



Boonah State School

Student Code of Conduct 2023-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

At Boonah State School we recognise the close relationship between learning, achievement and behaviour, and are committed to providing a safe, supportive and disciplined school environment where both academic and social-emotional well-being of all school community members is valued, encouraged, modelled and actively promoted.

Boonah State School's *Student Code of Conduct* focuses on developing a supportive school environment and responsible, positive behaviour in all students. The Code of Conduct provides a framework for teaching students how to develop strong, quality relationships with others and to use positive and appropriate behaviours, which demonstrate respect and kindness towards themselves, others and the environment, and are acceptable within the community.

It is focused on supporting and promoting the positive behaviours of all students while acknowledging that some students demonstrate ineffective behaviours to meet their needs and that these need to be addressed within a framework of positive behavioural support. As well as identifying and reinforcing existing positive behaviours, our Code of Conduct focuses on teaching students to use positive behaviours and supporting them as they learn these skills so all students are successful and all staff enjoy a safe workplace.

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Endorsement

Principal Name:	Mark Winrow
Principal Signature:	
Date:	
P/C President and-or School Council Chair Name:	Kelly Skewes
P/C President and-or School Council Chair Signature:	
Date:	

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Principal's Foreword

Introduction

For over 140 years, Boonah State School has been providing high quality education for students in the Scenic Rim. It is our firm belief that that strong, genuine and positive relationships built on trust between all members of our community are the foundation for every student succeeding.

Our vision of Boonah Brilliance is driven by 4 core values:

Curiosity	about the world around and the people who live in it (including ourselves)
Care	for ourselves, for others and the environment around us
Collaboration	to learn and grow together
Courage	to take safe risks and stand for justice

Our 4 school rules which set the expectations for behaviour to achieve our core values are

SAFETY RESPECT RESPONSIBILITY ACTIVE LEARNING

These values and expectations have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all of our students to be confident, self-disciplined and kind young people. Our school staff believe that open and honest communication and positive relationships are paramount and this is reflected in our restorative approach.

Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also outlines steps school staff take to educate students in 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 and exclusion (as last resort).

I thank the students, staff and other members of the community for their work bringing this Boonah State School Student Code of Behaviour together over the last 6 months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

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 four different confidential surveys for

- parents
- students
- staff
- principals.

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)	93%	100%	86%
this is a good school (S2035)	97%	100%	86%
their child likes being at this school* (S2001)	97%	95%	87%
their child feels safe at this school* (S2002)	93%	95%	67%
their child's learning needs are being met at this school* (S2003)	93%	91%	87%
their child is making good progress at this school* (S2004)	93%	95%	87%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	89%	91%
teachers at this school motivate their child to learn* (S2007)	89%	100%	97%
teachers at this school treat students fairly* (S2008)	97%	95%	80%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	100%
this school works with them to support their child's learning* (S2010)	90%	100%	93%
this school takes parents' opinions seriously* (S2011)	93%	95%	78%
student behaviour is well managed at this school* (S2012)	75%	85%	55%
this school looks for ways to improve* (S2013)	93%	95%	83%
this school is well maintained* (S2014)	90%	95%	77%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2017	2018	2019
they are getting a good education at school (S2048)	100%	98%	95%
they like being at their school* (S2036)	98%	90%	93%
they feel safe at their school* (S2037)	100%	98%	80%
their teachers motivate them to learn* (S2038)	98%	100%	95%
their teachers expect them to do their best* (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	98%
teachers treat students fairly at their school* (S2041)	96%	94%	88%
they can talk to their teachers about their concerns* (S2042)	96%	89%	92%
their school takes students' opinions seriously* (S2043)	93%	90%	85%
student behaviour is well managed at their school* (S2044)	89%	86%	60%
their school looks for ways to improve* (S2045)	100%	98%	85%
their school is well maintained* (S2046)	98%	89%	83%
their school gives them opportunities to do interesting things* (S2047)	93%	93%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2017	2018	2019
they enjoy working at their school (S2069)	94%	93%	81%
they feel that their school is a safe place in which to work (S2070)	100%	89%	85%
they receive useful feedback about their work at their school (S2071)	87%	86%	60%
students are encouraged to do their best at their school (S2072)	100%	100%	88%
students are treated fairly at their school (S2073)	100%	82%	68%
student behaviour is well managed at their school (S2074)	61%	57%	39%
staff are well supported at their school (S2075)	77%	82%	48%
my work has a direct positive impact on the community (S3228)	97%	93%	100%
their school looks for ways to improve (S2077)	94%	96%	60%
my school has an inclusive culture where diversity is values and respected (S3202)	100%	93%	80%
This is a good school (S2108)	97%	96%	71%

* 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.

BOONAH STATE SCHOOL SCHOOL DISCIPLINARY ABSENCES			
Type	2016	2017	2018
Short Suspensions – 1 to 10 days	7	17	19
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Consultation

The consultation process used to inform the development of the Boonah State School Student Code of Conduct occurred in three phases, led by the Do No Harm Pillar Committee.

In the first phase, we surveyed students, parents and staff on school culture and climate and our current approach to managing behaviour. This included our student leaders conducting age appropriate forums with each class.

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

Finally, a draft Student Code of Conduct was prepared and shared to seek further feedback. The third phase of consultation was completed in December 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association for endorsement. The P&C Association endorsed the Boonah State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Boonah State School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and links on the Staff Portal. Any families who require assistance to access a copy of the Boonah State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

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

Learning and Behaviour Statement

Boonah State School strives to work with our community to nurture *Boonah Brilliant* children who are **curious, caring, collaborative** and **courageous**, ensuring success for everyone in an inclusive environment. We lead our children on a precise inquiry journey through the Australian Curriculum.

