

**Barrett
Adolescent
School**

**Student Code of Conduct
2020-2023**

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Endorsement

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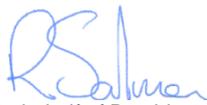
Principal Signature:



Date:

30/11/2020

P&C Treasurer Signature:



On behalf of President

Date:

30/11/2020

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Purpose

Barrett Adolescent School is committed to providing a safe, respectful and disciplined learning environment for students and staff, parents and visitors. It is a school where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

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

Whole School Approach to Learning

Barrett Adolescent School is located in Tennyson. It is important to understand the school context from the outset: due to the nature of the young people's varying levels of mental wellness, there are a range of behaviors that staff at the school manage daily - this environment requires a positive team approach. Our students have experienced great challenges and have disengaged from their base schools prior to enrolling with Barrett, despite a variety of adjustments that have been put in place to help them meet their educational goals. At Barrett, they are independently supported by mental health professionals while simultaneously accessing an educational program. Our school's behavior plan takes into account the highly specialised needs of these students. There is a team approach to managing student behavior and the use of strengths based foci, strong positive relationships, restorative justice and trauma informed practice are in the forefront.

Parents and staff

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

Thoughtful ...

| <i>What we expect to see from you</i> | <i>What you can expect from us</i> |
|--|---|
| You can speak with the class teacher or Principal to discuss any matters relating to your child if they are available, and if not you can make an appointment. | We will respond if we are available and if we are not we will make ourselves available for an appointment on a mutually agreeable date and time with you. |
| You are respectful in your conversations at home about school staff. | We will ensure positive behaviours are role modelled for all students. |

Responsible...

| <i>What we expect to see from you</i> | <i>What you can expect from us</i> |
|---|--|
| You respect the obligation of staff to maintain student and family privacy. | We will maintain confidentiality about information relating to your child and family as specified in the SSMH1. |
| You encourage your children to attend school when scheduled and notify the school promptly of any absences or changes in contact details. | We will create a safe, supportive and inclusive environment for every student. We will encourage and assist school attendance where appropriate. |
| You recognise people are different and will be non-judgemental, fair and equitable to others in the school community. | We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events as well as individual differences. |

Accountable...

| <i>What we expect to see from you</i> | <i>What you can expect from us</i> |
|--|---|
| You support your child to meet the learning and behavioural expectations at school. | We are clear about our learning and behavioural expectations, and contact you to provide weekly and even daily feedback about your child's progress when necessary. |
| You stay informed about school news and activities by reading the school emails and other materials sent home by school staff. | We will use the emails and term newsletter as the primary means of notifying parents about school news, excursions or events. |
| You approach the class teacher or Principal if you are concerned about the behaviour of a staff member, another student or parent. | We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents. We will direct families and students to the right channels. |

Co-operative...

| <i>What we expect to see from you</i> | <i>What you can expect from us</i> |
|---|---|
| You share relevant information about your child's learning, social and behavioural needs with school staff and be involved with stakeholder meetings. | We will share relevant information with you about your child's learning, personal, social and behavioural progress at school. |
| You take a positive, solution-focused approach to resolving complaints. | The Principal will help you to work to resolve a school related complaint. |
| You respect school, student and staff privacy in your online communications. | We will act quickly to address social media issues that affect staff, students or families and keep families informed. |

Kind...

| <i>What we expect to see from you</i> | <i>What you can expect from us</i> |
|--|--|
| You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues. | We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure. We will seek opportunities to provide positive feedback about students. |

Consideration of Individual Circumstances

Staff at Barrett Adolescent School take into account students' individual circumstances, such as their personal and social capabilities, classroom readiness, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when establishing teaching and learning expectations and responding to inappropriate behaviour.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. 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. We understand the interest of other students, staff and parents to know how particular individuals are being managed but will only discuss this information with the student's family.

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

Differentiated and Explicit Teaching

At Barrett Adolescent School we maintain a supportive and disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise and positive reinforcement.

Teachers at Barrett Adolescent 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 explicit in the Barrett Support Plan and in response to historical and current data and day-to-day monitoring that indicates the learning needs of students. This data is used to develop Individual Learning Plans for each of our students. This approach 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.

Focused Teaching

All students in our school will require additional support to meet learning and behaviour expectations, even after being provided with differentiated and explicit teaching. Focused teaching is provided to help them achieve success.

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

All staff work collaboratively at Barrett Adolescent School to provide focused teaching, and student progress is monitored by the team to identify those who:

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

Learning Environment

All areas of the Barrett Adolescent School are teaching and learning environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone. This assists the Barrett Adolescent School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- **Look after yourself**
- **Look after other people**
- **Look after places and property**

They have been agreed upon and endorsed by all staff and members of our school community and are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*.

All members of the BAC school community are expected to:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others
- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- promote the skills of responsible self-management

Students are expected to:

- participate actively in the school's education programme
- take responsibility for their own behavior and learning
- demonstrate respect for themselves and other members of the school
- behave in a manner that respects the rights of others
- cooperate with teachers and all school staff

Parents/Carers are expected to;

- contribute positively to programmes and behavior support plans that concern their child
- cooperate with the school and show an active interest in the best outcomes for their child

Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

Students at the Barrett Adolescent School are encouraged to attend lessons as part of their journey to their next educational setting. While at school each student has their own *Barrett Support Plan* that caters for the wide range of abilities and future pathways. The plan also encourages individuals to expand their range of positive behaviours. Transition planning commences at enrolment and explores pathway options, strengths, goals and career ideas.

