



Queensland  
Government

# Koolkan Aurukun State School



## Student Code of Conduct

# 2023 - 2027

***Equity and Excellence Realising the Potential  
of Every Student***

***Equity and Excellence is our plan for every state school student, focusing on educational  
achievement, wellbeing and engagement, and culture and inclusion.***

Queensland Department of Education  
State Schools Strategy 2023-2027

## Acknowledgement of Country

### **Wik Mungkan**

*Ayyang, niyalang niy inan wampan aak nganttamak Wik-a, Wik Waya-a a' Kugu aak nganttam. Ngamp ngaantam-ngeeyamp aak in puchanan aak inman yalmathwamp. Ngamp ngaantam-ngeeyamp aak in puchanan aak inman yalmathwamp. Ngamp kuchekang wumpamp five a' ma' ko'alam aak kunch iikanakan Apalech-a, Putch-a, Sara-a, Winchanam-a a' Wanam. Ngamp kuchekang wumpamp wanchinth a' wuut a' keenkanam a' aak inman a' ngulan.*

### **English Translation**

*Welcome everyone to Wik, Wik Waya and Kugu Country. We acknowledge the traditional owners of the land that we are gathered on. We pay our respects to the five clan groups of Aurukun - Apalech, Putch, Sara, Winchanam and Wanam. We acknowledge and pay respect to our Elders and Leaders, past, present and emerging.*

Translation by Vera Koomeeta, the late Janine Chevathun, Adelaide Toikalkin and Althea Giblett

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## Endorsement

Principal Name: Baressa Frazer

Principal Signature:

Date:

Koolkan Aurukun State  
School Board Names:

Koolkan Aurukun State  
School Board signatures:

Date:

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## Purpose

Koolkan Aurukun State School is committed to providing a peaceful, happy, and proud learning environment for all students, staff, parents, and visitors.

The Koolkan Aurukun 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 student, staff, and community conduct. As we recognise that the majority of our students and families have Wik Mungkan as their first language parts of the student code of conduct will have Wik Mungkan as the primary language, and be translated into English.

Its purpose is to ensure clarity, consistency of expectations, behaviour, and processes so that we have a positive, safe, and supportive school culture for every child, because every child, community member and staff member has the right to be who they are so that they belong, be well and learn well.

## Appendices

Appendix 1 – PBL Behaviour Matrix

Appendix 2 – Koolkan High 5

Appendix 3 – Continuum of Responses to Unexpected Behaviour

Appendix 4 – Am I being Bullied? Student Bullying Flowchart

# Koolkan Aurukun State School

## PBL and Wellbeing Matrix



	Ngamp man um enyan wunanump <i>We are peaceful in all we say and do</i>	Ngamp ngangk mina <i>We are happy when we learn and help others</i>	Ngamp ulpanang iiyamp aak ngampram.ang <i>We are proud of ourselves and our place</i>
<b>All Settings</b>	<ul style="list-style-type: none"> <li>• Ngan minama a' ngeeyanan <i>We are calm and listen to others</i></li> <li>• Ngan wik minam thawanan <i>We use kind words</i></li> <li>• Ngan yuk way min minam pi'anan a' min minak pi'anan <i>We use things in the right way at the right time</i></li> <li>• Ngan thaa'pant thawan wikan yumpan <i>We work together to solve problems</i></li> <li>• Ngan aak inam nyiinan ingman <i>We are in the right place at the right time</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ngan ma'aathan nganttakam <i>We share with others</i></li> <li>• Ngan minam iiyanan a' ma'aathanan wiyan <i>We do the right thing and help others to do the right thing</i></li> <li>• Ngan minam iiyanan nganttakam a' wiyantant thamp <i>We are kind to ourselves and others</i></li> <li>• Ngan ma'aathakan engkanan <i>We ask for help</i></li> <li>• Ngan thathanan a' ngeeyanan a' yumpanan <i>We look, listen and follow instructions</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ngan school min minak pi'ana <i>We keep our school clean</i></li> <li>• Ngan kemp a' ngangk minam pi'ana <i>We take care of our body and our mind</i></li> <li>• Ngan kuchek min iiyana yipmam than thamp kuchek minam iiyayn <i>We do our best learning and let others do their best learning</i></li> <li>• Ngan ke'wayathan nganttakam puthan ngatharakam ngul wayathangana <i>We take responsibility for our own actions</i></li> </ul>
<b>Inside</b> (Classroom, Library, Office, toilets)	<ul style="list-style-type: none"> <li>• Ngan ma'a, tha'a a' yuk way min nganttakam pi'an <i>We keep our hands, feet and objects to ourselves</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ngan engkana ka'athangam yipmam kalana yumpana <i>We ask before we take or do</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ngan yaan ma'aathanan yipmam minam wunow <i>We give everything a go even if it is hard</i></li> <li>• Ngan kampan nganttam ma'aathanan a' kon.aathanan <i>We share our learning with our families</i></li> <li>• Ngan ngangkang pi'anan Wuut a' Wanchinth Mangk, Thaa'ngantha, a' Aak <i>We celebrate our culture, language and elders</i></li> </ul>
<b>Outside</b> (Playground and ovals, walkways and verandas)	<ul style="list-style-type: none"> <li>• Ngan aak nganttamang kee'ang <i>We play in our own area</i></li> <li>• Ngan minam iiyan school.angan <i>We move safely around the school</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ngan yotam min minak kee'anan <i>We play safely and include everybody</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ngan Aak minam pi'anan <i>We take care of country</i></li> </ul>