As our school vision suggests, we are a true community school with the firm belief that it takes a community to raise a child successfully. Everyone in the community is responsible for creating positive relationships to foster an environment of trust where mistakes are treated as learning opportunities through a restorative approach. It is our belief that rules do not teach children how to behave, but people do.

Effective behaviour support at Boonah State School includes:

- creation of a positive whole school culture
- quality learning and teaching practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- managed professional development, education or training for all members of the school community
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
- a continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups.

Student Wellbeing

Boonah State School are firm in their belief that 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. We offer a range of programs and services to support the wellbeing and learning 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 or leadership team if they would like individual advice about accessing particular services.

Curriculum and pedagogy

We 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](#).

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.

Life education

Boonah State School offers all students the opportunity to participate in the Life Education Program each year. This program covers a range of health and relationships issues relevant to their age, including drugs, tobacco, alcohol and puberty.

Specialised health needs

Boonah State School works closely with parents and the school nurse 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

Boonah 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.

Boonah 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

Boonah 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](#).

Suicide prevention

Boonah State School staff who notice suicide warning signs in a student 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, Boonah 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, Boonah 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, Boonah 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

Boonah 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 Boonah 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 Principal on the school phone number.

Role	What they do
Principal	<ul style="list-style-type: none"> provides social and emotional support to students, staff and families leadership of Student Support Network to promote an inclusive, positive school culture monitors attendance, behaviour and academic data to identify areas of additional need.
Class Teachers	<ul style="list-style-type: none"> responsible for student welfare for each child in their class ensures students feel safe and comfortable and want to come to school nurtures a sense of belonging to the class, year level and school.
Inclusion Teachers	<ul style="list-style-type: none"> works with the members of their support pod to develop reasonable adjustments for students to ensure equitable access to learning for ALL students provides social and emotional support to students monitors data to provide targeted support for students in academic, social and emotional learning
Guidance Officer	<ul style="list-style-type: none"> provides a comprehensive student support program within the school environment offering short-term, immediate 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 works with stakeholders to create Education Support Plans for students in out-of-home care collaboratively develops behaviour and risk management plans for students requiring them liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Education Support Officers	<ul style="list-style-type: none"> support student wellbeing by providing a safe, supportive and caring environment facilitate tailored support programs designed by teaching staff
Chaplain	<ul style="list-style-type: none"> supports students in-class and in small groups or individually to develop specific skills under the guidance of school staff implements specific support programs (Seasons for Growth, Fun Friends etc) connects families with community support networks as required
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.

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 Principal.

Whole School Approach to Discipline

Whole School Behaviour Expectations

Boonah State School Behaviour Expectations Matrix articulates the specific behaviours we expect of our students, staff and families. The matrix is informed by our school rules (Safety, Respect, Responsible and Active Learning) and our core values (Curious, Caring, Collaborative and Courageous).

The expectations contained in the matrix are explicitly taught regularly using stand-alone lessons and point in time teachable moments. While we teach these throughout the year, as a whole school we also focus on a particular school rule each term.

There is a schoolwide fortnightly focus at the school. The fortnightly focus is explicitly taught and reinforced through reward structures, parade and community communication throughout the fortnight. The fortnightly focus is chosen based on need as evidenced by data.

BSS Expectations Matrix

	Safety	Responsibility	Respect	Active Learning
Caring	<ul style="list-style-type: none"> -Report to the office to sign in if you are late -Use your hands, feet and objects with kindness -Walk on hard surfaces -Eat only your own food -Put rubbish in the bin -Store belongings in appropriate locations -Use equipment safely 	<ul style="list-style-type: none"> -Treat everyone with kindness -Support others 	<ul style="list-style-type: none"> -Share and take turns -Be hygienic - Respect others personal space - Use polite and positive language and actions (including manners) - Be a good listener - Celebrate success 	<ul style="list-style-type: none"> - Encourage the efforts of others - Fuel your body with brain food and water so you are ready to learn
Courageous	<ul style="list-style-type: none"> Leave valuable, dangerous or banned items at home (including toys) Care for equipment and use it safely Use the High Five Report bullying and inappropriate behaviours Follow all road safety rules 	<ul style="list-style-type: none"> -Be honest -Take responsibility for our own learning and behaviour choices -Be a good role model - Hand in personal electronic devices to the office upon arrival. 	<ul style="list-style-type: none"> - Represent our school with pride at all times - Always behave respectfully - Greet others warmly 	<ul style="list-style-type: none"> - Always do your best - Have a go
Collaborative	<ul style="list-style-type: none"> -Listen to and follow instructions -Follow the rules of the game. Stop playing and move to class area when the bell rings. -Line up, joining the line behind the last person and stay in lines when walking around the school. 	<ul style="list-style-type: none"> -Arrive on time -Wear the correct uniform -Be in the right place at the right time 	<ul style="list-style-type: none"> - Leave shared spaces clean and tidy - Walk quietly around the school during class time - 	<ul style="list-style-type: none"> -Take an active role in classroom activities -Use positive and friendly words to solve problems
Curious	<ul style="list-style-type: none"> -Ask, "Are you OK?" 	<ul style="list-style-type: none"> -Use computers and technology as instructed - Be prepared 	<ul style="list-style-type: none"> - Raise your hand to ask questions in class. - Ask questions and contribute your thoughts 	<ul style="list-style-type: none"> -Take every opportunity to learn - Ask questions and request help

Consideration of Individual Circumstances

Staff at Boonah State School take into account 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.