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. Staff emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school and modelling these behaviours. The actions of all the staff at the school are the best quality we can achieve and promote the best interests of the students. In conjunction with young people's independent health professionals, we provide positive and supportive role models to create stimulating and supportive environments.

Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour. Our teaching skills and practices are continually kept current and we are continually developing and refining curriculum appropriate to the needs of our students.

The school shows its valuing of the achievements of each student and acknowledges them in weekly and term Newsletters, community engagement, Work Inspirations and end-of-year / progressive celebrations.

The Barrett Adolescent School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular provision of information on responsible behaviour to parents via weekly parent e-mails.
- The Barrett Adolescent School's *Responsible Behaviour Plan* for Students is delivered to new students as well as new and relief staff.
- *Barrett Support Plans* - developed with students, teachers, health providers and parents/carers - provides a personal framework of positive behaviour expectations and actions that enables staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address the use of personal property technology devices at school: *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
- Procedures for preventing and responding to incidents of bullying, including cyberbullying and recording incidents for data collection.
- Procedures regarding the use or possession of items that could be considered a self-harm, or harm to others, threat.

The school makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Students whose behaviour is unacceptable can expect consequences ranging from verbal reminders of correct behaviour to enacting actions within our risk management planning, e.g. using personalised strategies such as self-directed periods in the 'chill out' room or a preselected place in the school grounds. The loss of certain privileges may also be a consequence of unacceptable behaviour.

For students requiring further consequences for unacceptable behaviour the school can limit the amount of time spent at school without damaging the relationship between student and school. Time away from school can be used as part of a plan to assist the student to return and repair relationships and most actions occur with the knowledge and guidance of clinicians to support the process.

Emergency Situation or Critical Incident Responses

Responses to emergencies are dealt with by general emergency plans and *Individual Safety Plans* that are developed to keep the student and others safe. These are designed with input from the health team that looks after the adolescent, and they involve various categories of response. Barrett staff are intensively trained to administer effective techniques to handle behavioural emergencies. They are regularly upgraded in these techniques through training in programmes such as Management of Actual or Potential Aggression which develops skills about communicating with aggressive young people and de-escalating aggression. A specialised delivery of this course is managed by a trained staff member from the G.R.I.T. programme. The course covers strategies to provide protection and restraint so that both the young person and the staff remain safe during physically aggressive events that can be a part of dissociation and/or dysregulation. The training of the majority of staff is important because consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

After a severe episode the student needs to spend time away from school contacting their clinical provider and regulating their emotions before they return. If the emergency services are involved or a hospital stay is necessary a 24 hour period away from school allows for the regaining of regulation and the seeking of psychological advice.

Network of Student Support

Our school has strong ties and integration with health teams. The network of personnel providing support for students includes teachers, administrators, Senior Guidance Officers, Guidance Officers, parents, health teams and individual psychologists, speech therapists, social workers, occupational therapists, psychiatrists, GPs, Aboriginal and Torres Strait Islander support groups, refugee services, forensic specialists and chaplaincy service.

School Policies

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

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

Temporary Removal of Student Property

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

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

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and 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 Barrett Adolescent School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, 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 authorization to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

RESPONSIBILITIES -

State school staff at Barrett Adolescent 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 Barrett Adolescent 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 Barrett Adolescent 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 Barrett Adolescent 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 Barrett Adolescent 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, Barrett Adolescent 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.

It is also agreed that time and space should be provided at school where technology is discouraged and students are encouraged to engage in other social learning and development activities. Please respect the community agreed expectations and work towards limiting time on devices.

Responsibilities

It is **acceptable** for students at Barrett Adolescent School to:

- use mobile phones or other 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 mobile device
- switch off and place the mobile device out of sight during classes if possible, and during lunch breaks if possible, unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.
- All students are individually assessed by their clinical care providers who may recommend that the student retain phones for self-regulation purposes.

It is **unacceptable** for students at Barrett Adolescent School to:

- use a mobile phone or other devices in an unlawful manner
- 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 Barrett Adolescent School Student Code of Conduct.

In addition students and their parents should:

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

Preventing and Responding to Bullying

Barrett Adolescent 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.

Barrett Adolescent School gives all of our students a voice, during meetings regularly held as part of our Health and Wellbeing lesson. Barrett promotes strategies to improve student wellbeing, safety and learning outcomes. This aligns to 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 all students 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 Barrett Adolescent 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.

We are also partnering with *Stymie*, the co-ordinator of whom is the 2020 recipient of the Queenslander of the Year, to make the reporting of bullying more accessible for all members of our community.

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.