**Ngamp ngangk min, Kuchek waapan min. Koolkan!**





# Koolkan High5



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## Continuum of Responses to Unexpected Behaviour

Incident type	Risk level	Responders	Teacher Actions	Response from teacher	Response from Leadership
<b>LEVEL 5 - MAJOR</b>	A behaviour that causes serious and critical impact on the safety or wellbeing of others, self and/or school community that has the potential to cause serious injury that requires an emergency response, medical treatment, or a behaviour that is illegal.	Principal/HODSS/GO/HoSES  Support Agencies  Teacher  Colleagues  Police (DP or Principal to determine if needed)	<p><b>During event</b></p> <ul style="list-style-type: none"> <li>Ensure the safety of students and self (consider removal of students from the area, or items from the area)</li> <li>Contact HODSS, EWB teacher, HoSES, DP or Principal for support</li> <li>Use the least amount of interaction with escalated student as needed to maintain safety within the situation</li> <li>Aim for regulation, be mindful of proximity, body language and tone and volume of voice</li> <li>Follow the Restrictive practices procedure               <ul style="list-style-type: none"> <li>restrictive practice to only be used when there is a certain risk of immediate foreseeable harm to another person or themselves</li> <li>types of RP seclusion, physical restraint, containment</li> <li>Report to principal within ASAP</li> <li>Record on OS within 24hrs</li> <li>Participate in a focused review/debrief within 72hrs</li> </ul> </li> </ul> <p><b>Post event</b></p> <ul style="list-style-type: none"> <li>KART referral in reoccurring issue</li> <li>Reinforce success (positive behaviour, positive actions)</li> <li>Work to repair teacher student or peer relationships in a proactive manner within the classroom</li> <li>Clear communication to all staff of potential triggers if ongoing behavioural issue, and effective strategies – supported by HODSS or HoSES</li> <li>Parent contact of how student is progressing – focusing on positives (record on Oneschool)</li> <li>Support student to re-enter post event or suspension focused on restoring the relationships and repairing the harm</li> </ul>	<p>Consider the function of behaviour when selecting an appropriate consequence that will encourage the desired behaviour. Ensure you use a Wik Mungkan speaker in discussions if appropriate.</p> <ul style="list-style-type: none"> <li>Restorative conversations               <ul style="list-style-type: none"> <li>What happened?</li> <li>What were you thinking at the time?</li> <li>What have you thought about since?</li> <li>Who has been affected by what you have done? In what way?</li> <li>What do you think you need to do to make things right?</li> <li>If the same thing happens again, how could you behave differently?</li> <li>What support do you need? Who can you go to for support?</li> </ul> </li> <li>Additional 1:1 teaching in student time focused on re-teaching appropriate behaviour</li> <li>Problem solving conference with student (name the behaviour, describe the impact on peers or learning, discuss alternative behaviour, set a goal, then monitor goal in future lessons) – include a Wik speaker if possible</li> <li>Extra practice or role play</li> <li>Make up missed work in student time</li> <li>Repairing harm (fixing damaged property, removal of vandalism, re-connecting with peer, apology letter or drawing)</li> <li>Call or visit home</li> <li>Alteration of activity</li> <li>Short term removal from activity</li> <li>Loss of privilege</li> </ul> <p><i>Level 4 or 5 major would not result in a teacher led consequence, this will be leadership managed.</i></p>	<p><b>During event</b></p> <ul style="list-style-type: none"> <li>Lockdown to be considered – Principal or DP</li> <li>Crisis management procedure to be followed</li> <li>Additional support from external services (Police) to be considered – Principal or DP</li> </ul> <p><b>Post event</b></p> <ul style="list-style-type: none"> <li>Incident not referred to discipline procedure to be referred to by leadership</li> <li>Contact with family to explain incident and consequences</li> <li>Group restorative discussion if appropriate</li> <li>Check in on staff and student wellbeing – provide debrief opportunities</li> <li>Providing EAP information to staff involved</li> <li>Focused review if restrictive practices used (Principal or delegate to lead)</li> <li>Early departure considered (in conjunction with suspension)</li> <li>Consider KART referral</li> <li>Risk assessment</li> <li>Functional Behaviour Assessment</li> <li>Individual Behaviour Support Plan</li> <li>Part time educational program</li> <li>Disciplinary Improvement Plan</li> <li>Referral to external service providers</li> <li>Consider suspension - Principal or DP</li> <li>Re-entry interview and support plan post suspension</li> <li>Actions to be documented on OneSchool</li> </ul>