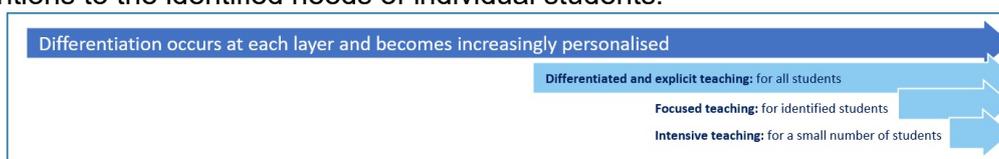
In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not 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 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 make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Boonah 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.



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 the School's Expectations Matrix. All acknowledgments of positive behaviours, teaching of expected behaviours and procedures for responding to unacceptable behaviours are related back to this Expectations Matrix. This involves:

- teaching behaviours in the setting they will be used
 - being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
 - acknowledging and rewarding appropriate behaviour
 - 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.



At Boonah State School we have high expectations for our children to be safe, respectful and responsible active-learners, who are caring, curious, collaborative and courageous. We believe every child can achieve these high expectations with the right support, and children should be acknowledged for being "Boonah Brilliant".

Our whole school system for acknowledging Boonah Brilliance is through the distribution of Boonah Boosts when children demonstrate our high standards of behaviour and effort. Below are some frequently asked questions regarding our current Boonah Boosts program.

How do I earn a Boonah Boost?

- Producing work which reflects the individual student's highest quality.
- Being seen or heard demonstrating our Fortnightly Focus Behaviour.
- Being seen or heard performing an act of kindness.
- Behaviour that goes above and beyond to exemplify our school's expectations and values.

How are Boonah Boosts recorded?

- All boosts earned will be entered into Class Dojo by class teachers.
- Specialist Teachers and Education Support Officers can award paper boosts to be entered on Class Dojo by their class teacher.

How am I rewarded for earning Boonah Boosts?

- You will spin the prize wheel when you reach incremental levels (10, 20 and 35).
- There will be different prizes at each level
 - 10 – ~~Zooper Dooper~~, 15 minutes free time in class, special stationery item or all 3 if you spin the star.
 - 20 – sausage sizzle voucher, 30 minutes free time, pack of special coloured pencils or all 3 if you spin the star.
 - 35 – Picnic with the Principal, afternoon session free time, book or all 3 if you spin the star.
 - invitation to participate in the end of year reward incursion for part or whole day (dependant on your level of reward – 10= 1 session, 20= 2 sessions, 35=3 sessions)

What happens when I earn 50 Boonah Boosts?

- As you have demonstrated excellence, you receive the following on parade:
 - 50 boosts badge to be worn with pride.
 - Name added to our new perpetual honour board in the hall.
 - Invite to participate in end of year reward excursion.

What is the 3 Star Lounge?

- When a student earns their third 50 boost badge they are able to access the 3 Star Lounge during break times (must earn third badge in 2023 or later).
- The 3 Star Lounge is passively supervised and includes cold water, x-box (not connected to internet), board and card games, books, air-conditioning, fridge and lounge chairs.



At Boonah State School we embrace diversity. We all need additional support at times to achieve success, academically, socially, emotionally and even financially. Driven by a genuine desire to help all of our children and families achieve success, we offer the following targeted support programs at our school.

Read 3

The cornerstone of reading success is a solid knowledge of sounds (phonemes) and the letters (or combination of letters) which create that sound (graphemes). While we explicitly teach this through our daily structured phonics program (Soundwaves), we realise that some children require additional support. Trained Education Support Officers deliver Read 3 to identified students in every class for 20 minutes 4 days a week.

Reasonable Adjustments

Children in our school have been diagnosed with a cognitive, social/emotional, sensory or physical disability (using the guidelines of the Disability Discrimination Act). Some of these students are provided reasonable adjustments through quality differentiated teaching practice. Others required additional reasonable adjustments which are categorised as supplementary, substantial, extensive or extensive plus. The adjustments are developed and reviewed collaboratively with class teachers, Inclusion Teacher (Mrs Kostecki), Head of Department – Curriculum (Ms Collins), relevant Education Support Officers and parents. These adjustments are provided by teachers and Education Support Officers, in class and in small groups (dependant on need).

Social Emotional Programs

While we deliver whole school social emotional programs, aligned to our 4C's (Caring, Curious, Collaborative, Courageous), we know some children need additional support. They can include Fun Friends, Seasons for Growth, Building Bridges, Restorative Practices, Art Therapy and Zones of Regulation (dependant on need). They are usually delivered by our Guidance Officer (Mr Osborne), Chaplain (Mrs Kowald), Inclusion Teacher or Education Support Officers, with reinforcement from class teachers and admin.

Breakfast Club

Good nutrition is the key to learning. Knowing some of our children may miss breakfast, for a range of reasons, we offer breakfast club each Tuesday from 8:00-8:30am in the covered area. Our Chaplain helps children make the muffins fresh each Monday afternoon and they are served by volunteer staff and students. This service is funded by the school.

Fruit

Every class has a daily fruit break at around 10am. Children are asked to provide their own fruit. Fruit is available for students who do not have fruit through the office. This service is partly funded by the school and partly by generous staff.

