



Belmont State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name: Angela Douglas

Principal Signature: *A Douglas*

Date: 26.02.2021

School Council Chair Name: Helen Perry-Momin

School Council Chair Signature: *H Perry-Momin*

Date: 26.02.2021

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Purpose

Belmont State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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



Principal's Foreword

Belmont State School is an exceptional learning community where we all work co-operatively to realise our school motto – “strive to excel”. Our school builds on a long and proud tradition and ensures a commitment to and a belief in, each and every student succeeding.

Enthusiastic students, professional staff and a positive school community are strongly supportive of student achievement and embrace inclusive experiences and programs that foster social-emotional learning and strong supportive relationships.

Our school provides quality co-educational learning for students from the Prep Year to Year Six and has a professional, skilled and passionate staff who facilitate quality education. Our school staff strive to ensure all students are provided with the opportunity to learn, succeed, achieve and improve. Academic success and achievement are coupled with a wide range of arts, cultural and sporting opportunities. Learning activities are purposeful, challenging and fun.

As an inaugural Independent Public School in Queensland, Belmont State School continues to explore innovations to ensure growth and improvement in and for learning. In 2013, the Belmont State School Council was established to continue to guide the vision and direction of our school. Our active and effective P&C Association and supportive school community enhance the collaboration and partnership that comes with quality education.

Our four Belmont Star values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students. They are the foundation of our strong school culture.

- **be safe,**
- **be a learner,**
- **be respectful and**
- **be responsible**



They promote a safe, supportive, inclusive and vibrant learning environment.

School staff take an educative approach to discipline based on the belief that behaviour can be taught and mistakes are opportunities for everyone to learn.

Our Student Code of Conduct also provides an overview of the school's policies on use of technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, staff, parents and wider community members for their work in bringing our Student Code of Conduct together. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

School Council Statement of Support

On behalf of the Belmont State School Council Members, we endorse the new Student Code of Conduct. The consultation process led by the school leaders and staff members has ensured that parents have had the opportunity to contribute and provide feedback on the final construct. Community consultation has been fundamental in the development of the Belmont State School Student Code of Conduct, as the awareness and involvement of parents is critical in enabling students to have support in understanding and achievement of set expectations.

Research shows that students benefit from parents' active involvement in their child's school. We encourage all parents to familiarise themselves with the Belmont State School Student Code of Conduct, and to take time to talk with their children about the expectations. This also provides parents with an opportunity to discuss any support they may need and utilize school resources to do so. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating as it can have a particularly devastating impact on students. It is important that every parent and child of Belmont State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, whether within or outside the school environment. It is important that parents and children know that the school provides support and advice to help address problems of bullying. Early intervention is always advisable (Flowchart provided on page 33). The flowchart provides an excellent starting point to understand how to approach the school when experiencing these types of problems. Belmont State School has a zero tolerance to bullying and your assistance as parents can help to address matters in a nonconfrontational way while seeking optimal outcomes. Our commitment is epitomised by the Belmont State School Star.

Any parents who wish to discuss the Belmont State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or members of the Belmont State School Council. It is with your support that we can work collaboratively with school staff to ensure all students are safe and supported helping to create the best memories of primary school life.

School Council Chair: Helen Perry-Momin

Date: 04.12.2020

School Leaders' Statement

On behalf of the student body at Belmont State School, we endorse the Student Code of Conduct for 2020. We represent the students of Belmont State School. We have provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school.

Throughout the year, we will continue to work with the school administration team, School Council and the Belmont State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Leaders are first encouraged to talk with their class teacher, however you are also invited to approach any of us directly.

We strive to be the leaders for our student body and model Belmont Star behaviours. Our role is to support all students especially those just joining our Belmont family to help them to feel comfortable and understand our school expectations.

School Captain: Emily Petersen

Date: 04.12.2020

School Captain: Jack Trethewey

Date: 04.12.2020

School Captain: Cadence Chang

Date: 04.12.2020

School Captain: Aadittva Agarwal

Date: 04.12.2020

Consultation

The consultation process used to inform the development of the Belmont State School Student Code of Conduct occurred through drafting and review by the following school teams:

- Positive Behaviour for Learning Team (PBL)
- Student Leaders
- School Council
- P&C Association
- School staff
- Regional PBL executive coach

During the PBL meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

Information was gathered about the school culture and climate through the following:

- An Ideas for the Future survey (students)
- A learning dispositions survey (students, staff and parents)
- 3 key learnings from COVID-19 lockdown (students, staff and parents)

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community through the school newsletter. Consultation was completed in February 2021, and the finished version, incorporating suggested changes and feedback, was sent to the School Council meeting for endorsement. The School Council unanimously endorsed the Belmont State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Belmont State School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email footer links of staff emails.

Any families who require assistance to access a copy of the Belmont State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

The Belmont 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.

Data Overview

This section is used to outline 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 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 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.

Learning and Behaviour Statement

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 or deputy principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Belmont State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier One

Prevention Description

All students (100%) in the school receive support for their academic, social-emotional and behavioural development. Focus is on the whole-school implementation of the Australian Curriculum (AC), the Second Step SEL Program (SSP) and the Positive Behaviour for Learning (PBL) expectations. This involves:

- teaching behaviours and social-emotional skills from Prep to Year 6 in the settings they will be used;
- being consistent when addressing challenging behaviour, while taking age-appropriate expectations and behavioural function into account;
- providing refresher lessons and targeted recognition throughout the year so skills are ready 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.

