Tinana State School

Student
Code of Conduct
2021-2024

Every student succeeding

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

Purpose

Tinana 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.

All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

Tinana State School's Responsible Behaviour Plan is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.

Contact Information

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Endorsement

Principal Name:	David Burns
Principal Signature:	
Date: 09 / 12 / 2020	
School Council Chair Signature:	Ian Buckland School Council Chair
P/C President Signature:	Katie Box P&C President
Date: 09 / 12 / 2020	

Contents

Principal's Foreword

The ability of any school to be successful in providing a quality program of learning for students begins fundamentally with an environment where students can learn and teachers can teach. The establishment of a safe and respectful learning environment relies upon every member of the school community positively contributing to, taking ownership of, and meeting agreed expectations regarding their conduct.

The purpose of this document is to outline the expectations our school community has on learners, regarding the ways students conduct themselves in every context, in order to maintain a school environment that is supportive of every student's participation, and is conducive to the development of quality educational outcomes for every student.

Our school has an expectation of high standards of student conduct based upon Safety, Effort, Respect and Self-Responsibility. Each of these pillars, when effectively enacted by students, contributes to a school environment that is welcoming, inclusive and supportive of student learning and free from behaviours that can negatively affect student well-being and learning.

I commend this policy document to every member of the school community as the statement of expectation and agreement on how each of us will play our part in ensuring our school is a supportive place for students to learn.

Joint Statement of Support

As Chair of the Tinana State School Council and President of the Tinana State School P&C Committee, we are proud to support this Student Code of Conduct. Parents have had an opportunity to take part in the consultation process led by our principal Mr Burns, where we looked at school behaviour data and had an opportunity to contribute and provide feedback on the final product. The P&C views the awareness and involvement of parents as critical to ensuring all adults are able to support the students of the school to meet the expectations laid out in the code.

We encourage all parents to familiarise themselves with the Tinana State School Student Code of Conduct, to take time to talk with their children about the expectations and discuss any support they may need. 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; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Tinana State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on pages 29 & 30 provide an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Tinana State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact us or to join the Tinana State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

Ian Buckland   Katie Box
Tinana State School Council   Tinana State School P&C President

School Captains/Leaders Statement

The process of choosing student leaders begins in the year prior. At Tinana State School, we have two school captains and two school vice-captains, who are the leaders of the Student Council and take on the roles of President, Secretary and Treasurer on a rotating (term by term) basis. These positions are applied for by students, who are shortlisted to give speeches to the student body (Years 4-6), then voted upon and finally participate in an interview with Principal and Deputy Principal to finalise the positions.

Leaders for other positions, along with student council representatives are chosen early in the year and follow a similar process as the school captains. Other positions which have student leaders are:

Sports House Captains and Vice-Captains
Band Leader
Choir Leader
Strings Leader
Chess Captain
Sustainability Leader

Part of the application process mentions -
'The position of School Captain requires a high level of commitment. You will be required to demonstrate exemplary behaviour at all times. You will also be asked to speak publicly and will be required to represent Tinana School at certain out of school events. It is important that the decision to apply for School Captain is yours and yours alone. It is helpful to listen to other's advice and opinion, but eventually it is you who will have to perform the duties if you are successful in gaining this position.'

Student leaders demonstrate and model the **school rules** and **YCDI Keys to Success**, every day for all students.

Data Overview

Our school uses data to monitor the effectiveness of programs both perceived and actual. A range of data sources inform our practice as we shape student behaviour.

Oneschool remains the single point of truth for school data. Behaviour data is stored in Oneschool and retrieved using an array of reports that assist in monitoring behaviour incidents and in strategic improvement planning. Individual student references are de-identified in incident entries for privacy reasons. Behaviour incident reports can be generated from Oneschool to analyse behaviours by individual student, staff member and playground duty area to inform planned strategic responses.

Student engagement begins with regular school attendance. Our school has set a target of 95% schoolwide attendance. Student attendance data is managed using ID Attend, linked to a same day absence notification system. Attendance data is then migrated back to Oneschool. Reports for individual and group attendance can be managed through the class dashboard and absence reports functions. The process of managed attendance is outlined in the school attendance policy. Student attendance data is reviewed every two weeks, with follow-up telephone calls made to parents by administration staff for students who do not meet a critical 85% attendance threshold.

Student, parent and staff perception can be determined through the use of data collected through the School Opinion Survey instrument. This data is used to triangulate other data sets, to identify concerns with elements of student conduct and to stimulate analysis and discussion amongst stakeholders.

Consultation

The consultation process used to inform the development of the Tinana State School Student Code of Conduct has occurred across a range of stakeholder groups. Groups reflected on various data sets to determine points of celebration and areas for discussion.