S'Cool Moves

Every child at our school enjoys a weekly Health and Physical Education (HPE) lesson with a specialist HPE teacher and daily movement time in their class to aid their physical development. Some children require additional support with developing their gross motor skills. These children engage in small group S'Cool Moves sessions, facilitated by Education Support Officers, aimed at their specific need (eg. balance, catching, throwing etc). This evidence-based program is designed by Physiotherapists and reading specialists to develop gross motor and language skills.

Playgroup

Our support of the children in our community begins before they are old enough to start at our school. Our Chaplain facilitates a playgroup for all Boonah families (regardless of enrolment or intended enrolment) each Monday at 9:15am. The playgroup provides families with an opportunity build networks and for children to interact with other children to develop oral language and social skills.

At Boonah State School we embrace diversity. We know that every student has a gift that needs nurturing into a talent. In an effort to foster excellence, we offer the following extension and enrichment programs.

Are you creative? Do you enjoy artistic pursuits? If so, then **ART CLUB** is for you. **Art Club is held in the Music Room every Tuesday at second break.** Come and learn techniques and create masterpieces to showcase around the school.



Do you enjoy a challenge? Is your mind wired strategically and logically? **CHESS CLUB** is probably your thing. **Play Chess against your friends and peers every Tuesday at first and second break in Mr Bomgaard's room.** You may be invited to join our Chess team which competes in the Gardiner Chess competition at Ipswich Boys Grammar each year (we have even won medals).

Is your family driven wild by your humming? Do you love to play a tune? **GUITAR CLUB** may be your outlet. **Bring your own guitar to Mr Bomgaard's room every Thursday at first and second break** to learn a song or two to perform for the school on assembly.



Are you a budding masked singer? Is the shower your musical stage? Consider joining our **GLEE CLUB every Monday at first break in the music room.** Ms B and Mrs Jeppesen will prepare you to perform for us.

Do you excel in science and maths? Do you get a buzz from solving problems? **STEM** extension is just the thing for you. **Every Thursday our Yr 1-3 and Yr 4-6 STEM groups work with Mrs Lynn (qualified science teacher) and Dr Jim Hannan (Honorary Principal Fellow at University of Queensland) as part of our schools CSIRO in Schools partnership. Interested students are also invited to be part of our SCIENCE CLUB with Mrs Lynn each Thursday at first break.**



Not sure what your "thing" is yet? Still exploring a range of interests? Fortunately, we have **CONNECT 4. Every child in our school participates in Connect 4 every Friday after second break.** This program offers a wide range of activities for you to choose from. Activities can include sport, gardening, imaginative play, community service, theatre sports and more.

Other opportunities for extension will also be added as they become available through the year. These could include Australian Maths Trust competition, Regional Maths Challenge Cup, Readers Cup and more.

As their primary educator, please encourage your child to take advantage of these incredible opportunities.

Focused Teaching

Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of the school's Expectations Matrix. The types of interventions offered at this level will vary according to the needs of students, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are sustainable
- 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).

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.

Intensive Teaching

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.

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

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

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

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

Legislative Delegations

Legislation

- [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

Whilst the focus is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable and responses to these can include the most stringent step of exclusion. This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered.

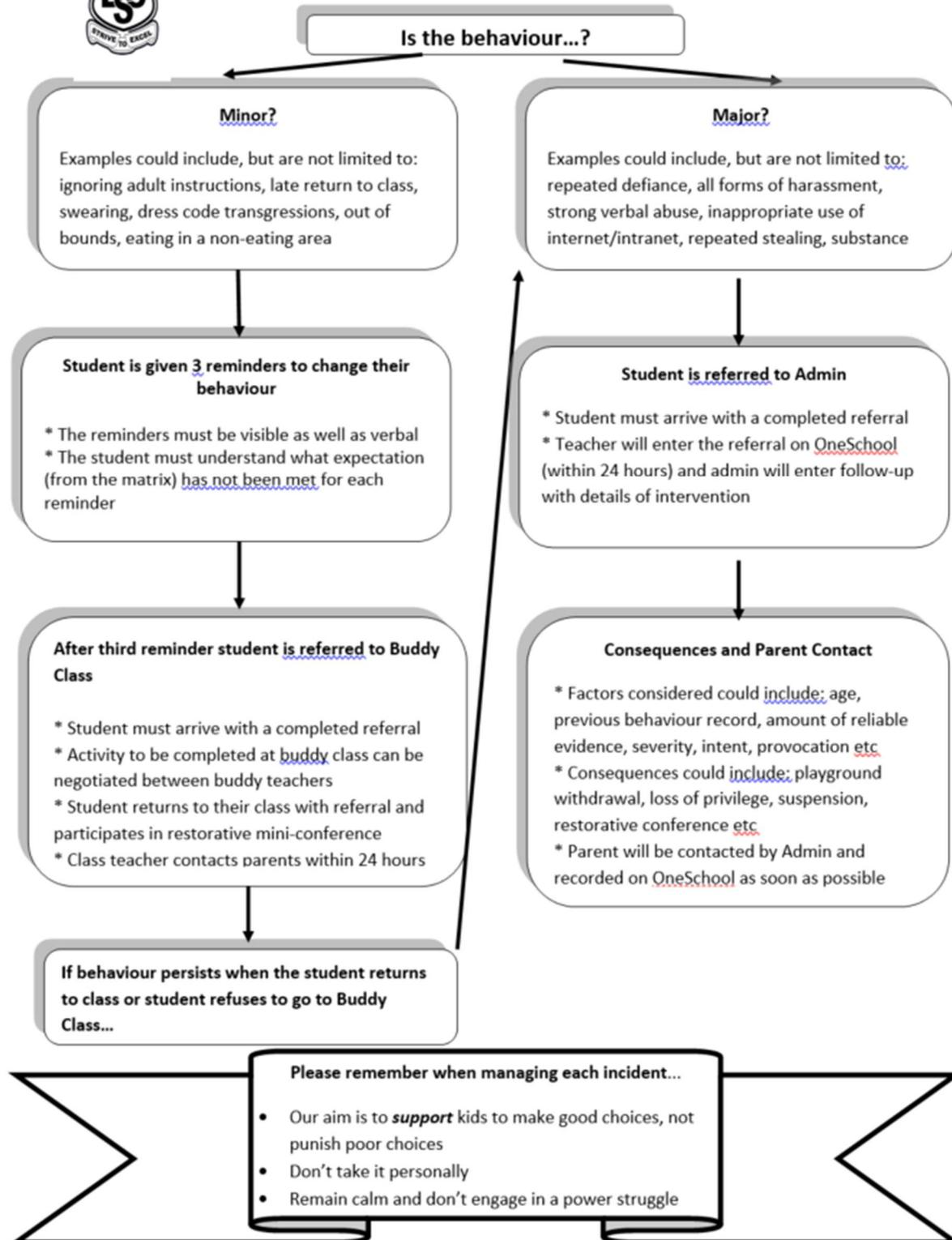
The following table outlines some student behaviours and possible consequences which would be put in place within the framework of a graduated process of support and intervention. These consequences are not in sequential order and any may be applicable to the behaviour presented at the Principal's discretion.

