart watches for safety on their way to and from schools. While students are in our care, please follow school communication methods by phoning the Administration Office or emailing the relevant person as student use of a person mobile phone or smart watch can be distracting and disruptive and confuse school operations and management.

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

- keep a mobile phone in their bag, turned off before school and during the school day
- wear a smart watch with the smart capabilities and notifications turned off during the school day

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

- use a mobile phone or smart watch before school or during the school day
- use the smart capabilities of a smart watch at school i.e. calls, texts, messages, photographing, recording, games, apps
- make/send or receive calls or texts on a mobile phone or smart watch while at school
- take recordings, photos or videos of others on a mobile phone or smart watch while at school

Preventing and responding to bullying

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

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

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.

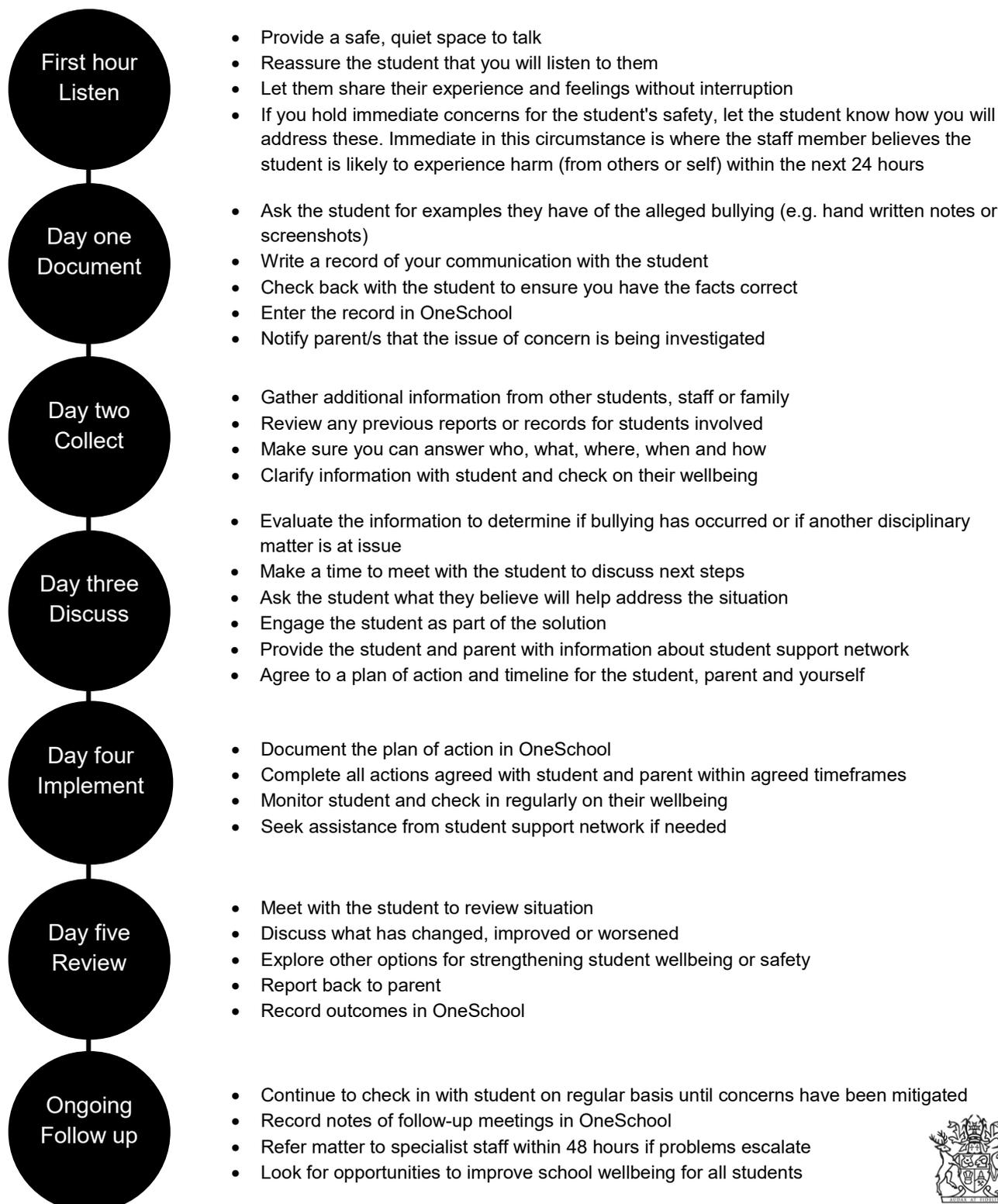
However, these conflicts are still considered serious and need to be addressed and resolved. At Brookfield State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Brookfield 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.