The Tinana State School Parents and Citizens Association have been involved in the development of the plan from conceptualisation through to final draft.

Teachers had an opportunity to provide input to the development of the Student Code of Conduct through the behaviour management committee.

Student council representatives had opportunities to provide input into the plan by reflecting on data sets and participating in open forum discussions of topics identified from the data.

In 2021, the year of implementation of the Student Code of Conduct, a planned process of communication will be undertaken to ensure all stakeholders have an awareness and understanding of the new Code of Conduct. In the student free days at the beginning of each school year, teachers will undertake an induction of the key elements of the plan and how the plan will be enacted.

The Tinana State School Council have been involved in the review and development of the plan. The final plan has the endorsement of both the school council and the P&C.

A review of the Student Code of Conduct will take place in Term 4, 2021, to determine any minor adjustments that may be required as a result of changing circumstances, data and staff. A full review will occur in in line with the School Planning Reviewing and Reporting Cycle.

All areas of **Tinana State School** are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Code of Conduct, outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting **Tinana State 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:

- SAFETY- we work and play safely
- EFFORT- we do our best in school activities
- SELF-RESPONSIBILITY- we make good choices and accept the consequences of our actions
- RESPECT- we respect ourselves, others and property

Our school rules have been agreed upon and endorsed by all staff, our School Council and our school P&C. They are aligned with the values, principles and expected standards outlined in the Department of Education's Code of School Behaviour.

Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

A matrix of behavioural expectations in specific settings has been attached to each of our four school rules. This matrix outlines our Behaviour Curriculum – our agreed to rules and positive behaviour definitions of appropriate behaviours in all school settings.

Universal Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At **Tinana State School** we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

Continuum of Support

Few — Specialised individualised support and systems for students with chronic high risk behaviour

Some — Targeted 10-15% — Specialised group systems and support for students with at-risk behaviour

All — Universal 80-90% of students — School wide and classroom wide systems for all students, staff and settings
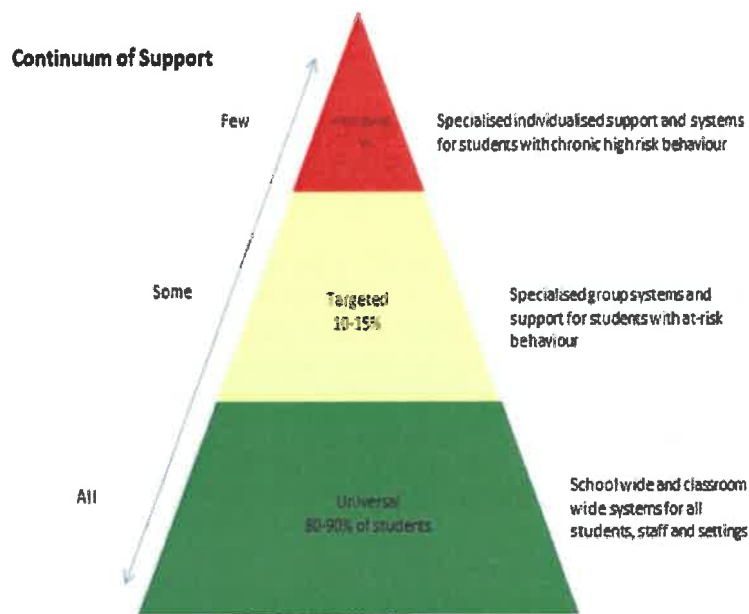
These expectations are communicated to students via a number of strategies, including:
- Explicit and scheduled teaching of rules, behavioural expectations and values
- Behaviour Matrix (5 point scale) of Tinana State School's Behaviour Expectations
- Proactive and preventive actions in place by staff during classroom and non-classroom activities
- Behaviour Reward program, celebrating positive behaviour at the end of each term with certificates and activities.
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- SEL program "You Can Do It!" lessons taught explicitly from Prep – Year 6
- School Registration and implementation of eSmart bullying and cyber bullying program taught from Prep-Year 6 (Resources)
- REBOOT Program – Self-regulation, the workings of the brain and The Line of Opportunity. Specific lessons taught throughout the school (Resources)

TINANA SS
BEHAVIOUR BENCHMARKS

EXPECTATIONS:
- Students will be able to identify their behaviour standard.
- Students will accept responsibility for their current behaviour and undertake, via collaborative goal setting and review, to bring about positive behaviour change
- All students will strive to reach a SATISFACTORY or VERY GOOD standard.