Tier Two

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 AC and SSP or particular PBL expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, 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 easy to sustain;
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).

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.

Tier Three 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. Strategies are usually recorded in an Individual Behaviour Support Plan for each student and kept on One School under Support Provisions.

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.

Consideration of Individual Circumstances

Staff at Belmont 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 equality, where every student is given the support they need to be successful. This also means that not

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

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

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Student Wellbeing

Belmont State School offers a range of programs and services to support the wellbeing of students in our school including: Second Step (whole school Social-Emotional Learning) Program, Life Education Program, Kids' Hope Mentoring Program, Bravehearts Ditto Shows (Prep to Yr 3), Brainstorm Productions Shows (Yrs 4-5), Yr 6 Good Mental Health Rocks Sessions. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Belmont State School, we provide age-appropriate education that also reinforces public health and safety messages.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

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

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

Medications

Belmont 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 College 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.

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

Drug education and intervention

Belmont State School implements intervention measures for students to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Mental health

Belmont 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 and postvention

Belmont State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff. Schools call 000 when there is an imminent threat to the safety of a student. In the case of a suicide of a student, Belmont State School enacts the School Emergency Management Plan, communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Student Support

Belmont State School is proud to have a comprehensive Student Support process 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 called the Case Management Team.

Students can approach any trusted school staff member at Belmont 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 Case Management Team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the principal or deputy principal.

Role	What they do
Principal and Deputy Principal	<ul style="list-style-type: none"> provides continuity of contact for students and their families through the seven years of primary schooling monitors student attendance data
Guidance Officer	<ul style="list-style-type: none"> provides a comprehensive student focussed program within the school environment offering counselling and support for students on an individual, whole class or a group basis. assists students with specific learning and mental health difficulties, acting as an advocate for individual students and providing information and assistance to parents. liaises with parents, teachers, or other external agencies and health providers as needed as part of the counselling/ support / planning process.
Head of Special Education and Support Teacher: Literacy and Numeracy	<ul style="list-style-type: none"> provide a comprehensive student support program within the school environment offering support for students on individual or group basis. assist students with specific difficulties, acting as a mediator or providing information on other life skills liaises with parents, teachers, or other external health providers as needed. STLaN manages school case management process by which individual student needs are identified, investigated and catered for.
Positive Behaviour for Learning Team	<ul style="list-style-type: none"> lead role in implementation of Positive Behaviour for Learning (PBL) supports the whole school embedding of the Second Step (SEL) program
Be You Team	<ul style="list-style-type: none"> Provide opportunities to enhance staff and student wellbeing – through implementation of the Be You framework
DOE Health Nurse	<ul style="list-style-type: none"> provides health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> asthma, diabetes, anaphylaxis hearing and sight testing professional learning for staff
Class Teachers	<ul style="list-style-type: none"> responsible for student welfare nurtures a sense of belonging ensures students feel safe and comfortable and want to come to school
Student Wellbeing Leaders	<ul style="list-style-type: none"> Work closely with the Guidance Officer in supporting student wellbeing and PBL processes Provide input and support for school mental health and wellbeing initiatives organised by the Be You team - Kindness Week, RUOK? Day, NDAAB Day, Mental Health Week,

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 our Principal or Deputy Principal.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

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

The development of the Belmont State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students.

Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

The following 4 key prompts may be used by staff and aim to support students to consider their choices, their impact and set goals for positive behaviour.

1. **What were you doing?**
2. **What is the school rule? How did my choice affect others?**
3. **What should you be doing?**
4. **What will you do now? (learning goal)**

Other prompts which relate directly to key concepts students are learning in the Second Step Program will also be used when appropriate. These are found in the Second Step Talk It Over Tool that can be accessed by staff. Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal or deputy principal.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, being safe, a learner, respectful and responsible.

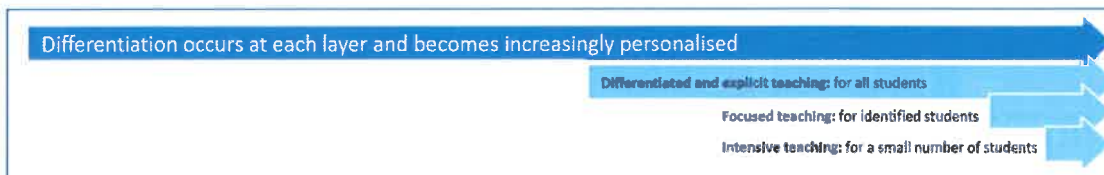
Our enrolment agreement sets out the responsibilities of the student, parents/carers and school staff in relation to the the education of students enrolled at our school. Click here <https://belmontss.eq.edu.au/Enrolments>

Differentiated and Explicit Teaching

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

Teachers at Belmont State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix (Appendix 1), as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues. The language used in the Matrix aligns with the language and key concepts taught through the whole school SEL program, Second Step.

Focused Teaching

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

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

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

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

Belmont State School has a range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following programs to address specific skill development for some students:

- Zones of Regulation
- SuperFlex
- Social Story development
- Play is the Way

For more information about these programs, please speak with the Deputy Principal.