<b>LEVEL 4 - MAJOR</b>	A behaviour that causes major impact on the safety or wellbeing of others, self and/or school community that has the potential to cause significant injury; or an outcome that requires an emergency first aid response/ medical treatment.	Principal/HODSS/GO/HoSES  Teacher  Colleagues	<p><b>During event</b></p> <ul style="list-style-type: none"> <li>Give choices (private and respectful)</li> <li>Reteach expected behaviours – playground / classroom</li> <li>Be explicit with expectations, frequent with positive acknowledgment and provide pre-corrections</li> <li>Class discussions, reteach behaviours, problem solving discussions</li> <li>Redirect and distract away from stimulus</li> <li>Restorative conference, being aware of timing and not in a manner that could cause shame</li> <li>Inform family of incidents and frequency (record on Oneschool)</li> <li>Daily individual goal setting, check in and reflection</li> <li>Consider the function of behaviour (avoid or obtain, teacher or peer attention, or activity)</li> <li>Consult with a peer or line manager to problem solve if reoccurring behaviour</li> <li>Consider KART referral if ongoing behaviour and multiple strategies have been used</li> <li>Teacher managed consequences that are logical and connected directly to the behaviour – aiming to reteach and restore never to punish</li> </ul> <p><b>Post event</b></p> <ul style="list-style-type: none"> <li>Proximity</li> <li>Non-verbal cue</li> <li>Praise</li> <li>Restitution</li> <li>Support for the procedure</li> <li>Ensure task is at the right level</li> <li>Increase pre-corrections</li> <li>Ensure positive to corrective feedback is at least 4:1</li> </ul>	<p><b>During Event</b></p> <ul style="list-style-type: none"> <li>Ensure safety</li> <li>Regulate student, restore connection with teacher/class/peers, support student to repair harm from incident</li> </ul> <p><b>Post Incident –</b></p> <ul style="list-style-type: none"> <li>Check in with staff and students involved and ensure their wellbeing is supported</li> <li>Complete student debrief sheet</li> <li>If ongoing incident throughout one school day leader to consider requesting presence from a family member to support student for rest of school day</li> <li>Support teacher/staff to reflect on incident if it is reoccurring, use the PBL documents to guide problem solving and plan for future practice</li> <li>Support staff to communicate with family about incident</li> <li>Consider KART referral</li> </ul> <p><i>Note – in circumstances where a student with an active KART referral is involved in incident seek action from the case manager for the student, if the student does not have a case manager and the behaviour is ongoing seek support from your line manager</i></p>	
<b>LEVEL 3 - MAJOR / MINOR</b>	A behaviour that causes moderate impact on the safety or wellbeing of others, self and/or school community that has the potential to require an immediate response to avert an adverse outcome and reduce risk to the student or others.	Teacher  Case Manager if student referred to KART  HODSS, HoSES or Engagement Teacher if not referred		<p><b>Requesting Urgent Support</b></p> <ol style="list-style-type: none"> <li>Engagement Wellbeing Teacher</li> <li>HODSS</li> <li>HoSES*</li> <li>SWD Teacher*</li> <li>DP</li> <li>Principal</li> </ol>	
<b>LEVEL 2 - MINOR</b>	behaviour that causes minor impact on the safety or wellbeing of others, self and/or school community that requires a response to de-escalate the situation or ensure the safety of the student or other people and/or reduce environmental risk.	Teacher			
<b>LEVEL 1 - MINOR</b>	A behaviour that causes insignificant impact on the safety or wellbeing of others, self and/or the school community that causes minor disruption and does not lead to injury or physical harm.	Teacher		<p>Contact HODC or GO in situations that you have not received a response from above.</p> <p><i>*for situations involving students with identified disability</i></p>	<p>Line managers to check in with teachers to see how they can support. Line managers actively build positive connections with the students within the classes that they line manage.</p>
<p><b>Recording on OneSchool and Referral Process</b></p> <p><b>Level 1 &amp; 2</b> – Record if behaviour is reoccurring, ensure you include the actions taken by teacher, consequences and strategies. If student is being case managed by a team refer to the case manager.</p> <p><b>Level 3 - 5</b> – Record on OneSchool and refer to HODSS, DP and Principal. For level 3 ensure you include the consequences and actions that have been completed by teacher. Refer to HoSES and/or GO as well if student is being case managed by either team. Referee to add action that has been completed and refer any contact to the reporting teacher. If incident was not attended by DP or Principal then ensure you make them aware before then end of day so that further support or consequences can be organized if deemed necessary.</p>					



# am I being bullied?

START HERE!

