Torquay State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

Contact Information

Postal address:	Tavistock St Torquay Qld 4655
Phone:	41944333
Email:	principal@torquayss.eq.edu.au
School website address:	www.torquayss@eq.edu.au
Contact Person:	Heidi Dallimore (Principal)

Endorsement

Principal Name:	Heidi Dallimore
Principal Signature:	H Dallimore.
Date:	2 December 2020.

P/C President and-or School Council Chair Name:	The president has read the Student Code of Conduct. The Torquay State School P&C is not currently active with a number of vacant executive positions. This section will be completed as soon as possible after a new P&C is established. As president I have read the code of conduct and agree with the content however I would like to table this document for discussion at a P&C meeting.
P/C President and-or School Council Chair Signature:	Rosalyn Lloyd.
Date:	1.12.20

Contents

Purpose	4
Principal's Foreword	5
Learning and Behaviour Statement	5
Multi-Tiered Systems of Support/Diverse Learners	5
Consideration of Individual Circumstances	6
Student Wellbeing	7
Student Support Network	7
Whole School Approach to Discipline	9
PBL Expectations	9
Differentiated and Explicit Teaching	11
Focussed Teaching	12
Intensive Teaching	12
Legislative Delegations	13
Legislation	13
Delegations	13
Disciplinary Consequences	15
School Policies	19
Temporary removal of student property	19
Use of mobile phones and other devices by students	20
Preventing and responding to bullying	23
Appropriate use of social media incl. Cyberbullying	25
Restrictive Practices	30
Critical Incidents	31
Related Procedures and Guidelines	32
Resources	33
Conclusion	34

Queensland Government

Purpose

Torquay State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. We are committed to fostering a school environment that is supportive, respectful, compatible with human rights and provides all students with opportunities to engage in quality learning. Positive relationships with our students, our colleagues and our community are the lynch pin to helping each child achieve success and ensuring that staff are supported to achieve their potential.

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

Principal's Foreword

Torquay State School is achieving our school vision, "*A community that values clever, skilled, creative and aspiring learners*" through high expectations for all students, supported by quality teaching and consistently implemented programs within a culture of collaboration and feedback.

There are three values which underpin all expectations, processes and programs at our school:

- Be safe
- Be respectful and
- Be responsible.

These values apply to all members of our school community, are widely communicated, explicitly taught to all students and are on display around our school.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. We believe that our children need to be taught self regulation strategies and the ability to show empathy and compassion.

Our school staff believe that communication and positive connections with others are the valuable skills that our communities need now and in the future.

Torquay State School is a Positive Behaviour for Learning school where we take an educative approach to discipline, believing that behaviour can be taught and that mistakes are opportunities for everyone to learn.

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

Learning and Behaviour Statement

Torquay State School considers positive behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. The primary function of Torquay State School is to be a safe place of academic and social learning.

Torquay State School uses the Positive Behaviour for Learning framework (PBL) to facilitate positive behaviours, prevent problem behaviours through the implementation of proactive strategies and respond to unacceptable behaviours. PBL is modelled on our school wide ideals of being Safe, Respectful and Responsible. Torquay has an agreed set of standards to be implemented by all staff with fidelity across the school maintaining a consistent approach to behaviour.

The agreed set of standards follows the action steps for managing behaviour flowchart within classroom settings, whole school behaviour matrix and managing unacceptable behaviour flowchart.

Torquay State School is committed to building a culture that promotes learning each day.

Multi-Tiered Systems of Support – Diverse Learners

Torquay State School uses multi-tiered systems of support and have contextualised it as the Diverse Learners Plan. The Diverse Learners Plan as the foundation for our integrated approach to learning and behaviour. The Diverse Learners Plan is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. The Diverse Learners Plan will match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for **some students** (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

Queensland Government

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g. they are "evidence-based" interventions that are matched to the student's need).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

3 Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

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

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

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

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

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

If you have concerns about the behaviour of a student at school, parents/carers are to make an appointment to contact the class teacher. If the concern is about a staff member an appointment is to be made with administration to discuss.