Intensive Teaching

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

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

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

the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching are assigned an individual mentor at the school who oversees the coordination of their program, communicate with stakeholders and consults with the student, teachers and parents.

Proactive and Preventative Processes

Belmont State School implements the following proactive and preventative processes and strategies to support student behaviour:

A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.

PBL coaches and team members' regularly provide information to staff and parents, and support to others in sharing successful practices.

Induction programs in the Belmont State School's Student Code of Conduct, Second Step program and PBL are delivered to new students and staff. Individual support plans and profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Development of specific policies, including the Bullying Policy and Personal Electronic Devices Policy are managed by the PBL team and principal.

Reinforcing expected school behaviour

At Belmont State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Belmont State School Gotchas

Staff members hand "Gotchas" (Appendix 5) out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they observe a student following the rules they can choose to give them a "Gotcha". When students collect 10 "Gotchas", they are awarded a "Belmont Star" certificate (Appendix 6) which is then brought to the Principal for recognition and signing. Students also earn 1 point for each 'Belmont Star' certificate which goes towards their house cumulative points. At the end of the year, the winning house is announced and their house name added to the trophy. 'Belmont Star' certificate rewards – Bronze (5), Silver (10), and Gold (15) wristbands – are used to further positively reinforce good behaviour continues to be undertaken.

As well as "Gotchas", a range of classroom based positive behaviour reinforcement systems are used at Belmont State School to acknowledge positive behaviour by an individual, small group or whole class. Such systems include (but are not limited to) "raffle tickets", "marbles in a jar", stickers and similar.

Re-directing low-level and minor problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. (Refer to Appendix 4 Minor/Major Behaviours)

Our preferred way of re-directing low-level problem behaviour is to employ a range of essential skills for behaviour management, including but not limited to cuing, proximity and verbal redirection. The student may be asked to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. In some cases, a student may be given time out during class and/or be directed to spend some time doing their work in a buddy class to defuse the situation and provide opportunity for the student to reflect and return to the class later for a 'fresh start'. A question form (refer Appendix 9 for an example) may be used to support the student's reflection on his/her behaviour. This completed reflection form is ideally suited as a reference for follow up discussions between the teacher and student.

Minor problem behaviours may be recorded on a purple slip as a way of ongoing monitoring and response by the teacher and administration (Refer to Appendix 7). If minor problem behaviours are frequent and ongoing, then a referral may be made to the case management team for discussion and planning as well as discussions between the teacher and their line manager in relation to management options. The line manager will also determine if a behaviour record on One School is required.

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Belmont State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. For major behaviour incidents, staff are trained to record these on *orange behaviour slips* (Refer to Appendix 8) and which are referred to school administration as soon as possible. The orange behaviour slip provides information that will be used for further investigations by the deputy principal and/or principal. Major behaviour incidents are also recorded on One School as part of the disciplinary process which includes a description of the incident and the consequences given to the students who are responsible. A range of consequence types are given consideration in response to a major behavioural infraction ranging from natural, logical, restorative as well as disciplinary school absences.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence. (Refer to Appendix 4 – Minor/Major behaviours)

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")

- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 corrective feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate student behaviour
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Complete work in buddy classroom
- Warning of more serious consequences (e.g. removal from classroom by Deputy Principal)
- Purple Slip used to monitor and respond to Minor problem behaviours (See Appendix 7) Behaviour Reflection sheet (Appendix 9)

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Individual student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Behavioural contract (e.g. Playground Plan)
- Counselling and guidance support
- Self-monitoring plan
- Check in, Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies
- Orange slip used for office referral (Appendix 8)

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that

expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Belmont State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

Temporary removal of student property

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

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

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

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

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

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Use of mobile phones and other devices by students

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

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

Responsibilities

The responsibilities for students using devices at school or during school activities, are outlined below.

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

- use school-supplied devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a school-supplied mobile device
- seek teacher's approval where they wish to use a mobile device under special circumstances.

(Refer to Appendix 3 – Personal Electronic Devices)

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

- use a personal mobile phone in an unlawful manner
- use a personal mobile phone in technology-free designated spaces or times i.e. on school grounds within school hours

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

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

An ICT agreement is signed by the parents/carers and students upon enrolment.

Preventing and responding to bullying

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

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

Belmont State School has a **Student Council and Student Leaders**, with diverse representatives from Year 4-6 who meet regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. Items on the agenda for the Student Council include the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leaders and Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Belmont State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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