	UNACCEPTABLE	NEEDS ATTENTION	SATISFACTORY	VERY GOOD	EXCELLENT
SAFETY	**NEVER/RARELY**	**SOMETIMES**	**USUALLY**	**CONSISTENTLY**	**CONSISTENTLY AND INDEPENDENTLY**
	Uses equipment safely/ appropriately	Uses equipment safely/ appropriately	Uses equipment safely/ appropriately	Uses equipment safely/ appropriately	Uses equipment safely/ appropriately
	Moves safely in/around the school	Moves safely in/around the school	Moves safely in/around the school	Moves safely in/around the school	Moves safely in/around the school
	Keeps hands/feet/teeth to self.	Keeps hands/feet/teeth to self.	Keeps hands/feet/teeth to self.	Keeps hands/feet/teeth to self.	Keeps hands/feet/teeth to self.
	Follows directions of teachers/staff	Follows directions of teachers/staff	Follows directions of teachers/staff	Follows directions of teachers/staff	Follows directions of teachers/staff
	Resolves conflict without violence.	Resolves conflict without violence.	Resolves conflict without violence.	Resolves conflict without violence.	Resolves conflict without violence.
	Wears school uniform including hat	Wears school uniform including hat	Wears school uniform including hat	Wears school uniform including hat	Wears school uniform including hat
	Remains in class/school setting	Remains in class/school setting	Remains in class/school setting	Remains in class/school setting	Remains in class/school setting
	Plays with others' safety in mind	Plays with others' safety in mind	Plays with others' safety in mind	Plays with others' safety in mind	Plays with others' safety in mind
	Respects personal space of others	Respects personal space of others	Respects personal space of others	Respects personal space of others	Respects personal space of others
EFFORT	**NEVER/RARELY**	**SOMETIMES**	**USUALLY**	**CONSISTENTLY**	**CONSISTENTLY AND INDEPENDENTLY**
	Does best in all areas of school life	Does best in all areas of school life	Does best in all areas of school life	Does best in all areas of school life	Does best in all areas of school life
	Is prepared for work	Is prepared for work	Is prepared for work	Is prepared for work	Is prepared for work
	Attempts all set tasks	Attempts all set tasks	Attempts all set tasks	Attempts all set tasks	Attempts all set tasks
	Stays on task	Stays on task	Stays on task	Stays on task	Stays on task
	Participates actively in class	Participates actively in class	Participates actively in class	Participates actively in class	Participates actively in class
	Works to best of ability	Works to best of ability	Works to best of ability	Works to best of ability	Works to best of ability
	Seeks help when needed	Seeks help when needed	Seeks help when needed	Seeks help when needed	Seeks help when needed
	Meets deadlines(incl. projects/homework)	Meets deadlines(incl. projects/homework)	Meets deadlines(incl. projects/homework)	Meets deadlines(incl. projects/homework)	Meets deadlines(incl. projects / homework)
RESPECT	**NEVER/RARELY**	**SOMETIMES**	**USUALLY**	**CONSISTENTLY**	**CONSISTENTLY AND INDEPENDENTLY**
	Looks/listens/responds to others in a friendly / courteous manner	Looks/listens/responds to others in a friendly / courteous manner	Looks/listens/responds to others in a friendly / courteous manner	Looks/listens/responds to others in a friendly / courteous manner	Looks/listens/responds to others in a friendly / courteous manner
	Cares for own/others'/school property	Cares for own/others'/school property	Cares for own/others'/school property	Cares for own/others'/school property	Cares for own/others'/school property
	Accepts others' feelings /opinions /rights	Accepts others' feelings /opinions /rights	Accepts others' feelings /opinions /rights	Accepts others' feelings /opinions/ rights	Accepts others' feelings /opinions/ rights
	Speaks politely and appropriately	Speaks politely and appropriately	Speaks politely and appropriately	Speaks politely and appropriately	Speaks politely and appropriately
	Listens to and follows directions	Listens to and follows directions	Listens to and follows directions	Listens to and follows directions	Listens to and follows directions
	Follows class and school rules	Follows class and school rules	Follows class and school rules	Follows class and school rules	Follows class and school rules
	Wears school uniform	Wears school uniform	Wears school uniform	Wears school uniform	Wears school uniform
SELF-RESPONSIBILITY	**NEVER/RARELY**	**SOMETIMES**	**USUALLY**	**CONSISTENTLY**	**CONSISTENTLY AND INDEPENDENTLY**
	Works or behaves properly without prompting	Works or behaves properly without prompting	Works or behaves properly without prompting	Works or behaves properly without prompting	Works or behaves properly without prompting
	Makes appropriate choices in all situations	Makes appropriate choices in all situations	Makes appropriate choices in all situations	Makes appropriate choices in all situations	Makes appropriate choices in all situations
	Accepts responsibility/consequences for own behaviour (positive/negative)	Accepts responsibility/consequences for own behaviour (positive/negative)	Accepts responsibility/consequences for own behaviour (positive/negative)	Accepts responsibility/consequences for own behaviour (positive/negative)	Accepts responsibility/consequences for own behaviour (positive/negative)
	Works/plays independently when appropriate	Works/plays independently when appropriate	Works/plays independently when appropriate	Works/plays independently when appropriate	Works/plays independently when appropriate.
	Is prepared for class	Is prepared for class	Is prepared for class	Is prepared for class	Is prepared for class
	Is punctual for each lesson	Is punctual for each lesson	Is punctual for each lesson	Is punctual for each lesson	Is punctual for each lesson
	Catches up on missed work	Catches up on missed work	Catches up on missed work	Catches up on missed work	Catches up on missed work
	Conforms to routines and procedures.	Conforms to routines and procedures.	Conforms to routines and procedures.	Conforms to routines and procedures.	Conforms to routines and procedures.
	Copes with change	Copes with change	Copes with change	Copes with change	Copes with change