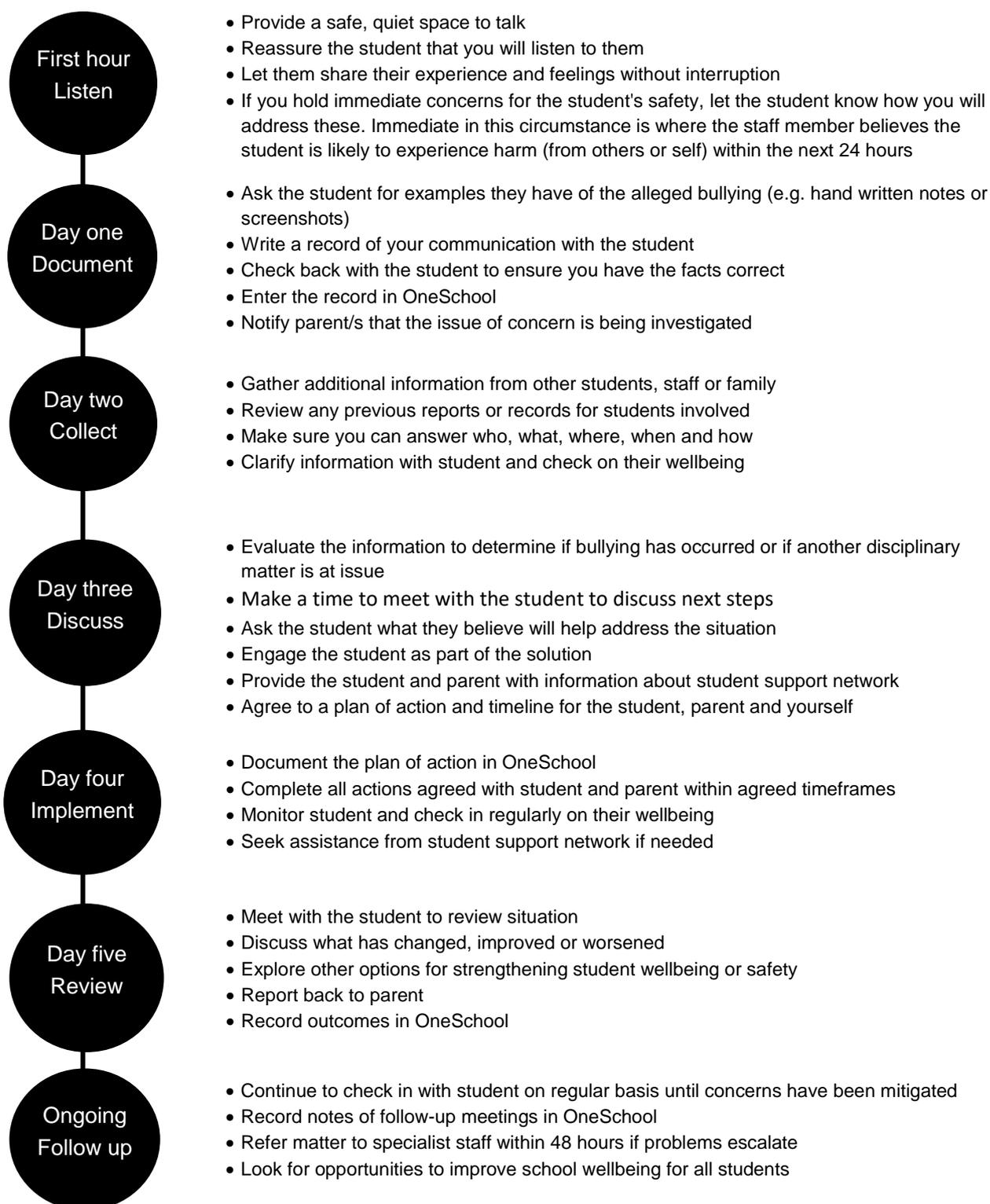
Behaviours that do not constitute bullying include:

- 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. 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 Barrett Adolescent 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.

Barrett Adolescent School - Bullying Response Flowchart

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

Key contact for students and parents to report bullying: Principal – Deborah Rankin, 3848 5985



Cyberbullying

Cyberbullying is treated at Barrett Adolescent 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 their Case Manager, Guidance Officer or Principal and they also need to inform their Clinical Care Provider.

It is important for students, parents and staff to know that state school Principals have the authority to take 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 Barrett Adolescent School may face in-school action such as changing timetables, and parental involvement. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff such as their case manager, guidance officer, and Principal. 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 Barrett Adolescent School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student. Students are also encouraged to seek assistance from their family and their clinical care provider.

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.

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 Barrett Adolescent 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.

Barrett staff have been trained and keep current with the Management of Actual or Potential Aggression Foundation Programme which assists us in the management of critical incidents. For unexpected critical incidents, staff should use basic defusing techniques:

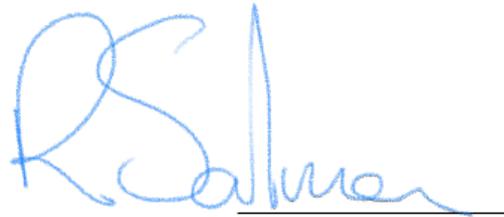
1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: 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



Approved by the Principal



Endorsed by the P&C Treasurer

Effective Date: December 2020 to December 2023