Was it deliberate/on purpose?

Yes

No

Was it personal/targeted?

Yes

No

Was it said in anger?

No

Yes

Was it part of a fight with a friend?

No

Yes

Has it only happened once or twice?

No

Yes

Does the person doing it have '**more power**' than you? e.g. more popular, older, stronger

Yes

No

## bullying

Someone more powerful saying or doing something hurtful to someone on purpose, over and over again

## rude behaviour

Saying or doing something hurtful that wasn't planned or meant to upset someone

## conflict

Saying hurtful things on purpose due to heightened emotions as part of a disagreement

## mean

Saying or doing something hurtful to someone on purpose once or twice

@kidshelpline

## Whole School Approach to Behaviour Management

Koolkan Aurukun State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for behaviour management 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 with fidelity by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Koolkan Aurukun State School we believe behaviour management is about more than punishment. It is a phrase that reflects our belief that student behaviour is an essential 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 Koolkan Aurukun 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 Principal, Deputy Principal or Head of Department Student Services.

## 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 three Positive Behaviour for Learning (PBL) values in place for students, being that We are Peaceful in all we say and do, we are Happy when we learn and help others and we are Proud of ourselves and our place.

### 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 Aurukun State School.

#### **Ngamp man um enyan wunanump** *We are peaceful in all we say and do*

- Ngan minama a' ngeeyanan  
*We are calm and listen to others*
- Ngan wik minam thawanan  
*We use kind words*
- Ngan yuk way min minam pi'anan a' min minak pi'anan  
*We use things in the right way at the right time*
- Ngan thaa'pant thawan wikan yumpan  
*We work together to solve problems*
- Ngan aak inam nyiinan ingman  
*We are in the right place at the right time*

#### **Ngamp ngangk mina** *We are happy when we learn and help others*

- Ngan ma'aathan nganttakam  
*We share with others*
- Ngan minam iiyanan a' ma'aathanan wiyan  
*We do the right thing and help others to do the right thing*
- Ngan minam iiyanan nganttakam a' wiyantan thamp  
*We are kind to ourselves and others*
- Ngan ma'aathakan engkanan  
*We ask for help*
- Ngan thathanan a' ngeeyanan a' yumpanan  
*We look, listen and follow instructions*
- Ngan engkana ka'athangam yipmam kalana yumpana  
*We ask before we take or do*

#### **Ngamp ulpanang iiyamp aak ngampram.ang** *We are proud of ourselves and our place*

- Ngan school min minak pi'ana  
*We keep our school clean*
- Ngan kemp a' ngangk minam pi'ana
  - *We take care of our body and our mind*
- Ngan kuchek min iiyana yipmam than thamp kuchek minam iiyayn  
*We do our best learning and let others do their best learning*
- Ngan ke'wayathan nganttakam puthan ngatharakam ngul wayathangana  
*We take responsibility for our own actions*
- Ngan yaan ma'aathanan yipmam minam wunow  
*We give everything a go even if it is hard*
- Ngan kampan nganttam ma'aathanan a' kon.aathanan  
*We share our learning with our families*
- Ngan ngangkang pi'anan Wuut a' Wanchinth Mangk, Thaa'ngantha, a' Aak *We celebrate our culture, language and elders*
- Ngan Aak minam pi'anan *We take care of country*



## Parents and Staff

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

### We are Peaceful

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations and contact you to provide regular feedback about your child's progress.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students, or other parents.

### We are Proud

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></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 ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive, and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair, and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural, and historical events.

### We are Happy

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student, or colleagues.	We regularly provide positive feedback to you about your student's attendance, schoolwork, and behaviour.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You take a positive, solution-focused approach to resolving conflict or issues.	We will act quickly using a positive, solution-focused approach to address issues that affect staff, students, or families.