Queensland Government

TINANA SS STUDENT BEHAVIOUR SUPPORT PLAN (Schoolwide)

*"The individual circumstances of each case will be taken into account when deciding upon and applying consequences

APPROPRIATE BEHAVIOUR? — YES → ACKNOWLEDGEMENT PLAN
APPROPRIATE BEHAVIOUR? — NO → SAFE? MANAGEABLE?

SAFE? MANAGEABLE? — YES → CORRECTION PLAN OPTIONS
SAFE? MANAGEABLE? — NO → RESTITUTION PLAN / CRISIS PLAN OPTIONS

RESTITUTION PLAN
Student/Teacher Reflection
Apology to Specific Student/Adult
Replace Broken/Stolen Item
Complete Missed Work

CRISIS PLAN OPTIONS
(Intensive Behaviour Support)
Contact/Phone Office
(eg. Send Messenger)

Ensure student/class safety
(Remove class if necessary)

Admin. Withdrawal of student
(class / playground)

Voluntary Parent Contact by Admin.
(Talk to student on phone)
(Supervise student)
(Withdraw student for day)
(Leave up to school)

Suspension
(1-5 days, 6-20days)

Individual B.M. Plans
(Modified Timetable)
(Flexible Arrangement)
(In-school Withdrawal)

Exclusion
(Proposal to Exclude
Recommendation to Exclude)

CORRECTION PLAN OPTIONS
(Targeted Behaviour Support)
Warning Cards/3 Strike Systems

Rule Reminders

Prompting
(Verbal/Non-verbal)

Choices, Take-up Time and Logical consequences

Teacher/Student, Teacher/ Parent Conferences

Loss of Privileges

Playground withdrawal (for playground offences)

In-class withdrawal

Buddy Teacher/Class

Cueing/Descriptive Encouragement of good behaviour

Restitution (apology/repair damage/complete work)

Reflection Time

Least-Most Intrusive Continuum

Personal Signals/Consequences
(Individual Plans)

Non-Emotive Behaviour Questions
(What are you doing? What should you be doing? What are you going to do?)

Modifying Environment/Work Demands/Social Interactions

ACKNOWLEDGEMENT PLAN OPTIONS
(Universal Behaviour Support)
Praise/Encouragement
(Verbal/Non-verbal/Written)

Class Responsibilities
(Messenger, Teacher's Helper, Library Monitor, Tuckshop)

Inter-Class Responsibilities
(Peer Tutoring)

Token/Point/Star Systems
(Individual/Group Goal-Setting)

Public Display of Work
(Classroom, Foyer)

Individual Class-Level Rewards
(Stickers, Books, Stamps, Free time, Certificates, Student-Choice Activities, Computer Time)

Whole Class Rewards
(Parties, Fun Days, Game time, Sport, Videos)