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

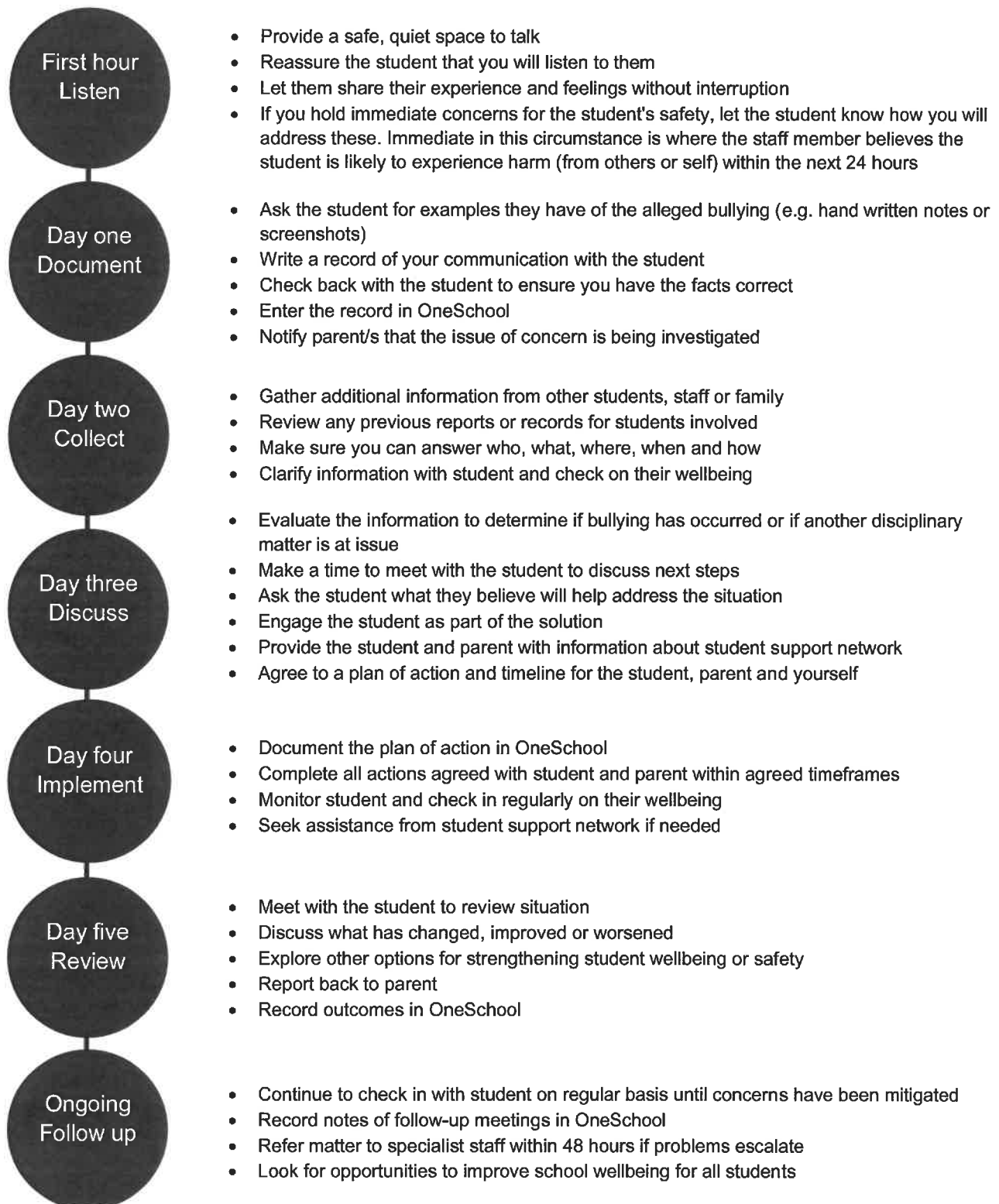
Belmont State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the

professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. Students, parents or staff may also directly approach the relevant deputy principal for their year level or principal for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

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

Belmont State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

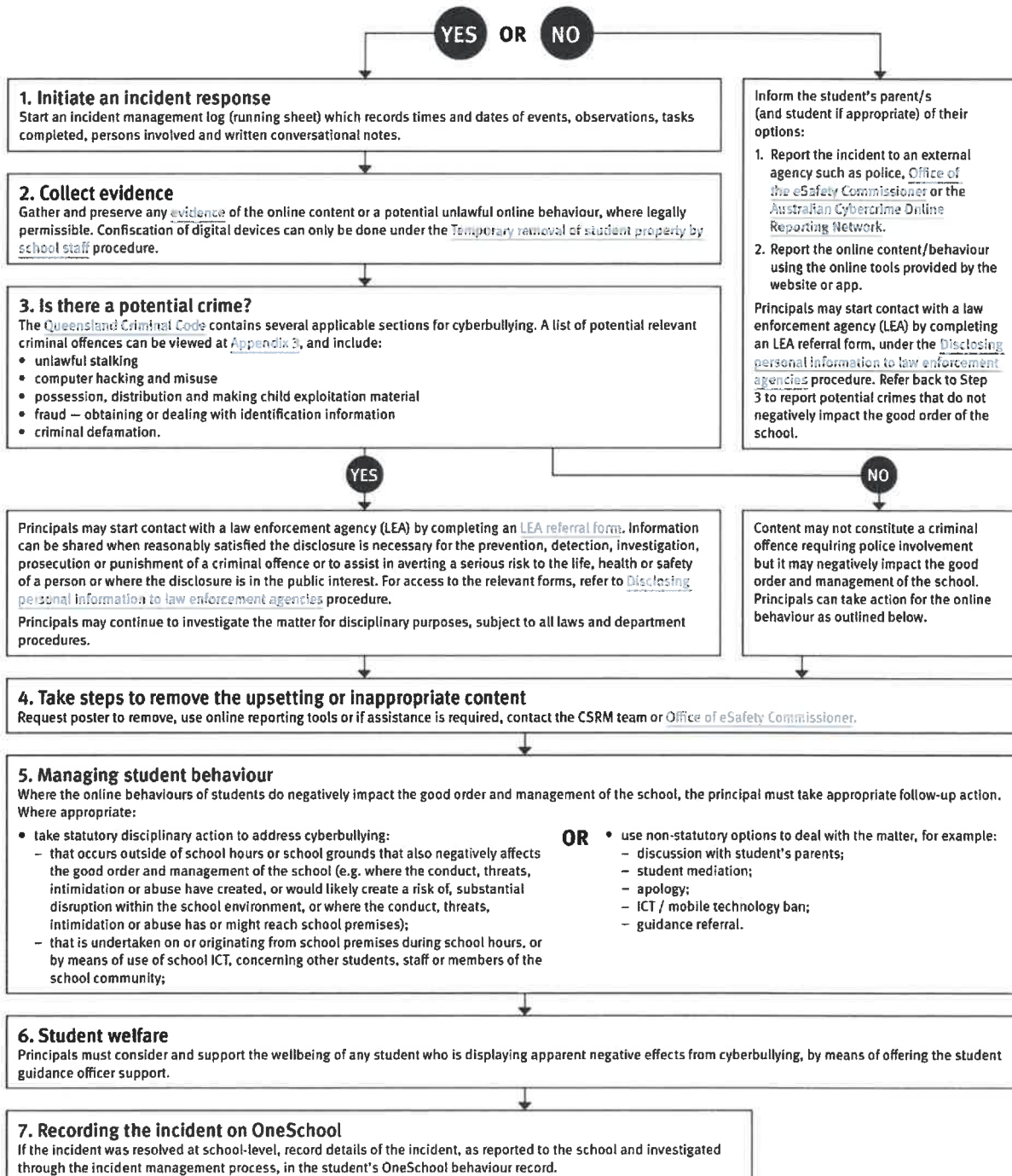
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Belmont State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student. (See Appendix 2 – Say No to Bullying)