Behaviour	Possible Consequences
Inappropriate student behaviours at this level include: <ul style="list-style-type: none"> ▪ minor incidents ▪ ignoring instructions and direction ▪ lateness to class ▪ littering ▪ swearing ▪ inappropriate use of mobile phones and other electronic devices ▪ uniform/hair/makeup/jewellery transgressions ▪ eating/drinking in classrooms and play areas designated as non-eating areas 	Teacher/Teacher Aide initiated actions could include: <ul style="list-style-type: none"> ▪ Restorative conference ▪ verbal negotiation ▪ reminder of classroom expectations ▪ in-class separation or isolation ▪ removal from classroom for one-on-one resolution ▪ Buddy Class/Thinking Chair Referral ▪ assign student to accompany you on yard duty ▪ parent contact
Inappropriate student behaviours at this level include: <ul style="list-style-type: none"> ▪ referrals from staff to admin ▪ repeated defiance ▪ all forms of harassment – including cyber-bullying through the use of technology (e.g. mobile phones, chat rooms, emails, web pages – Face Book, My Space ▪ strong verbal abuse towards students and staff ▪ inappropriate use of school intranet/internet 	Teacher/Admin actions or Student Support Forum Actions could include: <ul style="list-style-type: none"> ▪ restorative conference ▪ a monitoring program ▪ resolution meeting as required ▪ peer mediation or restorative conference ▪ referral for assessment and specialist support – Support Teacher - Learning Difficulties, Advisory Visiting Teacher, Guidance Officer, ▪ Individual Behaviour Support Plan ▪ exclusion from school intranet for defined period. ▪ restitution ▪ monitoring and anecdotal notes by teachers ▪ parent contact ▪ interagency referral ▪ Internal withdrawal from class and playground
Inappropriate student behaviours at this level include: <ul style="list-style-type: none"> ▪ stealing ▪ truancy/unexplained absenteeism ▪ school refusal ▪ physical aggression towards students and staff ▪ smoking ▪ pornography 	Initiated actions may include: <ul style="list-style-type: none"> ▪ restorative conference ▪ referral back to Student Support Forum to review Individual Behaviour Support Plan ▪ parent/carer interview and involvement in Support Plan ▪ referral to outside agency ▪ referral to/consultation with the principal ▪ Internal withdrawal from class and playground

<ul style="list-style-type: none"> ▪ intimidation of staff ▪ harassment of staff through the use of technology (e.g. Utube, web pages, chat rooms, etc) ▪ vandalism ▪ sexual harassment/misconduct. 	<ul style="list-style-type: none"> ▪ suspension in line with Education Queensland Policy ▪ re-entry meeting or restorative conference on return from suspension ▪ police notification
<p>Inappropriate student behaviours at this level include:</p> <ul style="list-style-type: none"> ▪ unexplained absenteeism ▪ possession of drugs ▪ possession of a weapon ▪ supply of drugs ▪ use of a weapon ▪ violent assault. 	<p>Principal in consultation with other staff determines the most appropriate course of action which may include any of the following:</p> <ul style="list-style-type: none"> ▪ <i>restorative conference</i> ▪ Individual Behaviour Agreement ▪ Altered contact time at school ▪ Parent/carer interview ▪ Police notification (if illegal behaviour) ▪ suspension in line with Education Queensland Policy ▪ recommendation for exclusion in line with Education Queensland Policy