Phone calls to Parents

Sharing Work With Others
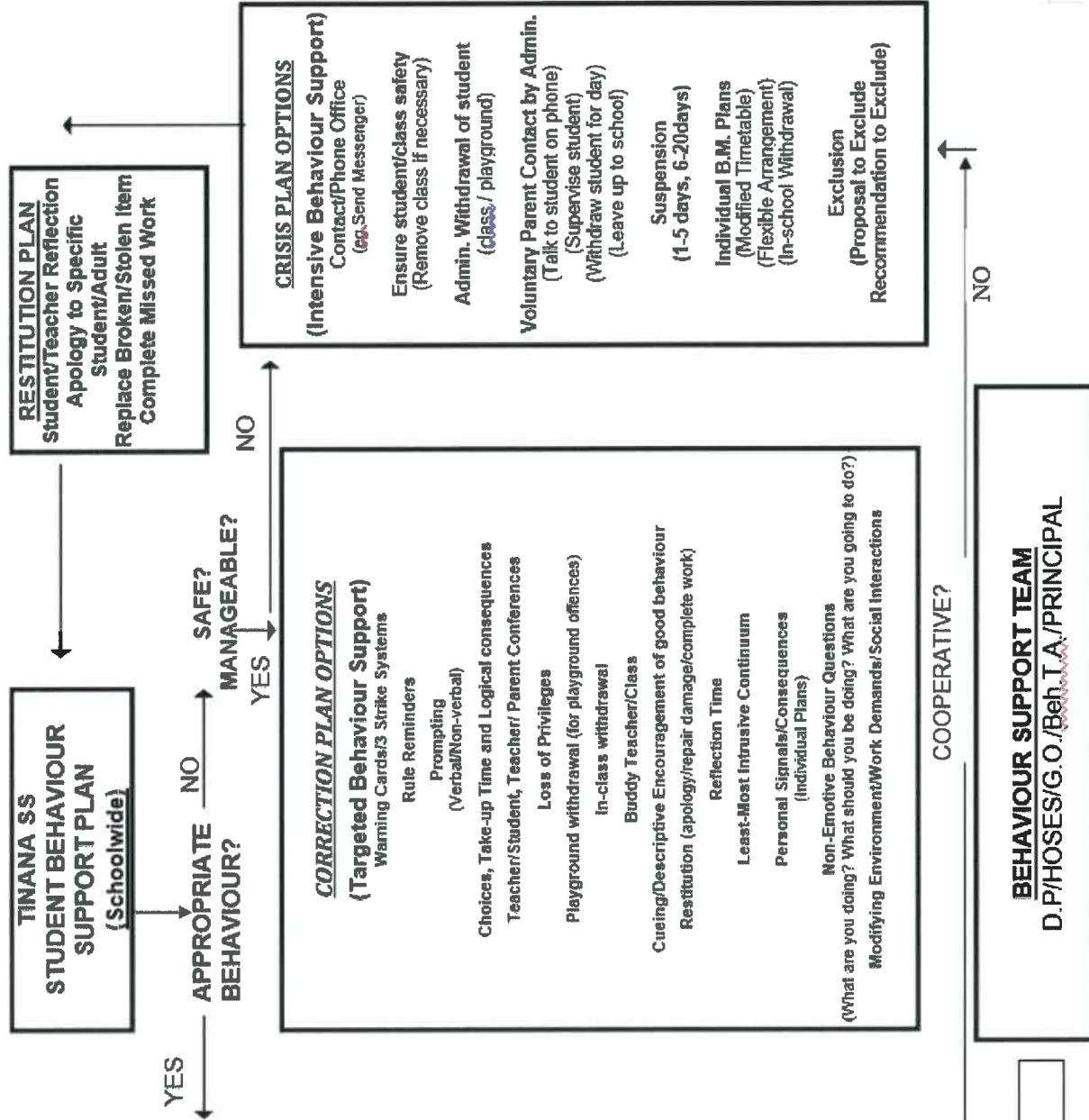(Principal, D.P., Other Classes, Parents)

Whole School Reward Systems
(Gold/Silver/Bronze Awards, Assembly)

Teacher Evaluations
(Marks/comments on work)

Celebrations
(Birthdays, "Outside" achievements)

Principal's /Deputy Principal's Awards

BEHAVIOUR SUPPORT TEAM
D.P./HOSES/G.O./Beh.T.A./PRINCIPAL

COOPERATIVE? — NO → CRISIS PLAN OPTIONS
COOPERATIVE? — YES → BUDDY CLASS –

BUDDY CLASS –

Student Wellbeing and Support Network

Our school recognises that students require a range of supports and structures to function well and to ensure wellbeing.

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.

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.

In 2020, as part of the school focus on wellbeing, a student wellbeing committee was suggested by the Tinana School Council. The newly established committee will consist of student leaders, teachers, specialist staff and administration. The committee will identify emerging issues and suggest improvement strategies to address student wellbeing. The committee will identify emerging issues and suggest improvement strategies to address student wellbeing.

The Tinana Student Council is made up of representatives of classes across years 4-6 in the school. This is a forum for discussion and vision on projects and improvements in the school to support and assist students as they engage in their education.

The Individual Needs Committee (INC) is representative of a range of stakeholders with the purpose of reviewing and recommending appropriate supports for students regarding curriculum adjustments, clinical investigations and strategies for support.

Tinana State School has supported a Chaplaincy program that is focussed on student pastoral care and support. The program is a balance of proactive and reactive strategies with a focus on student and staff support.

Tinana Learning Centre offers all students a supportive and safe environment where they can spend break times with staff overseeing interactions and ensuring social skill development. Through support from community we are able to provide vulnerable students with breakfast and lunch if necessary.

The School Guidance Officer supports student engagement through specialised assessments, counselling and strategy. Students are referred to the guidance service through the INC. The school guidance officer liaises with specialised services outside the school to bring additional agencies and supports to our students.