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

Appropriate use of social media

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

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

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

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

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

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

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

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



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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

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

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

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

Appendices

Appendix 1	School-Wide Expectations Teaching Matrix
Appendix 2	Say No to Bullying Policy
Appendix 3	Personal Electronic Devices Policy
Appendix 4	“Minor or Major” Behaviours
Appendix 5	Gotchas (8 to a page)
Appendix 6	Belmont Star certificate (2 to a page)
Appendix 7	Minor Behaviour Recording Form (2 to a page)
Appendix 8	Major Behaviour Referral Form (2 to a page)



Appendix 1: School-wide Behaviour Expectations



STAFF STUDENTS PARENTS	At All Times/Learning Areas	Eating Time	Toilets	Bus/Pick Up/Drop Off Areas	Walkways/ Verandas/ Port Racks	Covered Areas	Playground Oval	Tuckshop/ Uniform Shop	Nature Play	Excursions/ Insursions
RESPECTFUL	<ul style="list-style-type: none"> I use nametags and speak kindly to adults and students I listen to my peers and accept their different perspectives and opinions I show empathy to all staff, parents and students and treat people with kindness I take care of other people's property. 	<ul style="list-style-type: none"> I follow the rules and instructions of the person on duty 	<ul style="list-style-type: none"> I use the toilet appropriately I keep the area clean and dry I recognise other people's privacy 	<ul style="list-style-type: none"> I sit/stand quietly while waiting for my bus or person to collect me I walk quickly when my bus or car arrives. 	<ul style="list-style-type: none"> I walk quietly when moving around the school I share the space with others I use the correct pathways to move around the school. 	<ul style="list-style-type: none"> I keep the area free of any litter I share the space with others I play fairly with others. 	<ul style="list-style-type: none"> I respond politely to adults' requests I speak politely to students I share the space with others I respect the environments eg. Plants in gardens, wildlife around the school 	<ul style="list-style-type: none"> I quietly wait in line for my turn I place rubbish in the bin 	<ul style="list-style-type: none"> I look after plants and animals I find in the space I share the space and resources with others I cooperate and negotiate with others and respect ongoing projects. I stay off the grass next to the neighbour fence lines and do not interact with any pets. 	<ul style="list-style-type: none"> I wait for my turn. I listen to school staff, presenters I follow the rules.
RESPONSIBLE	<ul style="list-style-type: none"> I use the <u>Problem Solving Steps</u> (STEP) I follow instructions from staff I help others if they are hurt or have a problem. I wear my school uniform appropriately I look after my belongings 	<ul style="list-style-type: none"> I put my rubbish in the bin I clean up any mess I make. I sit in my year level area I ask for permission to leave the area for a drink or toilet break 	<ul style="list-style-type: none"> I do not play in the toilets I report damage or problems to a staff member. I don't waste soap, toilet paper, hand towels or water 	<ul style="list-style-type: none"> I walk in the correct area until the bus/car comes or I am collected I watch for my parents I arrive promptly to school 	<ul style="list-style-type: none"> I keep my bag closed I stay away from yearadas and port racks at playline. 	<ul style="list-style-type: none"> I move sensibly on the concrete 	<ul style="list-style-type: none"> I use the <u>Problem Solving Steps</u> (STEP) I return any equipment at the lost bell. I keep the area free of any litter I am a good sport 	<ul style="list-style-type: none"> I have my money ready to give to the tuckshop workers I sit and eat my food in the tuckshop area 	<ul style="list-style-type: none"> I follow teachers' directions. I play sensibly with what I find in the area 	<ul style="list-style-type: none"> I look after my belongings I am helpful to others. I keep my hands away from animals, plants or displays unless invited to I focus my attention on the activities.