Brookfield State School - Bullying response flowchart for teachers

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

Key contact for students and parents to report bullying: Class teacher



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the class teacher. School administration staff can also 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 Brookfield State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to your child's class teacher and/or school administration.

Brookfield State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

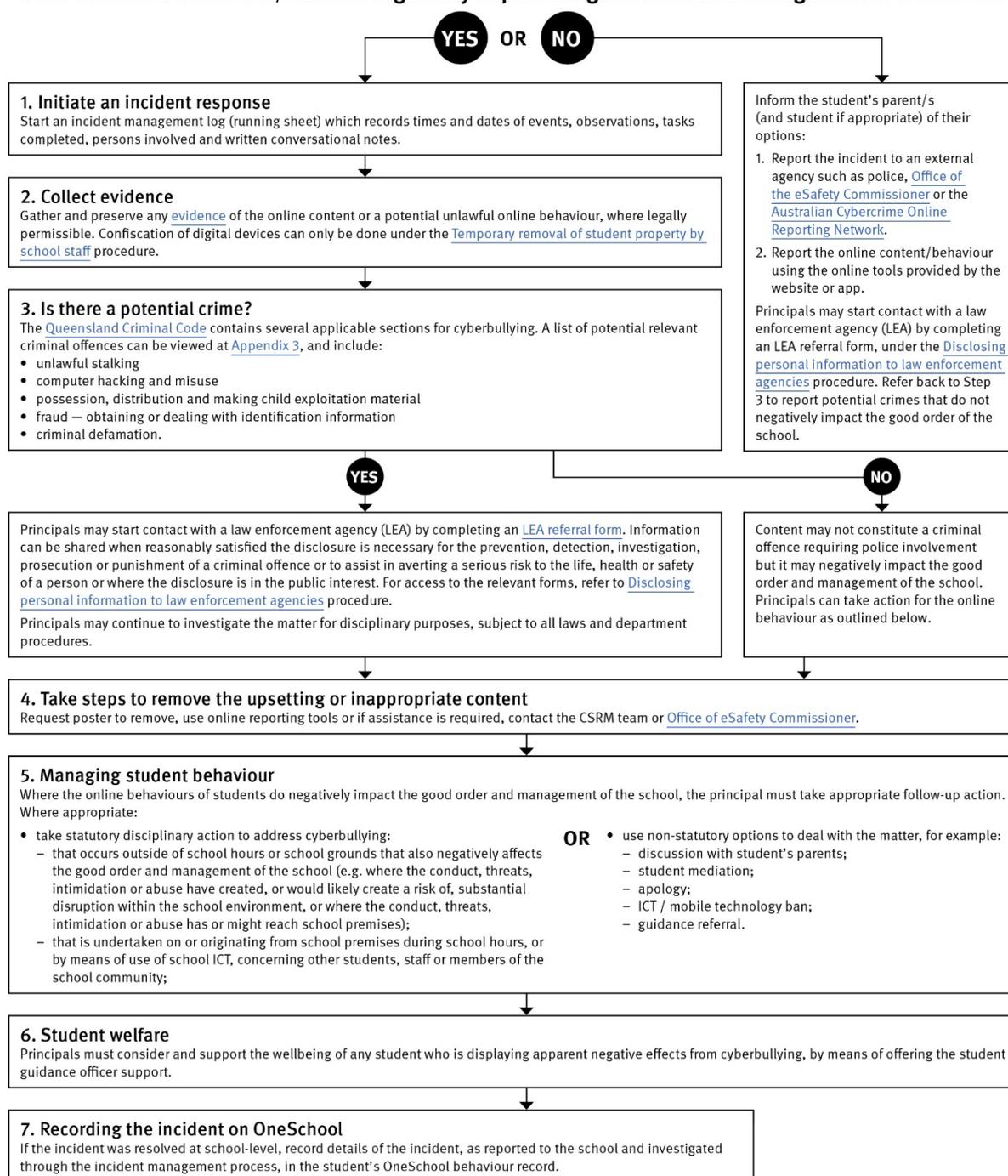
Explicit images

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

Report

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

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

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support 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 Brookfield State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Appropriate use of social media for parents and the school community

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

- 3. External review:** contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

Appendices

Appendix 1 – Specific Expectations - **Before and After School**

Arriving at school	
Looks like	Sounds like
<ul style="list-style-type: none"> • Sit underneath the Year 1/2 Eating Area (CPA 2), school bags to stay with you or at Circle and Sail Lawn • Wait quietly on the chairs or on the ground and talk sensibly to your friends (you may play handball before 8:30) • Wear your hat when waiting on the Circle and Sail lawn • Put your bike in the bike rack and walk to the 1/2 Eating Area 	<ul style="list-style-type: none"> • Talk quietly • Speak in a friendly way • No shouting