There are many organised activities during break times for Tinana students. Some of these include sustainability, futsal, chess, Auslan club, choirs, sports activities and so on. These activities allow students to be involved in competitions and clubs to improve skills, interests and engagement.

Whole School Approach to Discipline

Tinana State School uses a multi-tiered system of support for discipline in the school. This whole-school approach is used in all classrooms and programs offered through the school, including sporting activities and excursions.

At Tinana State School, our approach aims 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 Tinana State School we believe discipline is about more than consequences. 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 Tinana State School Student Code of Conduct is an opportunity to explain the framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of our Code of Conduct can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the Principal or Deputy Principal.

Tier 1 (100% of students)

Re-directing low-level and infrequent problem behaviour

Staff at Tinana State School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the **Essential Skills for Classroom Management.** 'Pre-correction' and 'prompts' are examples of preventative strategies. 'Least intrusive' strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal 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. 'Most intrusive' strategies include redirections, giving choices and following through, and removal to time out / reflection room for repeated low-level problem behaviours.
Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more Safely, Respectfully, and Responsibly. This encourages
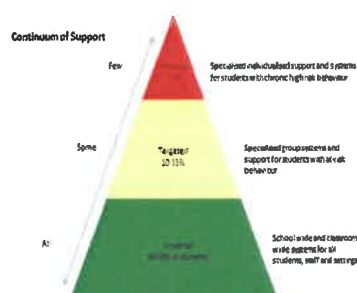
students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Major problem behaviours are referred to the Deputy Principal or Principal.

Tier 2 (10-15% of students)

Targeted behaviour support
Each year a small number of students at Tinana State School are identified through our data as requiring extra assistance through targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Features of this support include:
- use of behaviour data to accurately identify students requiring Tier 2 supports
- a school-based referral process for teachers seeking assistance to support the identified students
- a team approach to supporting students on targeted programs
- use of data decision rules for evaluation and exits from targeted support programs
- making adjustments for individual needs
- using research-validated program options for targeted support interventions such as:
  - adult mentoring
  - check in / check out
  - targeted / small group social skilling
  - 'newcomer' programs for new students

All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff.

Tier 3 (0-5% of students)

Intensive behaviour support: Behaviour Support Services

Tinana State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

The *School Behaviour Support Team:*
- works with other staff members to assess risks and to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student
- works collaboratively to achieve continuity and consistency.
- facilitates a Functional Behaviour Assessment for appropriate students to guide an individualised intervention plan
- identifies flexible / alternative learning options
- organises referrals to regional behaviour support resources

In addition to students being identified through current school behaviour data, the Intensive Behaviour Support Team (including GOSEW) has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

Consideration of Individual Circumstances

Staff at Tinana 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, 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. 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 for 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 the consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Differentiated and Explicit Teaching

Tinana 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 practise.

Teachers at Tinana 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, 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.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students
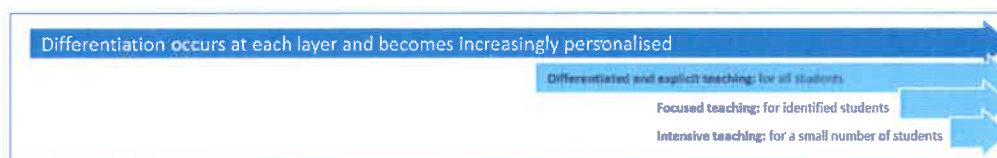
Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Tinana State School to provide focused teaching. Focused teaching is aligned to the Tinana State School Behaviour 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.

Tinana State School has a range of Student Support Network 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 evidence-informed programs to address specific skill development for some students:
- Secret Agent Society
- Reboot
- Zones of Regulation
- B.E.A.R Program (anxiety)
- Beyond Blue (resilience training)
- R.A.G.E (renegotiating angry and guilt emotions)
- A to B (team cooperative challenges)

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop 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 will be assigned an individual case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

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

Delegations

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

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

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:
- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

Disciplinary Consequences

The disciplinary consequences model used at Tinana State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. All disciplinary consequences will be recorded on OneSchool to track behaviour progress.

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.

For a small number of students, approximately 0-5%, 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 negative commentary or 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 behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide 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
- Warning of more serious consequences (e.g. removal from classroom Buddy Class)
- Refection Room

Focused

Class teacher is supported by other school-based staff to address problem behaviour. This may include:
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Reflection Room
- Behavioural contract
- 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

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 Tinana 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 Tinana State School may be invited to attend a re-entry meeting on the day of their scheduled return or prior to 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 consequence 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-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 Organisation staff, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School policies document the processes and principles for maintaining a supported and safe learning environment. They provide staff with consistent guidelines to effectively manage each situation. Parents are encouraged to familiarise themselves with the school policies that directly relate to student discipline.