A LEARNER	<ul style="list-style-type: none"> I have my books and equipment ready I do my best work. I listen with attention to my teacher and let others learn I complete all assigned work. I use talk-talk to help me learn I ask for help/assistance 	<ul style="list-style-type: none"> I can identify which are everyday foods and sometimes food in my lunch. 	<ul style="list-style-type: none"> I am water wise. 	<ul style="list-style-type: none"> I follow road rules 	<ul style="list-style-type: none"> I learn and follow the rules of games. I keep in the correct areas for my year level. 	<ul style="list-style-type: none"> I learn and follow the rules of games. I keep in the correct areas for my year level. 	<ul style="list-style-type: none"> I make healthy choices 	<ul style="list-style-type: none"> I am ready to participate in activities. I do the activities in accordance with instructions 	<ul style="list-style-type: none"> I am ready to participate in activities. I do the activities in accordance with instructions 	<ul style="list-style-type: none"> I am ready to participate in activities. I do the activities in accordance with instructions
SAFE	<ul style="list-style-type: none"> I use the <u>Cam Down Steps</u> to manage my behaviour and big feelings. I use equipment and furniture appropriately and carefully I am in the right place for the right activity. I ask permission to leave the room. 	<ul style="list-style-type: none"> I follow Playground Duty teachers' directions I eat my own food without sharing I walk in lunch area. I wash my hands the right way I sit down when eating 	<ul style="list-style-type: none"> I wash my hands thoroughly. I stay with my buddy during class time I keep the floor dry 	<ul style="list-style-type: none"> I stay off the road and use walkways. I follow teacher instructions. I walk to the bus and stay seated on the bus I walk my bike/scooter until I am outside the school grounds 	<ul style="list-style-type: none"> I walk quickly and safely to classes. I keep to the left and share the path with others I stay off the port racks. I keep my hands and feet to myself. 	<ul style="list-style-type: none"> I always walk I play my games appropriate to the area eg. <u>skateboard</u>, <u>hockey</u>, <u>volleyball</u>, <u>badminton</u>, <u>table tennis</u> I don't stand on seats and tables. 	<ul style="list-style-type: none"> I stay within the school grounds at all times. I use equipment for intended purposes. I participate in school approved games only I know to see the Teacher on duty if I have any problems. I am <u>SafeSmart</u>. 	<ul style="list-style-type: none"> I line up and don't get in others' personal space. I line up between the rails with my feet on the ground I move carefully if I have hot food 	<ul style="list-style-type: none"> When I move sticks, I drag them or hold them by my side. If I cannot move a stick or branch on my own then it is too big and dangerous to use. I use sticks I find on the ground 	<ul style="list-style-type: none"> I stay in the right areas I use equipment safely and appropriately. I go to the toilet with a buddy. I stay with my group/leader Helper and follow their directions



Appendix 2: Say No to Bullying Policy

In order to build and maintain a supportive environment that fosters our 'Strive to Excel' motto, bullying is not tolerated in our school community.

What is bullying?

Bullying is the conscious and on-going desire to hurt, threaten or frighten others. It may take many forms and the National Centre Against Bullying has identified five types of bullying:

- *Physical bullying: The use of physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.*
- *Verbal bullying: Repeated or systematic name calling, insults and verbal abuse.*
- *Social (covert) bullying: Indirect actions, such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.*
- *Psychological bullying: For example, threatening, manipulating or stalking someone.*
- *Cyber bullying: This is a method of bullying using technology, such as email, mobile phones, chat rooms and social networking sites to bully verbally, socially or psychologically.*

The students at Belmont State School are also taught strategies to solve problems and manage issues, including the Hi-5 strategy:

1. Ignore
2. Move away
3. Say "Stop! I don't like what you are doing"
4. Stop! Say "I told you I don't like that and if you don't stop I will report you"
5. Tell a teacher immediately.

Parents can work together with the school by speaking to your children using the school's rules (be safe, be a learner, be responsible, be respectful) when reflecting about the activities of the school day and activities at home. It is important for children to see the connection between school and home. Children need to practice how to manage a range of situations. Parents can work together with the school assisting their child to practice what to say and do, using the Second Step problem-solving strategy.

It is important that positive, open lines of communication are maintained between school and home in order to achieve productive outcomes. Parents are encouraged to contact Teachers or Administration with any issues of concern.



What can I do if my child is being bullied?

It is natural for parents and siblings to feel very upset when a child is affected by school bullying. Parents may feel anger, fear, confusion, frustration, embarrassment and powerlessness however it is important for parents to remain positive and focussed on trying to find a solution.