Departing from school	
Looks like	Sounds like
<ul style="list-style-type: none"> • Walk on the concrete • Walk on paths not on or through the gardens • Respect our gardens, walk around them • Walk to the school gate/parent meeting area/bus area • If using a bike or scooter – WALK them out of the school grounds and past driveways before you ride. No riding on school grounds • Listen to the teacher on duty • Report to the office if nobody has picked you up 	<ul style="list-style-type: none"> • Quiet, no shouting • Speak in a friendly way • Use manners when excusing your way through crowds
Situation: Pick Up Zone	
Looks like	Sounds like
<ul style="list-style-type: none"> • Walk quietly to the pick-up zone • Walk on the left on paths, not through gardens • Have all belongings secured in bag • Stand in the designated area • Respect and protect our gardens • Keep your hands and feet to yourself • Immediately follow all instructions from pick-up monitor • Be organised and ready to leave • Fasten your own seatbelt 	<ul style="list-style-type: none"> • Quiet, no shouting • Speak in a friendly way • Use manners when excusing your way through crowds
Responsibilities of Staff Member on Duty	
<ul style="list-style-type: none"> • Arrive as soon as possible after the final bell • Ensure students wait quietly sitting and not playing or running or climbing on the fence or jumping on the rocks or playing any ball games • At 3.15pm instruct remaining students to go to the office and watch them to ensure they follow this instruction (particularly students sitting on the library veranda who are not supervised by a parent) 	