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, students and visitors. Students should not bring toys, personal sporting equipment, jewellery (other than that allowed under the school dress code), collectables and other unnecessary items to school. These items can be distractions, the subject of conflict, lost, stolen or damaged. Items of this nature may be temporarily removed.

Property may be temporarily removed until the end of the day or end of the school week. Items may be returned to the student where it is safe to do so or to their parent depending on the nature of the item. Items should be collected as soon as possible after a collection time is communicated. Items may be retained where the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to be used to commit a crime; where police state they will come to collect the item or investigate the matter, or where staff suspect the student is not the lawful owner of the item.

Property that may be temporarily removed includes bags, mobile phones, jewellery, or prohibited items such as knives. Items including illegal substances (drugs such as cannabis, ecstasy, amphetamines), items that place others safety or wellbeing at risk (knife, firearm, handcuffs or replicas of these), items that do not preserve a caring, safe or supportive environment (baton, nunchaku, club), or items that do not maintain and foster mutual respect (printed materials with offensive language or extremist propaganda) are not permitted at school and may be removed. Possession of illegal items at school will be referred to the police. Items of this nature may be seized by the police at their discretion.

State school staff may in certain circumstances search student property without the consent of students or parents for example, suspicion of possession of a dangerous item such as a weapon. While staff may temporarily remove a mobile device from a student, they are not authorised to unlock the device, read, copy or delete information from the device.

Use of mobile phones and other devices by students

Students bring digital devices to school from time to time with the approval and rationale of parents. Circumstances where devices may come to school include students who utilise a mobile telephone for safety travelling to and from school; students who use devices on buses to pass the time while travelling distances to and from school. Electronic devices can be distractions from the core business of the school – Teaching and Learning. Smart watches are considered digital devices under this policy.

Electronic devices can be valuable tools for learning eg Laptops, tablets and devices that connect to the internet. In cases where students require a computer or electronic device, the device will be supplied to the student by the school. Use of school issued devices will be managed according to the Internet Access Agreement reached upon enrolment. In cases where a personal device is deemed appropriate, the approval for the parameters and the management of the device will be determined by the principal. In situations where a parent wishes to contact a student at school, they should do so through the school administration.

Mobile telephones and electronic devices that are the personal property of students are to be voluntarily handed in at the school office upon arrival at school by the student. The device should be turned off to avoid any distraction to office staff. A receipt noting the time and the specific device being handed in is supplied to the student. A duplicate slip is attached to the device for identification purposes. On completion of the school day and prior to departure, the student will present at the office to collect their device. A receipt should be presented to identify the specific device to be collected. The student should avoid using the device until they leave the school grounds. Devices are stored at the owner's risk and no liability is accepted for loss, theft or damage to the device unless it can be proven that the theft, loss or damage resulted from the Department's negligence.

Mobile telephones are not permitted to be taken on school camps or excursions. Contact with students at camps will occur through the supervising teacher.

In situations where a student has not handed in their device, and/or the contents of the device are the subject of an investigation by the school, the Temporary Removal of Student Property policy will apply. In situations where a student device is the subject of a police investigation, police jurisdiction will apply.

Failure of a student to voluntarily hand in a device may result in the temporary removal of the device. In situations where a device is temporarily removed from a student, parents may be required to attend the school to recover the device. Non-compliance with this policy may incur a disciplinary consequence for the student.

Preventing and responding to bullying

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. Tinana State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Tinana State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Tinana State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. Any digital bullying/harassment originating from outside the school should be referred to the QPS for further action. Any behaviour brought into the school from outside influences will be dealt with according to the Tinana State School Responsible Behaviour Plan.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Tinana State School there is broad agreement among students, staff and parents that bullying is targeted, repeated and involves a power difference. When deciding whether or not bullying has occurred, we will take into consideration these factors and previous incidents.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Tinana State School includes that students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on conflict resolution will assist students in identifying these procedures and promote a calm, happy and safe school environment.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The **REBOOT Program** along with the **BEAR Program** and the **You Can Do It Program** will develop in students the ability to self-regulate, recognise conflict, provide students with skills to deal with conflict and assist them to work with other students in eliminating bullying before it reaches this stage. By teaching Conflict Resolution and Calm Down strategies through these programs a reduction on results from conflict should be noticed. (Resources)

10. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Tinana State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

11. Tinana State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher
Deputy Principal – Sally Donohue
Principal – David Burns

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day one or two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Appropriate use of social media

Tinana State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Tinana State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Tinana State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying), it is unacceptable for students to bully, harass or victimise another person whether within Tinana State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Tinana State School whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Tinana State School engaging in appropriate online behaviour.