## Consideration of Individual Circumstances

Staff at Koolkan Aurukun State School consider students' individual circumstances, such as their behaviour history, disability, medical conditions, current community events (e.g., sorry business, lack of sleep, etc), mental health, religious and cultural considerations, home environment and care arrangements and child rearing practices vs school expectations 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 equity, 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 disciplinary outcome 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 talk to your student's teacher or the principal about it.

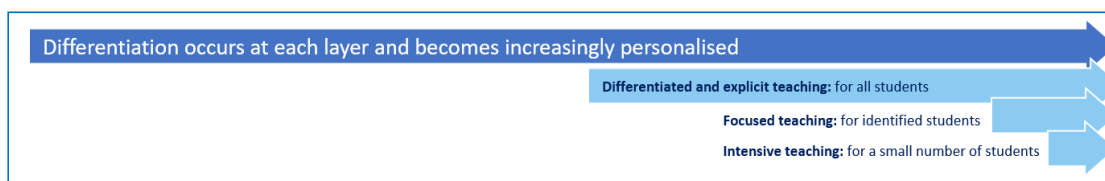
## Differentiated and Explicit Teaching (tier 1)

Koolkan Aurukun State School is dedicated to creating a peaceful learning environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours through dedicated lessons and providing opportunities for students to practise and be rewarded for demonstrating these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Koolkan Aurukun State School change 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 plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

Students learn differently therefore teaching the PBL expectations to all students will require different strategies. At KASS (Koolkan Aurukun SS) we use role plays, 'looks like, feels like and sounds like', local and cultural relevance, first language, digital solutions, developmentally appropriate, play based, natural environment based and other strategies as required.

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 of PBL lessons 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 Expectations Matrix, see appendix 1, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound, and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues. The PBL Committee meets regularly and analyses the behaviour data and observations to decide on what the school focus will be for the following weeks. All classes will have a dedicated lessons to explicitly teach this focus as well as embedding it within daily practices and language.

## Focused Teaching (tier 2)

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

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

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

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

For more information about tier 2 supports, please speak with the Head of Special Education Services, Head of Department Student Services or Guidance Officer.

## Intensive Teaching (tier 3)

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

individuals or in small groups, to develop proficiency in basic behavioural concepts, skills, and knowledge.

Some students may require intensive teaching for a brief period, for specific behavioural 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 several complex personal issues.

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



## Disciplinary Consequences

The disciplinary consequences model used at Koolkan Aurukun State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. It is documented for school staff within the Responding to Unexpected Behaviour document (see appendix 2).

Most students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, re teaching, goal setting and expectation reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time, and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, and expectations reminders and reteaching will continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class. When low-level behaviours continue a teacher will give a student two warnings or reminders followed by an opportunity to engage in expected behaviours. If the student is continuing to show low-level behaviour, then the teacher will use classroom consequence system. If the behaviour continues the teacher will refer to the Responding to Unexpected Behaviour document (see below). Prior to making a referral to administration teachers will have ensured that multiple strategies have been implemented and the student's family have been contacted to discuss the ongoing unexpected behaviour.

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.

### Differentiated

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

- Pre-correction (e.g., "Remember, we keep our hands and feet to ourselves")
- Providing choice
- Non-verbal and visual cues (e.g., posters, hand gestures)
- Explicit teaching of expected behaviours and routines (with opportunities to practice)
- Whole class reward system linked to the school values
- Phone calls or home visits to family members
- Ratio of at least 4 positive to 1 corrective commentary or feedback to class
- Corrective feedback (e.g., "Hand up when you want to ask a question")
- Reminders of expectations (e.g., "When the bell goes, remember to get a drink and line up at the door peacefully")
- Explicit behavioural instructions (e.g., "please pick up your pencil")

- Proximity
- Natural consequence
- Feedback to student
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Redirection
- Low voice and tone for individual instructions
- 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?”)
- 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
- Restorative discussion (focused on supporting the student to identify who/what was harmed and supporting them to repair the harm)
- Private discussion with student about expected behaviour
- Feedback for inappropriate behaviour
- Warning of more serious consequences (e.g., removal to a buddy class)
- Short lunchtime detention

If the student continues the behaviour after multiple of the above strategies have been employed, then a One School behaviour incident will be logged, and a consequence will occur in line with the Responding to Unexpected Behaviour document.

### **Focused**

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

- Simple Functional Behaviour Assessment
- Restorative practice
- Check in check out
- Individual student behaviour support strategies (e.g., Student behaviour plan)
- Targeted skills teaching in small group (e.g., nature base activities with natural consequences)
- Clean-up of any damage done
- Restoration between peers through group mediation
- Behaviour referral
- Behavioural contract
- Teacher coaching and debriefing
- Referral to PBL Teir 2 Team for team-based problem solving
- Stakeholder meeting with parents and external agencies

### **Intensive**

School leadership teamwork in consultation with Koolkan Aurukun Referral Team (KART) to address persistent or ongoing serious problem behaviour. This may include:

- Structured break times (during usual class time) after class work has been completed
- Restorative Conference
- Apology letter/card or other form of restoration
- Expanded Functional Behaviour Assessment informed individual support plan
- Complex case management and review
- Modified program i.e., part time education plan
- Stakeholder meeting with parents and external agencies.