Specific Expectations - **Break Time Expectations**

Movement from eating area to playground	
<ul style="list-style-type: none"> • Staff member on duty blows whistle to gain attention (students clap and repeat in response) • Students put hands up and wait to be released by staff member/s on duty • Students put rubbish in the bin and lunch boxes away in designated area • Students walk out to play – not run 	
Duty supervision – teacher expectations	
<ul style="list-style-type: none"> • Duty person to have their blue folder with pink first aid slips, band aids and reward system tokens • Actively walk around designated duty area, having visibility of all students • Supervise students to ensure all are playing in a safe manner (engage with groups requiring further support/guidance) • Refer to map on the back of blue duty folder to indicate the out of bounds areas (supervise as needed) • When the bell sounds to indicate end of break supervisor does a sweep of the area and reminds students to put away any play material, have a drink and to visit the toilet • Area is to be free of all students before the teacher on duty leaves 	Using the toilet
	<ul style="list-style-type: none"> • Monitor toilet use as much as possible • Students must walk inside toilet block • Students wait quietly inside the toilet block • Line up along the wall • Move into the empty toilet as quickly as possible • Close door when in the toilet • Flush toilet when finished • Wash hands after toilet use • Shake hands outside to dry, try not to drip water on the floor
Playground Equipment	Oval
<p>Supervise the following: A safe number of students on each piece of equipment (based on digression of teacher)</p> <ul style="list-style-type: none"> • Students walk and move around at an appropriate pace – no tiggly • Use the equipment for its designed purpose • Students to move in one direction on the monkey bars • Students to only go down the slide, no climbing up • Other equipment such as balls, skipping ropes and toys not to be used in the playground area • Teacher to support positive language around waiting patiently and turn taking e.g. “everyone will get a turn. It’s fair” 	<ul style="list-style-type: none"> • Remind students of rules/safety when playing with rocks • Keep rocks in or close to the cubbies • Supervise return of any rocks back to the dry creek bed if on the grass at the end of break • Remind students not to break branches off the trees

Student Break Time Expectations

Looks like	Sounds like
<ul style="list-style-type: none"> • Wearing your hat on your head in open areas - if not you are in an undercover area • Playing nicely with friends • Keeping your hands and feet to yourself • Following the rules of the game • Walking on concrete • Being in the right place (not out of bounds) • Being where a teacher can see you • On equipment - only go down the slide, no climbing up, move in one direction on the monkey bars, take turns and wait patiently • Put play equipment away and walking to the toilet when the bell goes • Use the High 5 if encountering issues <p>Oval</p> <ul style="list-style-type: none"> • Waiting for oval duty teacher to supervise movement to oval • Walking down to the oval when released from your area, staying behind the oval duty teacher, giving way to people already moving down to the oval • Going up the hill to be in line before the second bell goes • No climbing on hills or around tennis courts. • Out of bounds areas on oval – sloped sides of tennis courts, in the bushes where you cannot be seen, past the container that is up the hill from the tennis courts, past the cricket nets, behind the classrooms next to the oval. On the hill in front of the classrooms is ok as long as you can be seen. <p>Rocks – keep them below your head – no lifting high, don't smash rocks onto other rocks, leave rocks in the area they are in, only make dams at the bottom of the hill</p> <p>Yellow wheelie bins – equipment to be used for its designated purpose only, put away after use</p> <ul style="list-style-type: none"> • report any damaged equipment to the teacher on duty, House Captains or School Captains so that they can report it to Year 6 teachers • Any equipment must be returned and placed back into the bins as soon as the bell goes, if there is any equipment that has been left lying on the oval please be a responsible student and pick it up and return it. <p>Flying fox – don't jump out to grab the flying fox, have it in your hands while still standing on the ledge before you jump. Don't push other kids to the side while they are on the flying fox, use teacher's folder, your hat or ask a teacher to move the flying fox to the side when it is stuck in the middle, don't use sticks to move it.</p> <p>Netball courts activities – walk around the tennis court going to and from the netball courts. Equipment to be used for its designated purpose and put away after use</p>	<ul style="list-style-type: none"> • Good sportsmanship – supporting friends • Welcoming people to play with you • Laughing • Using a sensible volume • Using friendly, school appropriate language