Student Wellbeing and Support Network

Torquay State School provides an inclusive, caring and rigorous learning environment with teachers who focus on helping every child unlock their potential. In 2019, The Torquay School Community unpacked the Student Learning and Wellbeing Framework. It is our shared belief that **Torquay State school enacts this policy through**:

- Actively Promoting our school vision: "*A community that values clever, skilled, creative and aspiring learners*"
- Applying consistent school-wide rules and consequences and making our school expectations Be Safe, Be Respectful and Be Responsible is visible in all settings and a consistent part of school language
- Fortnightly assemblies that support and reinforce key messages
- Providing students opportunities to participate in school decision-making processes through the Student Representative Council (SRC)
- Supporting events organised by the SRC or P&C that promote a positive school ethos (e.g. discos, crazy hair days, free dress days, Colour Run)
- Milbi the Turtle is used as a school mascot to recognise student success and reinforce key messages
- Engagement in the Bullying. No Way! Initiative
- Review of the Responsible Behaviour Plan in consultation with the school community
- Supporting staff morale and wellbeing through the staff breakfasts/ morning teas
- Lunchtime peer support via staff supervised play or Yr 6 peer mentors.
- Adopting inclusive practices with diversity acknowledged and celebrated through learning experiences and support of key events such as NAIDOC week
- Monitoring school attendance as an indicator of social and emotional wellbeing of students and staff
- Utilising support personnel to identify individual student learning needs (e.g. HOSES, Speech Language Pathologist, Guidance Officer)
- Providing/facilitating professional development in line with school priorities, staff and student needs
- Teaching cybersafety through the learning areas of the Australian Curriculum such as Technologies and Health and the General Capabilities and Stymie.

CURRICULUM AND PEDAGOGY

Curriculum that enhances wellbeing equips students with the knowledge, skills, attributes and strategies to understand and manage themselves and their relationships. Pedagogy that enhances wellbeing builds positive relationships.

TORQUAY STATE SCHOOL DOES THIS BY:

- Implementing the curriculum as specified in the *P-12 curriculum, assessment and reporting framework* and detailed in the Whole School Curriculum Plan
- Reviewing in 2020 the Pedagogical Framework in consultation with staff
- Supporting teachers with curriculum planning, assessment and reporting through the employment of 2 Pedagogical Coaches
- Supporting students to develop personalised learning goals
- Regular review of academic, attendance and behaviour data
- Supporting community events such as ANZAC Day, Under 8s Day, or Daniel, Fanfare, Maryborough Eisteddfod, the Fraser Coast Technology Challenge

Queensland Government

- Supporting students to manage transitions to school and between year levels (e.g. Prep transitions days and Year 6 high school transitions)
- Offering excursions and incursions
- Providing regular access to extracurricular activities, including:
  - lunch time activities (e.g. robotics, library games and activities, choir, skipping club)
  - school camps
  - student leadership opportunities
  - interschool sports/Gala Days
  - A range of Development Officers

POLICIES AND PROCEDURES

Policy intentions are transformed into action by school staff, students and the wider community.

TORQUAY STATE SCHOOL DOES THIS BY:

- Clearly outlining the school's approaches to learning and wellbeing in enrolment interviews and Responsible Behaviour Plan
- Providing students opportunities to participate in school decision-making processes about governance and policy through the Student Representative Council
- Reviewing school policies and procedures in consultation with the P&C
- Publishing school policies and procedures on the school website and in the enrolment package
- Providing staff with professional development linked to policies/procedures being enacted
- Conducting Student Support Services meetings throughout the term
- Using weekly staff meetings to review and evaluate operational matters relating to student wellbeing
- Ensuring the budget support for professional development programs to support policies being enacted by the school

PARTNERSHIPS

Productive partnerships expand the knowledge, skills and resources available in the school.

TORQUAY STATE SCHOOL DOES THIS BY:

- Nurturing relationships between students, teachers, parents and carers, support staff and community groups
- Encouraging community engagement through events including Sports Carnival, Cross Country, Year 6 Graduation, Music Nights and P&C's discos, movie nights and fund raisers
- Engaging and working with parents to optimise student learning and wellbeing though parent information sessions, parent-teacher interviews, informal conversations and twice-yearly reporting
- Reaching out to the school community in diverse ways through the school website, Facebook page and newsletter
- Supporting students to manage transitions to school and between year levels (e.g. Prep transitions days and Year 6 high school transitions)
- Having an active and supportive P&C
- Developing partnerships that have a positive impact on students and the school community, including:
  - USC partnership to deliver Reading Links
  - Hosting pre-service teachers from USC and USQ
  - Queensland Police Service Adopt-a-cop
  - Religious Instruction
  - Fire safety presentations from Queensland Fire & Emergency Services
  - Performances by students from other schools
- Having a QLD Scripture Union School Chaplain on-site four days per fortnight
- Weekly Breakfast Club hosted by the School Chaplain
- Referral pathways to school-based services, external agencies to support students and families
- Participating in interschool sports and gala days with local schools
- Encouraging strong school spirit through the house group system
- Rewarding positive behaviour and recognising academic improvement on weekly assembly (e.g. Student of the Week awards, Honesty awards).
- Rewarding positive behaviour through Turtle Tokens and the Milbi Market, Rewards Day.