- Temporary removal of student property (e.g., mobile phone)
- Short term suspension (up to 10 school days)
  - Physical assault i.e., punching or kicking
  - Having a weapon to threaten, intermediate or harm i.e., scissors, knife, screwdriver.
  - Threatening a teacher
- 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)
- 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 Koolkan Aurukun State School, the use of any SDA is considered a profoundly serious decision. It is only used by the Principal, Deputy Principal or delegate 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 Koolkan Aurukun 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 and to have a restorative conversation that may be needed with other students or teachers that may have been impacted by the behaviour. 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 conversation with the family prior to student returning to school. 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, and any person with whom a restorative conversation may be required.

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

## **Structure**

The structure of the re-entry meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

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., wellbeing room)
- 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, provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or members of the Wellbeing team, may also offer important advice to ensure a successful outcome to the re-entry meeting.



## School Policies

Koolkan Aurukun 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 (such as foods or drinks containing high levels of sugar)
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Safe, Responsible and Respectful Online

### 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 Koolkan Aurukun State School and will be removed if found in a student's possession:

- illegal items or weapons for example; guns, knives\*, throwing stars, brass knuckles, chains, whips, shanghais (slingshots)
- imitation guns or weapons
- potentially dangerous items (e.g., blades, scalpels, surgical scissors, 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)
- Food or drink with high sugar content (e.g., juice, soft-drink, lollies, salty plums, chewing gum etc.)
- 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, screwdriver, broken scissors etc. 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**).

Items such as toys from home, balls, sports equipment etc may be removed to a secure area in the classroom and returned to the student at the end of the school day.

## **Responsibilities**

### **State school staff** at Koolkan Aurukun 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 Koolkan Aurukun 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 Koolkan Aurukun 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** at Koolkan Aurukun 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 Koolkan Aurukun 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 like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Koolkan Aurukun State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Koolkan Aurukun State School understands that mobile phones are part of the integral life within many families and have provided the provisions for students to bring their mobile phones with them to school so that they can be utilised appropriately **at the conclusion of the school day**. It is an expectation of all students bringing their mobile phones to school to present their mobile phones to the Administration Office staff or classroom teacher for safe keeping upon their arrival to school. The mobile phones belonging to each student are stored safely within the school to ensure that damage, theft or loss does not occur during the school day.

### Responsibilities

The responsibilities for students with mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Koolkan Aurukun State School to:

- present their mobile phones or similar electronic devices to administration staff or classroom teacher upon arrival to school.
- Appropriate digital devices will be provided by Koolkan Aurukun State School to ensure students can engage in:
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication, and information skills
  - authoring text, artwork, audio, and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents, or experts in relation to schoolwork
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate, and respectful of others when using a digital device
- seek teacher's approval where they wish to use a digital device under exceptional circumstances.

It is **unacceptable** for students at Koolkan Aurukun State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures

- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g., forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT (Information and Communication Technology) facilities and devices supplied by the school, will be required to act in line with the requirements of the Koolkan Aurukun State School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally owned student computers 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.