Specific Expectations - **Movement in the Classroom**

Situation: Movement in the Classroom – onto a new activity	
Looks like	Sounds like
<ul style="list-style-type: none"> • Wait for an instruction • Sit up straight with chairs pushed in and feet underneath desks • Watch the speaker • Not fiddling – everything out of hands unless otherwise instructed 	<ul style="list-style-type: none"> • No noise during silent activities • Volume at the level that has been set for the activity by classroom teacher • Not tapping/fiddling/making noises that could distract the learning of others
<p>Only students instructed to perform a task or move are to do so – all other students sit quietly (e.g. only students handing out markers/whiteboards/sheets to move)</p>	<p>All other students are sitting quietly</p> <p>Students performing task to move around the room quietly/not talking while performing task</p>

Situation: Movement in the Classroom – end of an activity	
Looks like	Sounds like
<ul style="list-style-type: none"> • Pack away materials – quickly • Listen with whole body when ready to move on – eyes on the speaker • Use classroom cues to show teacher you are ready to go 	<ul style="list-style-type: none"> • Pack away quietly • Sit quietly when ready – listen for next instruction
<p>Only students instructed to perform a task or move are to do so – all other students sit quietly (e.g. only students handing out markers/whiteboards/sheets to move)</p>	<p>All other students are sitting quietly</p> <p>Students performing task to move around the room quietly/not talking while performing task</p>

Situation: Movement in the Classroom – transition to a new activity	
Looks like	Sounds like
<ul style="list-style-type: none"> • Organise materials for new activity • Wait for the next instruction • Listen with whole body when ready to move on 	<ul style="list-style-type: none"> • Take materials out quietly • Sit quietly when ready
<p>Only students instructed to perform a task or move are to do so – all other students sit quietly (e.g. only students handing out markers/whiteboards/sheets to move).</p>	<p>All other students are sitting quietly.</p> <p>Students performing task to move around the room quietly/not talking while performing task.</p>

Specific Expectations - **Movement through the school as a class or with a partner**

Teacher Expectations

Remind students to stand in two straight lines with a partner side-by-side
 Ensure students have a partner beside them and that those without go to the back
 Remind students to walk quietly or silently
 Walking with sensible steps and at a moderate speed, with a place to stop indicated or a number to count to and stop

As a Class

Looks like	Sounds like
<ul style="list-style-type: none"> • Stand with a partner • Move to the back if you don't have a partner • Stand in two straight lines • Look to the person in front of you • Listen to directions • Walk to a point and stop • Walk directly behind the person who is in front of you • Keep up with your partner and the pace of the line • Keep your hands, feet and objects to yourself • Keep to the left 	<ul style="list-style-type: none"> • Quietly talking or silent • Quiet feet • No unnecessary loud stomping

With a Partner

Looks like	Sounds like
<ul style="list-style-type: none"> • Walk with your partner • Keep your hands, feet and objects to yourself • Walk on the left • Walk directly and quickly to your destination • Return to your class directly, take the quickest and safest route 	<ul style="list-style-type: none"> • Quietly talking or silent • Quiet feet • No unnecessary loud stomping

Specific Expectations - **Using the Toilet**

During class time	During break time
<p>Remember: Go, Flush, Wash, Leave</p> <p>Urinal : Boys Only Urinate in the trough ONLY Keep hands off urinal wall</p> <ul style="list-style-type: none"> • Seek permission • Teacher chooses partner • Walk quickly, quietly and directly there and back • Use designated junior/senior toilets • Respect privacy • One person per cubicle • Shut the door • Keep feet on the ground • Toilet paper in bowl • Flush toilet • Wash hands with soap (soap, rub, rinse) • Flick water off hands in the sink • Dry hands with paper towel or hand dryer • Paper towels in the bin • Be sensible (be quiet and finish quickly) • Wait for your buddy before going back to class • Go back to class immediately • Travel back to class via the quickest and safest route • No food or equipment goes into the toilets • No loitering • Let teacher know upon return • Report anything inappropriate to your teacher ASAP • Treat the school's facilities as if they were your own at home. 	<p>Remember: Go, Flush, Wash, Leave</p> <p>Urinal : Boys Only Urinate in the trough ONLY Keep hands off urinal wall</p> <ul style="list-style-type: none"> • DO NOT PLAY IN THE TOILETS • Use designated junior/senior toilets • Respect privacy • One person per cubicle • Shut the door • Keep feet on the ground • Toilet paper in bowl • Flush toilet • Wash hands with soap (soap, rub, rinse) • Dry hands with a paper towel/hand dryer • Paper towels in the bin • Be sensible (be quiet and finish quickly) • Report any misbehaviour in the toilets to the teacher on duty • Wait your turn patiently when there are others waiting. • No food or equipment goes into the toilets • No loitering • Report anything inappropriate to the duty teacher ASAP • Please treat the school's facilities as if they were your own at home.



