

Student Code of Conduct

1. Endorsement			
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2. Contents			
1. Endorsement			1
2. Contents			1
3. Purpose.....			1
4. Whole School Approach to Discipline			1
5. Learning and Behaviour Statement.....			3
6. Multi-Tiered Systems of Support & Consideration of Individual Circumstances.....			3
7. Legislative Delegations			6
Legislation.....			6
Delegations.....			6
8. Restrictive Practices			6
9. Critical Incidents.....			7
10. School Policies.....			8
11. Conclusion.....			8
3. Purpose			
<p>Barcaldine Prep-12 State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. We want students to have opportunities to engage in quality learning experiences and acquire values supportive of their long-term wellbeing.</p> <p>The Barcaldine Prep-12 State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline. It is designed to facilitate high standards of behaviour so that the teaching and learning in our school can be effective and students can positively participate within our community. We want to ensure a safe workplace for all stakeholders.</p> <p>Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success.</p>			
4. Whole School Approach to Discipline			
<p>Barcaldine Prep-12 State School uses Rudolf Dreikurs' Social Discipline Model to support discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.</p> <p>At Barcaldine Prep-12 State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.</p> <p>Dreikurs' theory is based on the notion that everyone wants to fit in and is strongly related to the field of social psychology which focuses on the influence of society on human behavior. According to this model, punishment is largely ineffective. Instead, Dreikurs' model of social discipline in the classroom focuses on consequences and encouragement as the keys to effective discipline.</p>			

Dreikurs' Social Discipline Model claims that the goal of misbehaviour is usually one of:

- attracting attention,
- power,
- revenge, or
- escape by withdrawal

And that which one it is likely to be, can be diagnosed by observing the effect the behaviour has on the teacher.

If the teacher feels:

- Minor annoyance and frustration, the goal is attention seeking. E.g.
 - Jamie is a second-grade student. Jamie frequently defaces school property. For example, he writes on his desk and the walls of the classroom. Jamie's teacher feels very annoyed by his behavior and has been punishing him by removing him from the classroom, but it doesn't seem to be working.
 - Dreikurs' model of discipline explains Jamie's behavior as a cry for attention. The behavior is working because the teacher feels annoyed and responds to the behavior with punishment. Dreikurs' model of social discipline might require that Jamie cleans his desk and the walls to remove his writing. This qualifies as a natural or logical consequence, a hallmark of Dreikurs' model.
 - In addition, the teacher might use encouragement at times when Jamie is demonstrating appropriate classroom behavior.
- Personally challenged, the goal is power. E.g.
 - Terence is in first-grade. He loves to build towers with blocks. However, Terence sometimes knocks down the block towers built by his classmates. Despite the fact that Terence's teacher places him in time out when he does this, he continues the behavior.
 - According to Dreikurs' model of social discipline, Terence is seeking power and control. By placing him in time out, he is losing the social connection that he is seeking, which might explain why it isn't working.
 - According to Dreikurs' model, the teacher should require Terence to rebuild the block towers that he knocks down. He might also be prevented from playing with the blocks each time he knocks down the tower of another student. Finally, encouragement can be used to reinforce Terence's positive behaviors when using the blocks.
- Deeply hurt, the goal is revenge. E.g.
 - Anna is in the fifth-grade. She recently received a low score on the weekly spelling test. Since then, she's been very disrespectful and demeaning to her teacher in class. This is hurtful and disruptive in class.
 - Dreikurs' model of social discipline explains Anna's behavior as revenge-based because she is blaming her teacher for the low score on the spelling test. Anna might be asked to apologise to her teacher as a natural consequence for the behavior. Encouragement should also be used to help motivate Anna to prepare more effectively for the next spelling test.
- Like giving up, the goal is escape by withdrawal. E.g.
 - Jordan is in fifth-grade as well. She refuses to speak when called upon in math class. Therefore, her teacher no longer calls on her.
 - Dreikurs' model relates Jordan's lack of participation in class to feelings of inadequacy. For example, Jordan may believe that she is bad at math thus does not want to speak up in class for fear that she will respond incorrectly. Instead of giving Jordan the chance to remain quiet in math class, the teacher should continue to call on her and should encourage her for making an effort. This pattern of consequence and encouragement may help to alleviate Jordan's feelings of helplessness when it comes to math.

The two most common goals are attracting attention, and escape by withdrawal. There are two broad approaches to addressing chronic misbehaviour, which can roughly be matched against these two goals respectively:

1. **Relationship Building:** through building rapport and having private conversations with the students, often acceptable behaviours can be negotiated where both the teachers and the students' needs are being met.
2. **Breaking the cycle of discouragement:** through scaffolding, careful design of lessons and praise, the student can be given a feeling of success which can sometimes break through their cycle of discouragement.

The development of the Barcaldine Prep-12 State School Student Code of Conduct is an opportunity to explain the whole school approach to behaviour with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of Dreikurs' Model 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 Dreikus' Model are encouraged to speak with the class teacher or make an appointment to meet with the principal.

5. Learning and Behaviour Statement

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

As a school, we believe that staff, students and the community should approach education *in all our best*. If we give our best in all facets of the school environment, we are well on the way to developing confident and capable young people. Underpinning this approach are the mantras of our school by which we conduct ourselves - through staff reinforcement and student accountability.

In All Our Best (School Motto): We believe that we should do everything we do *In All Our Best*.

Attitude + Effort = Success: With the right attitude towards learning and putting in the best effort, everyone can achieve success in their schooling.