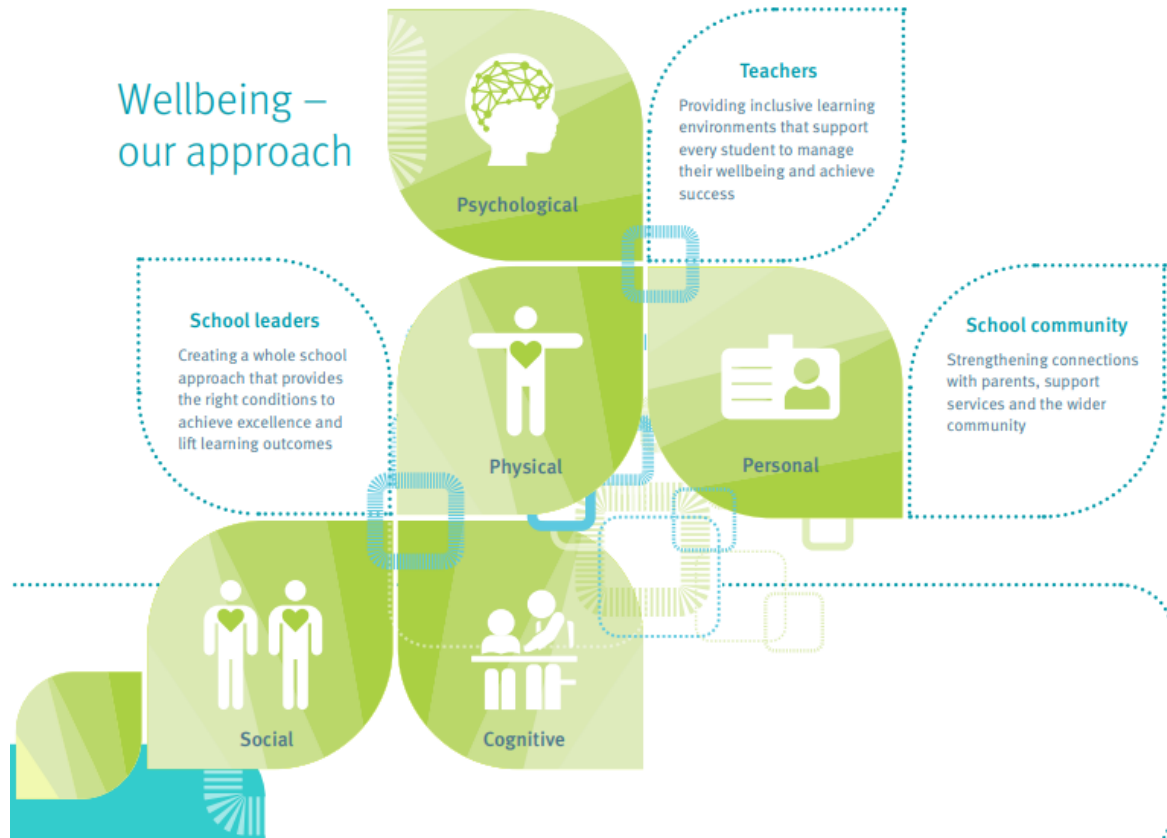
## Preventing and responding to bullying

Koolkan Aurukun State School uses the Department of Education [Student Learning and 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.



## Our approach to student learning and wellbeing across the whole school

### 1 Creating safe, supportive and inclusive environments

Schools do this by:

- providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised
- developing an approach to wellbeing that supports the collective action of parents, support services and the wider community
- demonstrating and communicating positive respectful relationships between staff, students, parents and members of the community
- explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing
- making sure the physical environment and school policies and practices are accessible and inclusive of students and families
- planning for opportunities to promote and celebrate the traditions, values and cultures of the school community
- providing learning opportunities and environments that promote healthy lifestyle choices.

### 2 Building the capability of staff, students and the school community

Schools do this by:

- providing health and wellbeing learning opportunities for students through curriculum focused on mental health, relationships and sexuality, alcohol and other drugs, food and nutrition, benefits of physical activity, and safety
- identifying opportunities to build the capabilities of teachers and school leaders to support a whole school approach to student wellbeing and its connection to learning
- communicating information and advice on the benefits of supporting young people to be healthy, confident and resilient
- responding positively to the needs of different groups within the school community
- strengthening connections with parents to support early intervention for students whose wellbeing is at risk
- increasing visibility of local support services to families whose children have higher levels of need
- supporting staff health and wellbeing and recognising the resulting benefits for students
- committing to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas.

### 3 Developing strong systems for early intervention

Schools do this by:

- planning and documenting school processes to support staff to respond appropriately to students at risk
- recognising the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring, planning
- sharing responsibility for supporting students at risk by:
  - seeking support from Guidance Officers and the leadership team as first responders
  - encouraging students and families to access support services
  - using a wrap-around approach for students involving parents, school support services, health professionals and other agencies.