The way children relate to each other is complex and the bullying situation can change regularly or unexpectedly. At Belmont State School we recommend parents use the following general strategies to support their child in issues of bullying:

- *Talk to your child in a calm and supportive manner, focussing on finding a solution to the problem. Discuss with your child some immediate strategies to deal with the bullying.*
- *Up-skilling your child on how to use words or actions in a variety of situations and most importantly practicing these by setting up imaginary situations-*
 - *pretending not to be bothered or frightened by teasing or bullying,*
 - *making a quick retort or response to surprise or disarm the other child,*
 - *using a humorous response,*
 - *Use the Hi-5 strategy.*
- *Do not advise your child to fight with the other child as this can only escalate the situation, and your child may be reprimanded for their involvement in a fight.*
- *If your child is being bullied through electronic media, you can manage/limit the access to technology. It is important to monitor your child's use of media, especially with social networking sites, ensuring that they use these sites in a supervised capacity and within legal boundaries.*

Work with school staff by:

- *gathering information about the bullying,*
- *contacting or meeting with school staff, stay calm and discuss the situation,*
- *come to an agreement on a plan of action to deal with the bullying,*
- *keep the lines of communication open and regular,*
- *encourage your child to try the agreed strategies at school and reinforce them at home.*

Adapted from 'Working Together: A toolkit for parents to address bullying'

What are the consequences for bullying?

The consequences will vary for each individual situation. Students should report any issues with other students to their classroom teacher or the teacher on playground duty. Where appropriate, the teacher will refer the matter to Administration for investigation. This could

include out of school behaviour (including online) that affects the school's good order and management.

A range of consequences may be given to students involved, consistent with the school's Responsible Behaviour Plan for Students.

For more information on defining bullying, visit the following links to watch Dr Michael Carr-Gregg's 'Six Quick Tips for Parents about Bullying'.

- **What is Bullying?** http://www.youtube.com/watch?v=b597hE4k_ic
- **What are the Signs of Bullying?** <http://www.youtube.com/watch?v=PFFKK2awComI>

How to Support your Child if bullied? http://www.youtube.com/watch?v=BDfjMHIS_9A

How can You Work with the School? <http://www.youtube.com/watch?v=6hbwDQmvj8A>

What if your child is the Bully? <http://www.youtube.com/watch?v=iSZBLOBrehU>

What is Cyberbullying? <http://www.youtube.com/watch?v=rcYK7A2JS1s>

Parents can access further information about bullying and how to support their child at the following websites:

Bullying. No Way! <http://www.bullyingnoway.com.au/>

National Centre Against Bullying <http://www.ncab.org.au/>

Kids Helpline <http://www.kidshelp.com.au/>

CyberSmart <http://www.cybersmart.gov.au/>

Personal electronic devices include, but are not limited to:

- Mobile phones
- Smart phones (iPhone, etc.)
- Smart watches
- Tablets (iPad, etc.)
- Laptop computers
- Music players (iPod, MP3, etc.)
- Gaming devices (Nintendo, etc.)
- Cameras

At Belmont State School students must adhere to the following guidelines regarding personal electronic devices:


- Students who need to carry a personal electronic device with them for emergency, security or other reasons are required to leave the device at the office during school hours.
- The device is to be turned off and handed in at the office upon arrival to school and collected upon dismissal at 3:00pm. No items can be collected by students during the day unless the student is going home early.
- No liability will be accepted by Belmont State School in the event of the loss, theft or damage of any personal electronic device if a student does not follow the aforementioned guidelines and leaves the item in their school bag during school hours.
- Consequences may be issued for students who refuse to comply with the above guidelines and are found using a personal electronic device during school time. This may include having the item confiscated, parent phone call, detention or another consequence in line with the Belmont State School Responsible Behaviour Plan for Students.
- Consequences will also be issued to any student who photographs, films or records other individuals without their consent, with their consent during school hours (unless for a set learning activity) or who sends harassing or threatening messages during school hours.
- Parents who need to contact their children during school hours are advised to do so through the school office.

Appendix 4 | Minor and Major Behaviours

MINOR BEHAVIOURS - dealt with by the staff member present at the time. May result in redirection, reminders or the issuing of a purple "minor behaviour referral form".	
Behaviour	Definition
Inappropriate Language	Student uses non-threatening verbal or gestural messages within conversation that may include swearing, name calling, teasing, or use of words in an inappropriate way.
Physical Acting Out	Student uses non-threatening physical interactions (play fighting, throwing objects as a game, etc.).
Minor Property Misuse	Student participates in an activity that results in disfigurement or damage of property.
Defiance/disrespect	Student refuses to follow classroom or school rules, or staff directions, talking back and/or socially rude interactions.
Disruption	Student intentionally causes an interruption in class or activity. Disruption may include loud talk, noise with materials or body parts, or repeatedly getting out of seat.
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.

MAJOR BEHAVIOURS - referred to a member of the Leadership Team. May result in the issuing of an orange "major behaviour referral form".	
Behaviour	Definition
Abusive/Inappropriate Interactions with Peers and Adults	Student uses threatening verbal or gestural interactions with peers or staff that are directed toward someone that may include swearing, name calling, verbal bullying or use of words or gestures in an inappropriate way.
Fighting/Physical Aggression	Student acts with intent involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with objects, kicking, hair pulling, scratching, biting, spitting, etc.).
Major Property Misuse/Inappropriate Technology use	Student uses school or own property in unauthorised and/or inappropriate ways, including technology (e.g. downloading software/sites/pictures, changing device settings, breach of internet access agreement).
Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property.
Forgery/Theft	Student is in possession of, having passed on, or being responsible for the removal without permission of an item or has used identifying information from another person.
Possession of a Dangerous Weapon	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm, or creating the impression (such as a fake gun or grenade) of causing bodily harm.
Persistent disruptive and/or non-compliant behaviour	Student repeatedly refuses to follow classroom or school rules or staff directions and/or repeatedly refuses to complete work, which may also cause constant disruption to others and the learning environment.
Continuous and ongoing Minor Behaviours	Student exhibits continued minor offences with seemingly little or no regard for consequences.
Use/Possession of Drugs, Tobacco, Alcohol	Student is in possession of, caught using, or under the influence of illegal drugs, tobacco products or alcohol.