Brookfield State School

Behaviour Flowcharts



Classroom

Aide, Specialist and 5/6 Rotations

Playground

Listen and follow directions
Follow our school rules

Listen and follow directions
Follow our school rules

Listen and follow directions
Follow our school rules

1. Practise/
First Warning
2. **Name** on Clipboard
3. 5 Minutes Time Out
4. 10 Minutes Time Out

1. Practise/
First Warning
2. **Name** on Clipboard
3. 5 Minutes Time Out
4. 10 Minutes Time Out
(Specialists only)

1. Practise/
First Warning
2. 5 Minutes Time Out
3. 10 Minutes Time Out

5. 15 Minutes
Time Away Class—
parent informed
6. **Office** Referral—
parent informed and
requested to help if
necessary

4. 10 Mins Time Away
Class—in own room
(Aides & Rotations only)
- 15 Minutes Time Away Class
(Aides only, teacher managed)
— parent informed
5. **Office** Referral — parent
informed and requested to
help if necessary

4. **Time out** for the rest
of play OR
Office Referral—
parent informed and
requested to help if
necessary
- Reflection Room if needed

Major Behaviours result in immediate Office Referral or Reflection Room depending on seriousness. Class Teacher and Parent informed.

5-10 minutes Immediate Time Out for Physical Behaviour with further follow up if needed.

Appendix 3 – Major and Minor Behaviour Matrix

Summary of Brookfield State School Minor-Major-Office Referred Behaviour Examples