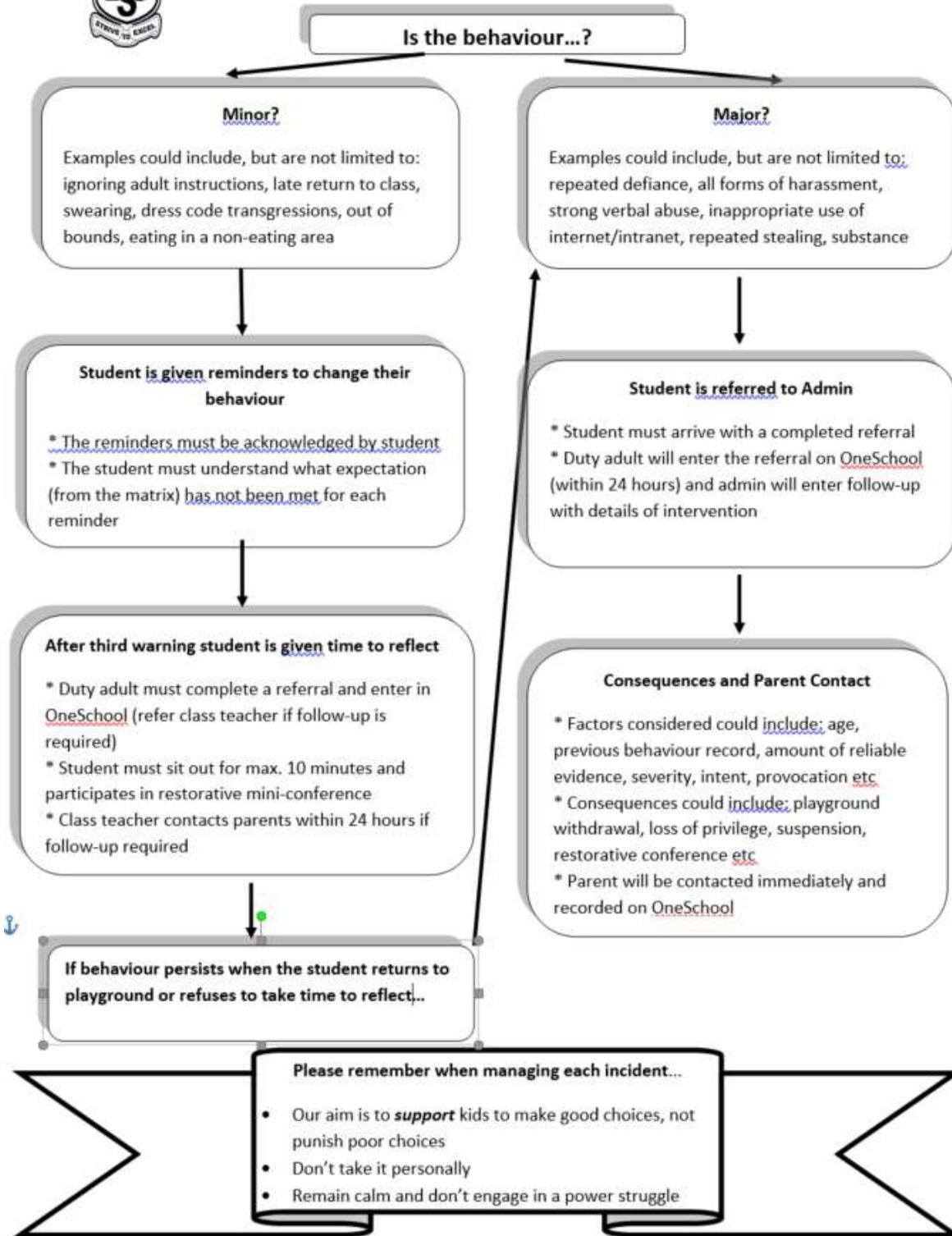
Boonah SS – Classroom Behaviour Support Flowchart



alia)



Boonah SS – Playground Behaviour Support Flowchart



School Policies

Boonah 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 and 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 order 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 Boonah 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, laser pointers)
- drugs** (including tobacco)
- highly caffeinated energy drinks (including Cola, iced coffee)
- 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 Boonah 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 Boonah State School

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

This policy reflects the importance Boonah State School places on students demonstrating expected behaviours whenever they are using personal electronic devices. Personal Electronic Devices include, but are not limited to, gaming devices, laptop computers, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods, tablets, smart watches and devices of a similar nature. This policy is guided by [Advice for state schools on acceptable use of ICT facilities and devices](#)

Certain Personal Electronic Devices Banned From School

Students must not bring valuable personal electronic devices like gaming devices, cameras, digital video cameras or MP3 players to school as there is a risk of damage, theft or breach of personal privacy. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Repeated breaches of this expectation will result in the item being returned directly to the parent. Smart watches are permitted if they are SIM/wifi disabled during the school day.

Mobile Telephones

This school understands that many parents provide their children with personal Mobile telephones. Phones that are brought to school must be left at the school office, as the use of personal phones during school hours is not permitted. Students will sign the phones into the office on arrival at school, and then sign for them at the end of the school day. Phones which are left in the office must be switched off or placed in silent mode.

Confiscation

Personal electronic devices used contrary to this policy on school premises will be confiscated by school staff. If confiscated, they will only be returned in the presence of a parent. Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Recording Voice and Images

Every member of the Boonah State School community should feel confident about participating fully and frankly in all aspects of school life, without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent. There may be opportunities for students to use recording devices provided by the school as part of their studies, e.g. digital cameras, video cameras or voice recording devices. Use of Departmental recording devices is only permitted when expressed consent is provided by the class teacher.

Boonah State School does not tolerate bullying behaviour. This includes bullying conducted by electronic means (cyberbullying). Even where consent is obtained for recording, the school will not tolerate such images or sound being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent, a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording,

are in breach of this policy, and may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent is against the law and if detected by the school will result in a referral to QPS.