Appendix 5



Name: _____

GOTCHA

	Being Safe
	Being a Learner
	Being Respectful
	Being Responsible



Name: _____

GOTCHA


	Being Safe
	Being a Learner
	Being Respectful
	Being Responsible



Name: _____

GOTCHA


	Being Safe
	Being a Learner
	Being Respectful
	Being Responsible



Name: _____

GOTCHA


	Being Safe
	Being a Learner
	Being Respectful
	Being Responsible



Name: _____

GOTCHA


	Being Safe
	Being a Learner
	Being Respectful
	Being Responsible



Name: _____

GOTCHA


	Being Safe
	Being a Learner
	Being Respectful
	Being Responsible



Name: _____

GOTCHA

	Being Safe
	Being a Learner
	Being Respectful
	Being Responsible



Name: _____

GOTCHA

	Being Safe
	Being a Learner
	Being Respectful
	Being Responsible




BELMONT STAR CERTIFICATE

This certificate is awarded to _____

for receiving 10 GOTCHA awards.

CONGRATULATIONS!

Class: 3A

Teacher: Miss White

Leadership Team:

Arunta	<input type="checkbox"/> Canara
Jilka	<input type="checkbox"/> Nankin




BELMONT STAR CERTIFICATE

This certificate is awarded to _____

for receiving 10 GOTCHA awards.

CONGRATULATIONS!

Class: 3A

Teacher: Miss White

Leadership Team:

Arunta	Canara
Jilka	Nankin



Belmont State School
Strive to Excel
Minor Behaviour Form



NAME: _____

CLASS: _____ DATE: _____ TIME: _____

LOCATION:

- ☐ Class ☐ Playground: Area _____
☐ Before School ☐ After School

BEHAVIOUR:

- ☐ Inappropriate Language ☐ Physical Acting Out
☐ Minor Property Misuse ☐ Defiance/Disrespect
☐ Disruption ☐ Lying/Cheating

ADDITIONAL INFORMATION:

REFERRING STAFF MEMBER: _____



Belmont State School
Strive to Excel
Minor Behaviour Form



NAME: _____

CLASS: _____ DATE: _____ TIME: _____

LOCATION:

- ☐ Class ☐ Playground: Area _____
☐ Before School ☐ After School

BEHAVIOUR:

- ☐ Inappropriate Language ☐ Physical Acting Out
☐ Minor Property Misuse ☐ Defiance/Disrespect
☐ Disruption ☐ Lying/Cheating

ADDITIONAL INFORMATION:

REFERRING STAFF MEMBER: _____



Appendix 8 (orange card)

Belmont State School
Strive to Excel
Major Behaviour Referral Form



NAME: _____

CLASS: _____

DATE: _____

TIME: _____

LOCATION:

☐ Class

☐ Playground: Area _____

☐ Before School

☐ After School

BEHAVIOUR:

☐ Abusive/Inappropriate Interactions with Peers and Adults

☐ Fighting/Physical Aggression

☐ Major Property Misuse/Inappropriate Technology use

☐ Property Damage/Vandalism

☐ Forgery/Theft

☐ Possession of a Dangerous Weapon

☐ Persistent disruptive and/or non-compliant behaviour

☐ Continuous and ongoing Minor Behaviours

ADDITIONAL INFORMATION:

REFERRING STAFF MEMBER: _____

(Admin: Parent contacted: _____ Entered on OneSchool: _____)



Appendix 8 (orange card)

Belmont State School
Strive to Excel
Major Behaviour Referral Form



NAME: _____

CLASS: _____

DATE: _____

TIME: _____

LOCATION:

☐ Class

☐ Playground: Area _____

☐ Before School

☐ After School

BEHAVIOUR:

☐ Abusive/Inappropriate Interactions with Peers and Adults

☐ Fighting/Physical Aggression

☐ Major Property Misuse/Inappropriate Technology use

☐ Property Damage/Vandalism

☐ Forgery/Theft

☐ Possession of a Dangerous Weapon

☐ Persistent disruptive and/or non-compliant behaviour

☐ Continuous and ongoing Minor Behaviours

ADDITIONAL INFORMATION:

REFERRING STAFF MEMBER: _____

(Admin: Parent contacted: _____ Entered on OneSchool: _____)



Appendix 9
Behaviour Reflection Card

Name _____ Date _____



What rule did I break?

- ☐ Be safe ☐ Be responsible
☐ Be respectful ☐ Be a learner

What was I doing?

How did my choice affect others?

What should I have been doing?

What will I do now?



Appendix 9
Behaviour Reflection Card

Name _____ Date _____



What rule did I break?

- ☐ Be safe ☐ Be responsible
☐ Be respectful ☐ Be a learner

What was I doing?

How did my choice affect others?

What should I have been doing?

What will I do now?