	Minor	Major
Bullying/Harassment	<ul style="list-style-type: none"> - Not letting students join in a game - Inappropriate comments - Disrespectful tone/faces/gestures 	<ul style="list-style-type: none"> - Repeated and/or escalating verbal abuse/gestures - Verbal and physical threats to harm another person - Ongoing exclusion from friendships/activities
Defiant/threat/s to adults	<ul style="list-style-type: none"> - Brief or low intensity failure to respond to adult requests - Talks while adult is talking - Slow to respond or does not complete work 	<ul style="list-style-type: none"> - Persistent refusal to follow directions combined with a rebellious attitude that challenges an adult - Leaving when an adult is speaking - Repeated back-chatting
Disruptive	<ul style="list-style-type: none"> - Talking to friends - Calling out, repeated noise eg tapping pencils - Throwing small objects to disrupt others - Playing with toys/objects 	<ul style="list-style-type: none"> - Persistent behaviour causing an interruption to learning in a class or activity for a prolonged period of time
Dress code	<ul style="list-style-type: none"> - Not wearing a hat outside - Wearing a cap or non-school hat 	<ul style="list-style-type: none"> - Purposely exposing underwear or private parts
IT Misconduct	<ul style="list-style-type: none"> - Non-learning-related games/content/messages/activities - Using others' passwords - Taking photos/videos/audio of other students/adults without their consent - Having device out outside of class time 	<ul style="list-style-type: none"> - Looking up sexually inappropriate images - Uploading/downloading explicit content - Using mobile phone/smartwatch during school time
Late	<ul style="list-style-type: none"> - Student returns late after bell or from breaks 	<ul style="list-style-type: none"> - Repeated incidents of returning late after the bell
Lying/Cheating	<ul style="list-style-type: none"> - Copying work from others - Lying to anyone - Omitting the truth 	<ul style="list-style-type: none"> - Repeated/ongoing
Misconduct involving object	<ul style="list-style-type: none"> - Throwing/hitting with small objects eg pebbles, rubbers, sticks, hats - Play fighting with objects 	<ul style="list-style-type: none"> - Throwing/hitting with large, dangerous objects eg rocks, scissors - Throwing objects at people with the intention to hurt them - Using objects to permanently damage property
Non-compliant with routine	<ul style="list-style-type: none"> - Not in the right place - Taking an unreasonable amount of time to line up at the end of break 	<ul style="list-style-type: none"> - Leaving the school grounds without permission - Not in the right place for longer than five minutes
Other conduct prejudicial to the good order and management of school - Theft	<ul style="list-style-type: none"> - Taking another student's work/lunch/property/hat 	<ul style="list-style-type: none"> - Taking a student's money - Refusing to return another's property
Other conduct prejudicial to the good order and management of school - Unsafe behaviours	<ul style="list-style-type: none"> - Running on the cement, in the stairwells or on veranda - Being in 'out of bounds' areas (within the school) - Climbing on/sliding/jumping/running on stair railings/seats/trees - Not following/changing the rules of the game 	<ul style="list-style-type: none"> - Repeated/ongoing
Physical Misconduct	<ul style="list-style-type: none"> - Low level pushes - Jostling with others - Play fighting/wrestling 	<ul style="list-style-type: none"> - Hitting, punching, pushing, hitting/whipping with an object, kicking, scratching, biting - Intentional restraint of another - Cutting hair or clothing with scissors
Possess Prohibited Items; Prohibited Items	<ul style="list-style-type: none"> - Chewing gum - Spraying deodorant around the room/area/ on others - Toys including toy weapons 	<ul style="list-style-type: none"> - Bringing potentially dangerous items/weapons to school - Matches, lighters, cap gun items - Using water bombs

		– Medication without permission
Property misconduct	<ul style="list-style-type: none"> – Throwing lunch, rubbish, rocks, objects (not at others) – Breaking/damaging pencils, rubbers, rulers, paper, work – Misusing school bags or hats (swinging, kicking, taking) – Drawing on desk 	<ul style="list-style-type: none"> – Breaking another’s property with intent – Throwing desks, chairs – Throwing rocks, objects at people and buildings
Refusal to participate in the program of instruction	<ul style="list-style-type: none"> – Refusing to participate in lessons – Refusing to complete classwork 	<ul style="list-style-type: none"> – Ongoing refusal to complete classwork or participate in lessons
Substance misconduct involving tobacco and other legal substances; illegal substances	<ul style="list-style-type: none"> – Imitating use of cigarettes or alcohol – 	<ul style="list-style-type: none"> – Imitating use of illegal substances – Possessing cigarettes, alcohol or illegal drugs – Misuse of medication
Threat/s to others	<ul style="list-style-type: none"> – Intimidating stance or actions 	<ul style="list-style-type: none"> – Group intimidation/harm of someone else – Threatening harm if another student doesn’t comply
Truant/Skip class	<ul style="list-style-type: none"> – Leaving class without permission or not returning immediately after break (office referred if not returned within a few minutes) 	<ul style="list-style-type: none"> – Staying out of class without permission
Verbal misconduct	<ul style="list-style-type: none"> – Swearing or rude language depending on severity and intent – Teasing, name-calling 	<ul style="list-style-type: none"> – Swearing or rude language depending on severity and intent – Swearing or putting down directed at a student or adult eg swearing, demeaning, racial

ICT Student User Agreement

Information and Communications Technologies (ICTs) refer to all electronic devices and/ or applications which allow users to record, send, access or receive information in text, audio, image or video form. To promote the safe and responsible use of ICT's the Brookfield State School BYOD Student Charter has been developed and must be read by parents before signing this agreement.