Text communication

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

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

At all times, while using ICT facilities and devices supplied by the school, students will be required to act in line with the requirements of the Boonah 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 or inappropriate 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

Definition – What bullying IS and what bullying is NOT.

Bullying is repeated, systematic verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying that is carried out through information and communication technologies.

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 still need to be addressed and resolved.

What roles can students play in bullying behaviour?

Not all students play a clear role as either the student who is bullying or the student who is being bullied. Students at Boonah State School can identify the following roles they may take in different circumstances:

- **Ring Leader:** students who through their social power can direct bullying activity.
- **Associates:** students who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- **Reinforcers:** students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.
- **Outsiders/Bystanders:** students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.
- **Defenders:** students who try to intervene to stop the bullying or comfort students who experience bullying.
- **Target:** student who has been subjected to the bullying behaviour.

What do students do when confronted with Bullying Behaviour?

Students are encouraged to use the Hi-5 when initially confronted with potential bullying behaviour. This is an important first step as it empowers students to deal with inappropriate behaviour immediately. It can also be useful when establishing if behaviour is indeed bullying or not (as per definition above).

Hi-5

1. Use friendly language to tell the person what they are doing that you don't like and how it makes you feel and that you would like them to stop.
2. Ignore the behaviour.
3. Walk away from the behaviour.
4. Use assertive language and tone to tell them to stop.
5. Report, report, report until the behaviour stops.

How do I report Bullying behaviour?

All reports of bullying behaviour will be investigated and responded to appropriately (refer to School Response to Bullying Behaviour). Students, parents, staff or community members

are encouraged to report bullying behaviour to school staff. Anonymous reports can be sent to BullyBuster@boonahss.eq.edu.au

How does the school respond to Bullying Behaviour?

Boonah State School's response to Bullying Behaviour has been contextualised from a range of approaches developed by respected researchers – namely *Mediation, Restorative Practice, Support Group Method and Method of Shared Concern*.

The purpose of this response is to support the ring leader, associates and reinforcers to identify the effect of their behaviour and make the appropriate changes and to empower the target, defenders and outsiders/bystanders with strategies and confidence to deal with bullying behaviour.

Step 1. Identify the individuals involved in the problem

All individuals involved in the problem are identified through the initial report. Some clarification may be needed by interviewing the source of the initial report.

Step 2. Identify individuals' roles

The roles individuals have played are identified through initial interviews. The roles may become clear by interviewing only a couple of individuals, so it may not be necessary to interview everyone at this early stage.

Step 3. Prepare the target for a group meeting

The Restorator talks with the target to prepare them for meeting with the group. It may be beneficial to prepare the student for exactly what they might say and give them an opportunity to rehearse it – especially if they are particularly worried or scared.

Step 4. Convene a group meeting

Meet with all individuals involved in the problem in a safe, neutral environment which is private and free from interruptions. It is important to allow enough time for the meeting to reach its natural conclusion.

Step 5. Explain the problem

The Restorator draws attention to the problem and especially to the distress that the target is experiencing, using evidence provided by the target.

Step 6. Promoting Shared Responsibility

The Restorator makes it clear that no one is going to be punished or blamed at this stage and that the purpose of the meeting is to work together to find a solution in which everyone has a responsibility.

Step 7. Sharing thoughts/feelings

Each student is given a chance to share with the group how they are feeling and what they think needs to be done to resolve the situation. A good framework can be *"When you say/do... I feel/think... I acknowledge that I... but I need ... to feel safe and happy again"*. This will most likely need to be modelled and scaffolded.

Step 8. Developing a solution

The Restorator facilitates a conversation which develops an appropriate solution which everyone is satisfied with. It is important that the solution provides appropriate

opportunities/strategies to deter the behaviour of the ring leader, associates and reinforcers and empower the target, defenders and outsiders/bystanders.

Step 9. Reaching agreement

Once the solution has been developed it is documented and agreed to by all parties. It needs to be made clear that there will be consequences for those who break the agreement and what those consequences might likely be. The agreement is signed by all parties and everyone is given a copy which can be shared with their parent/carer. All agreements must contain the following condition *“Any breaches of the agreement must be reported immediately without retaliation.”*

Step 10. Follow Up

In the weeks following the meeting/agreement, it is important for class teachers and Restorators to regularly follow up with individuals to check the effectiveness of the solution. Sometimes the solution may need to be changed/adjusted. It is also important to ensure that consequences are imposed when necessary.

Appropriate use of social media (Mandated)

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.

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](#).