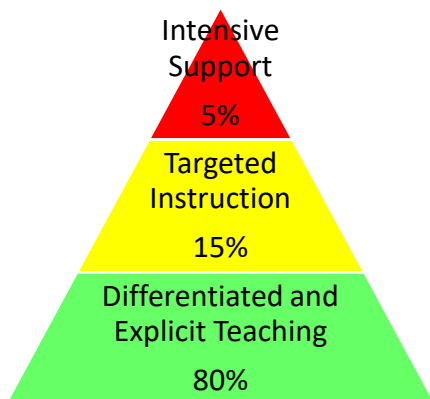
Time on Task: Teachers provide great teaching, learning and educational opportunities, our students respect this by focusing on the task in front of them, placing that time as a priority for their learning.

Fun Safe Play: Students approach play with an emphasis on Fun, but with a responsibility to remain safe at all times.

Behaviour Influences Behaviour: We recognise as a school community that our behaviours have an influence over others both positively and negatively. We understand that our behaviours have power and while we are each responsible for our own behaviour, we are collectively responsible for the wider impact that these behaviours may have on our learning community.

Supporting these mantras is the notion of ***Calm and Reasonable***: where students and staff promote a school wide expectation that there will be a calm approach to all facets of school life and student responses will be appropriately reasonable to any issue or request that arises throughout school operations.

6. Multi-Tiered Systems of Support & Consideration of Individual Circumstances



In conjunction with Dreikus' Model, Barcaldine Prep-12 State School uses a locally contextualised version of the Education Queensland 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.

Staff at Barcaldine Prep-12 State School consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because

treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence 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.

TIER 1: CLASSROOM TEACHING

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 Rudolf Dreikurs Social Discipline Model (See Whole School Approach to Discipline).

We work to:

- Build relationships through positive engagement (i.e. Postcards, Phone Calls, Shout Outs & General Acknowledgements)
- Get to know our students & share knowledge about students (i.e. staff meetings)
- Develop personalised learning plans for preventative behaviour and use consistent strategies
- Teach positive expected behaviours through Primary Roll Time & Secondary House Groups

When responding to behaviours we:

- Question rather than challenge, redirecting through task **reinforcement/assistance**
- Use both formal and informal Peer Conversations to develop strategies for individual students or year level cohorts as a whole.
- We proactively record behaviours and make contact when issues arise.

When we teach, Barcaldine P-12 State School teachers use a toolkit of Strategies. We:

- Use the basic essential skills of classroom management
- Plan and deliver engaging lessons
- Create rapport building opportunities inside and outside the classroom
- Contact parents with a phone call in the case of concerning behaviours
- Liaise with school leadership to provide further support and professional development opportunities

TIER 2: FOCUSED SUPPORT

If a student requires additional support beyond that of a classroom teacher, we will implement the Tier 2 support process. 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 students who require more detailed instruction on particular aspects of Social Discipline. The types of interventions offered at this level will vary according to the needs of each individual student.

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.

Each stakeholder in a student's education has a unique role in this stage of intervention. When a student is referred by a teacher to leadership the following will occur:

1. Case manager (Leadership: Principal, D.P., HOD or HOSES) assigned
2. Meeting held within reasonable timeframe with all stakeholders - Parents, Student & Case Manager

3. Proactive management plan developed in consultation between all stakeholders that will include a variety of strategies to improve student behaviour and engagement.

The following are examples of interventions (non-exhaustive) that may be implemented:

- Regular Leadership/Student Check-ins
- Behaviour Monitoring Cards
- F Block class withdrawals
- Regular Parental check-ins
- Removal of representative privileges for sport, music or other school representative opportunities

TIER 3: TARGETED INTERVENTION

Individualised services may be provided for students (2-5%) who require the most intensive support a school can offer. 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 functional behaviour 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. The Tier 3 process is school driven by leadership through a regularly engaged case manager.

Engaged Case Management will include:

- Provision of targeted differentiation (i.e. minimalised timetable, later start to the beginning of class, leadership walking students to class).
- Intensive Behaviour Training for student – Working with GO, HoSES and outside agencies.
- Intensive Behaviour consultation for staff. (Specific PD for staff either at school or professional PD opportunities regarding individual student in question and problem behaviours).

Parental Engagement will involve:

- Parent & Leadership Behaviour Meetings on a regular basis
- Parent, Leadership and student re-entry meetings in case of Student Disciplinary Absences (SDAs)
- Contact recorded in OneSchool with Minutes from meetings with documented follow-up expectations for School, Parents and Students involved.

Further Intervention that will be used in Tier 3 are:

- Individual Behaviour Plans (IBP)
- Functional Behaviour Analysis (FBA)
- CQRET referral
- Child Youth Mental Health Services referral
- Royal Flying Doctors referral
- Outback Futures referral
- Class withdrawals
- Suspension (external SDAs)
- Exclusions

School Obligations: All incidents are to be recorded in a detailed, specific and timely manner on OneSchool. It is a legal obligation that the school provides work for students who are on class withdrawal, suspension or exclusion.

7. Legislative Delegations

Legislation

In this section of the Barcardine Prep-12 State School Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

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

8. Restrictive Practices

School staff at Barcardine Prep-12 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 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.
- All staff training on appropriate handling – no training = no restriction
- If whole school staff training cannot occur – then wording needs to be – only staff trained in appropriate restrictive practice policy can physically restrain a child.
- All matters of violence towards staff needs to be documented on My HR – Workplace Health and Safety.

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.

9. Critical Incidents

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

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

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

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

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

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

10. School Policies

Mandated supporting documentation for the student code of conduct can be found on the school website including detailed explanations of the School's approaches/policies on the following issues:

- *Student Disciplinary Consequences Policy*
- *Student Wellbeing Policy*
- *Student Property & Bullying Policy*

11. Conclusion

Barcaldine Prep-12 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 they feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school. The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov. Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.
2. Internal review: contact the local Regional Office. If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.
3. External review: contact a review authority. If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au

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

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