Students are allowed to bring their own device to school to support their learning. **Only devices with the required specifications will be supported by the Department of Education's network.** These specifications can be found in the Brookfield State School BYOD Student Charter. MacBooks (laptop), Chromebooks (laptop) and Android devices (tablets) will not be supported and are therefore not suitable for use at Brookfield State School.

Acceptable uses

ICT may be used:

- In classrooms and other areas of the school as directed by your teacher.
- Developing appropriate literacy, communication and information skills.
- Conducting general research for school activities and projects
- Communicating or collaborating with other students, teachers, parents or experts in relation to school work.
- Accessing online references such as dictionaries, encyclopaedias, etc.
- To access files, programs, email & internet resources under teacher direction and for educational purposes only.

Students must:

- Use school-provided email accounts when communicating online.
- Obey the rules of privacy and copyright, and keep their passwords and personal files secure.
- Use available storage space for school-related purposes only.
- Turn off all notifications on their devices.
- Notify their teacher;
 - of any inappropriate use of devices.
 - if they identify a possible security problem.
 - of any accidental access to inappropriate material.

Unacceptable uses

ICT may not be:

- Used during break times, before or after school, unless under direct supervision of a teacher.
- Carried around the school unless in a protective covering.

Students must not:

- Use a mobile phone during school time
- Take photos or videos of others on their mobile phones or smart watch
- Access social media (minimum age requirement of 13 years of age or more)

- Gain unauthorised access to any computer system or service. This includes using another person's account or accessing another person's files or emails.
- Make deliberate attempts to destroy data by deleting files, hacking, spreading computer viruses or any other means.
- Engage in any illegal act, such as threatening the personal safety of others.
- Bully or harass others.
- Post or respond to chain letters or engage in spamming.
- Forward an email that was sent to you privately without the permission of the person who sent it.
- Take part in online chats, discussion groups or mailing lists without teacher permission.
- Download, distribute or publish offensive messages or pictures
- Use obscene, inflammatory, racist, discriminatory or derogatory language
- Commit plagiarism or violate copyright laws
- Download any files unrelated to school work.

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 Brookfield State School's 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.

A Summary of Roles and Responsibilities

Parents will:	While at school students will:	The school will:
Ensure the device brought to school has sufficient memory space required for learning tasks and is fully charged.	Keep their username and passwords to themselves.	Provide parents and students access to the Brookfield State School BYOD Student Charter
Provide and manage a separate iTunes account or windows account and download the required school Apps at home	Only use their device to access appropriate Apps, internet, email for learning purposes with teacher's consent.	Provide a list of recommended apps.
Provide a suitable case for their child's device.	Respect and take care of their device e.g. in its protective cover, kept in allocated area	Teachers will ensure that devices are used safely and will provide a place to store them in the classroom.
Agree that devices are brought to school at parents and students own risk.	Hand over a device to any staff if asked, after using inappropriately.	Not be liable for any damage or theft.
Allow their child screen time at home for homework activities, limiting recreational use of the device.	Use their device at school during class time only. Devices are not allowed to be used during break times or before or after school on school grounds.	Provide access to school wi-fi.
Read the Brookfield State School BYOD Student Charter and register their child's device with the school.	Understand the contents of this User Agreement and Code of Conduct and agree to abide by it.	Remove or restrict the student's use of a device if the student is not adhering to this agreement.

Device Registration Information

Device Make	Device Model Number	Device Serial Number

Parent/Caregiver

I have read the BYOD Student Charter and understand my responsibilities regarding my child's use of ICT at Brookfield State School.

I have discussed the contents of this agreement with my child.

Name: _____

Signature: _____

Date: _____

Student

I acknowledge that I have read, understood and will abide by the contents of this agreement.

Name: _____

Signature: _____

Date: _____