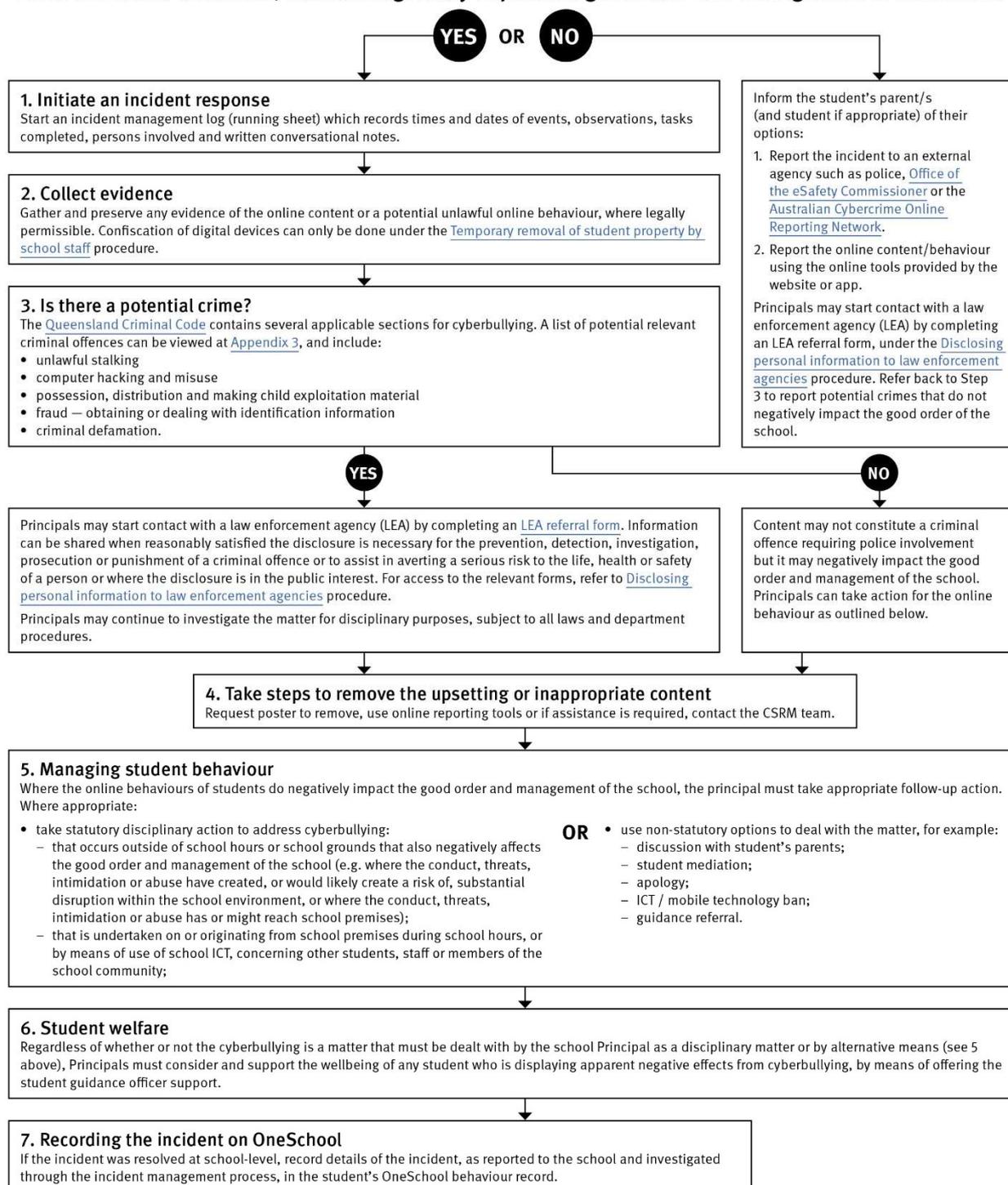
Explicit images

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](#).

Help

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

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





We care about our students, their safety and their image in the community. We believe that their appearance is a significant visible communicator about our school. In accordance with community feedback and health and safety issues, the following uniform policy is in place.

Students must be in their school uniform at all times unless indicated otherwise. While every effort will be made to supply the appropriate uniform when necessary, children who are out of uniform will sit in their designated eating area during play breaks. Ongoing uniform issues will be discussed with parents to arrange a solution.

The P&C of Boonah State School supports a student dress code because it assists in providing a safe and supportive teaching and learning environment by:

- Ready identification of students and non-students at school
- Eliminating distraction of competition in dress and fashion at school
- Fostering a sense of belonging
- Developing mutual respect among students through minimising visible evidence of economic or social difference
- Helps to build a culture of pride in our school

Shirts	<ul style="list-style-type: none"> • BSS school shirt • House school shirt
Shorts	<ul style="list-style-type: none"> • micro-fibre royal blue • gabardine royal blue • mesh royal blue
Skorts	<ul style="list-style-type: none"> • royal blue
Hats	<ul style="list-style-type: none"> • navy, wide-brimmed (no hat no play – children to sit in designated eating area)
Long pants	<ul style="list-style-type: none"> • navy preferred • plain, dark-coloured
Tights/stockings/leggings	<ul style="list-style-type: none"> • navy or skin tone to be worn under shorts/ skorts only
Jackets/Jumpers	<ul style="list-style-type: none"> • BSS jacket • navy • plain, dark-coloured
Shoes	<ul style="list-style-type: none"> • covered and enclosed (sandshoes/school shoes)
Socks	<ul style="list-style-type: none"> • short/ankle • plain white/black (no logos)

The P&C Uniform Shop is available to allow for ease and convenience of purchase. QKR app is the preferred method for purchasing uniform or please see the Office staff for opening hours.

Jewellery: Students may wear a watch, small ear studs or sleepers (max. 2 per ear), medical tags and school badges only. Other jewellery will be removed

Nail Polish and Make-Up are not to be worn. They will be removed.

Temporary tattoos must not be visible. They will be removed.

Hair longer than shoulders must be tied back to prevent the spread of head-lice (for boys and girls). Hair bands will be supplied if hair is not tied back.

The P&C of Boonah State School supports a student dress code for Boonah State School. We believe it promotes the objectives of Education (General Provisions) Act 2006.

Mark Winrow
Principal

Kelly Skewes
P&C President

Endorsed at the P&C General Meeting on Monday 27 February 2023

Restrictive Practices

School staff at Boonah 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.

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.

BOONAH STATE SCHOOL
Critical Behaviour Management Plan