Role of social media
The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media
Students of Tinana State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Tinana State School the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Tinana State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying
Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:
- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Tinana State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Tinana State School expects its students to engage in positive online behaviours.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
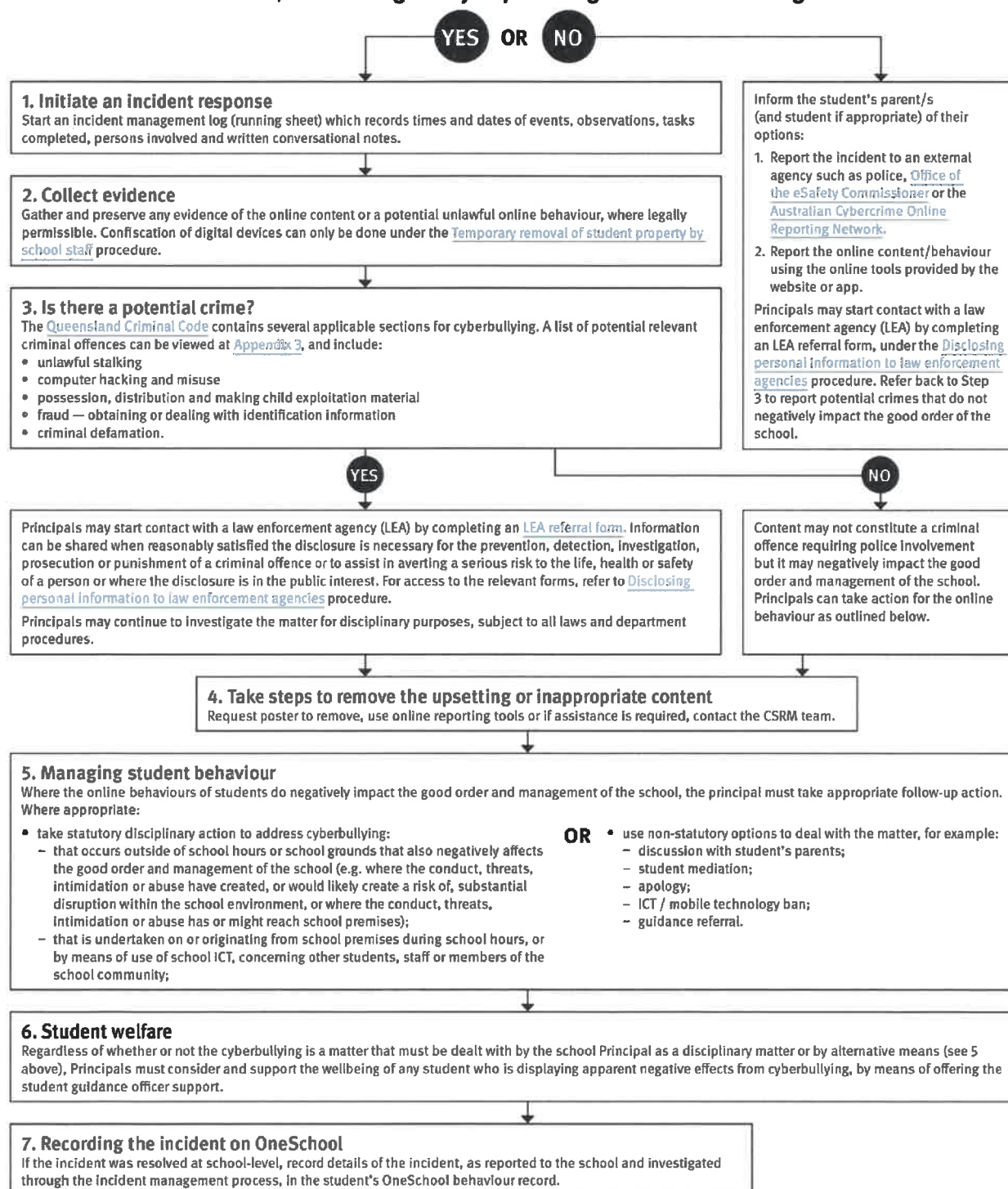
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online incident management guidelines.

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

NO

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Restrictive Practices

School staff at Tinana State School will 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:

- Regard to the human rights of those students
- Safeguards students, staff and others from harm
- Ensures transparency and accountability
- Places importance on communication and consultation with parents and carers
- Maximises the opportunity for positive outcomes, and
- 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.

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff of Tinana State School are kept safe.

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 problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

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, non-threatening body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, and 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: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Conclusion

Tinana 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.

If at any time, after following these processes and procedures, a member of the school community is dissatisfied with the way an incident or situation has been managed, community members are encouraged to discuss concerns with the principal.

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.