## 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 are 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.

*See appendix 3 for a student flowchart about bullying*

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

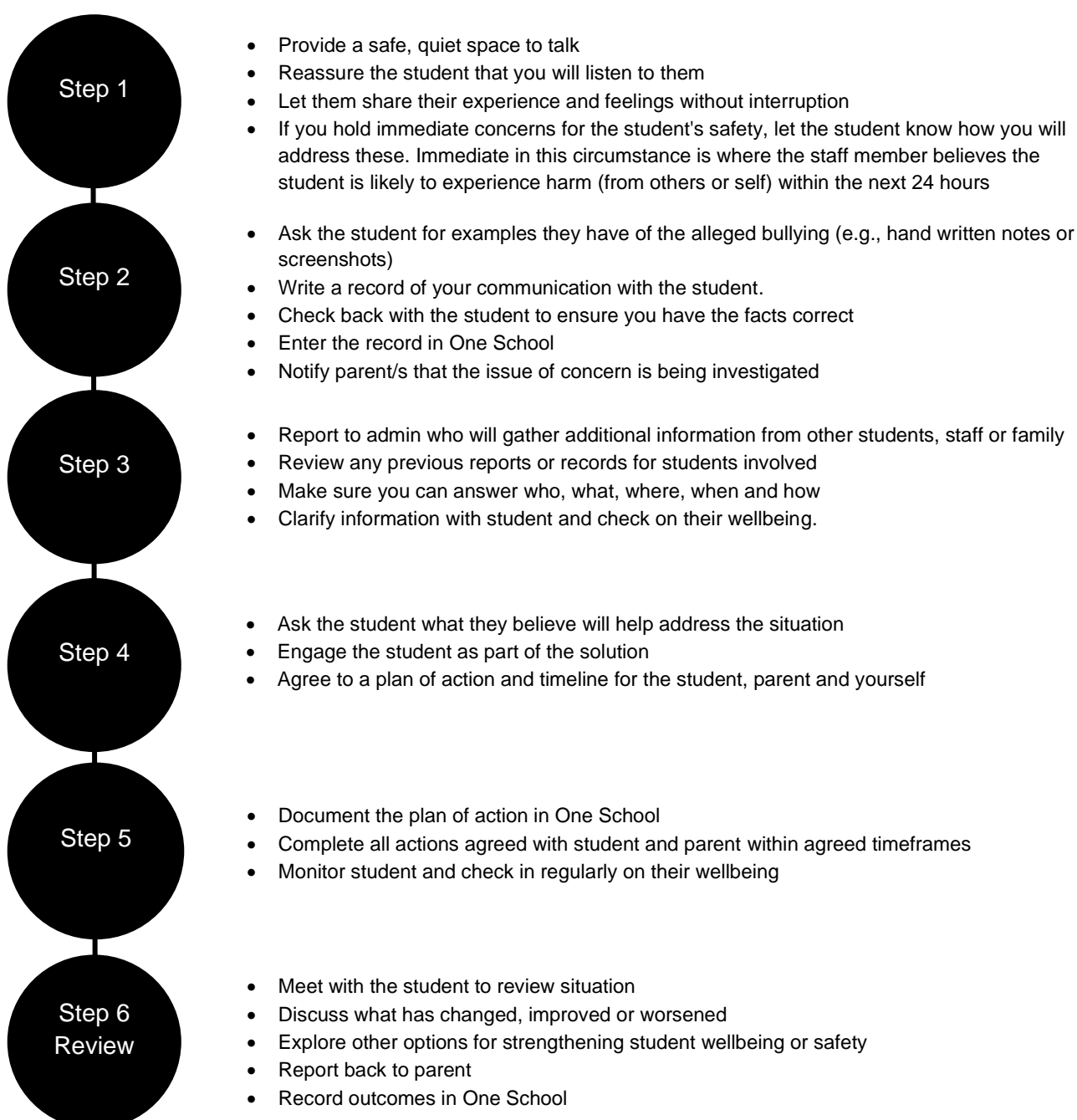
The following flowchart explains the actions Koolkan Aurukun State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

## Koolkan Aurukun 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 contacts for students and parents to report bullying:

Prep to Secondary – Class teacher



## Cyberbullying

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

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

## 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**

Koolkan Aurukun 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, such as classroom teacher, Principal, Deputy Principal, Guidance Officer and other leaders. 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 Koolkan Aurukun 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

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

It'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.

## **Safe, Responsible and Respectful Online**

**Students** of Koolkan Aurukun State School, in the event that you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

### **General Rules**

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure ([Use of ICT systems](#)).
2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students, and use appropriate spoken and written language at all times.
3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g. posters, laundry).

4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.

### **Acceptable/appropriate use/behaviour by a student engaged in online learning**

It is acceptable for students to:

- use supplied devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a device
- switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning
- use personal mobile device for private use before or after school only, ensuring it is stored in the appropriate area during school hours
- seek teacher's approval where they wish to use a mobile device under special circumstances.

### **Unacceptable/inappropriate use/behaviour by a student engaged in online learning**

It is unacceptable for students to:

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

- use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- use mobile devices at exams or during class assessments unless expressly permitted by school staff.

## Restrictive Practices

School staff at Koolkan Aurukun 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 Behaviour Risk Assessment Plan for any student involved in regular critical incidents, which should be saved and available for staff to review in One School.

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

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

## Conclusion

Koolkan Aurukun 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](http://www.ombudsman.qld.gov.au).

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

These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.



- Complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.