Queensland Government

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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

PBL Expectations

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

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Torquay State School.

Queensland Government

TORQUAY SS
BEHAVIOUR STANDARDS

UNLOCKING POTENTIAL

BEHAVIOUR PROFICIENCY	VERY HIGH – A standard Independent without reminders	HIGH – B standard Mostly independent	SATISFACTORY – C standard Requires some reminders	NEEDS ATTENTION – D standard Consistently needs reminders	UNACCEPTABLE – E standard Needs support
SAFE	• Movement around the school • Eat/play appropriately in designated area/s • Keeps hands and feet to self (physical contact) • Behave in a safe manner at all times – using equipment in all settings • Follows school expectations even when supervised and unsupervised	• Movement around the school • Eat/play appropriately in designated area/s • Keeps hands and feet to self • Behave in a safe manner a majority of the time – using equipment in all settings. • Follows school expectations when unsupervised and supervised	• Moving appropriately around the school • Eat/play in designated areas • Hands and feet to self • Arriving to school on time and being organised • Usually demonstrates safe behaviours • Plays safely • Follows school expectations when supervised and unsupervised	• Needs frequent reminders to stay focussed • Needs frequent reminders to make the right choices to be safe, responsible and respectful in and out of the classroom. • Sometimes displays unsafe behaviours to self and others • Needs frequent reminders of school expectations when supervised and unsupervised	• Often displays unsafe behaviours to self and others • Is on an individual behaviour plan • Throwing objects • Leaving school grounds and classrooms without permission • Unsafe to themselves and others • Needs support with school expectations whilst supervised • Needs constant reminders to make the right choices
RESPONSIBLE	• Complete class tasks in set time to ability level • Being in the right places at the right times • Follow staff instructions in all settings • Is organised, has a tidy work space and ready to begin activities. • Role model – mentor good behaviours to peers, peer teaching • Tell staff when something is wrong • Attempts to positively influence peer decisions • Displays active whole body listening	• On task behaviour • Being in the right places most of the time. • Is organised and ready to begin activities. • Students helping others without being asked • Demonstrates whole body listening • Tell staff when something is wrong	• Needs some reminders in a familiar setting with clear known expectations • Occasionally needs reminders of expectations • Actively listens (whole body listening) with minimal reminders • Prepared for lessons • Responds appropriately to redirection	• Needs responsible behaviour reminders across all settings • Needs reminders to be in the right place at the right time. • Needs frequent reminders of expectations • Needs frequent reminders to display active whole body listening • Frequently requires redirection to task at hand/behaviour choice	• Needs support across all settings • Leaving school grounds and classrooms without permission • Not responsible for own learning • Needs constant reminders of expectations • Needs constant reminders and support to follow instructions • Out of uniform often (jewellery etc) • Needs support to understand and display whole body listening • Constantly requires redirection to task at hand/behaviour choice
RESPECTFUL	• Using appropriate language and manners daily • Wear correct attire everyday • Respectful of own and school property • Let teachers teach and class learn • Treat others fairly and encourages others to join in • Shows pride and acts honourably • Actively listens and shares their ideas and encourages others to do the same • Resolves friendship/conflict social issues respectfully & encourages others to do the same • Asks permission to leave designated areas	• Uses appropriate language and manners • Respectful of own and school property • Let teachers teach and class learn • Wears uniform correctly • Treats others fairly • Show pride and acts honourably • Actively listens and shares their knowledge/ideas • Resolves friendship/conflict social issues respectfully	• Using appropriate language and manners • Is respectful of own and school property • Lets teachers teach and class learn • Most of the time is not disruptive or disrespectful in class and playground • Resolves friendship/conflict social issues respectfully • Complies with requests or instructions • Uses expected methods to ask or answer questions	• Requires prompts to use appropriate language and manners • Respect of own and school property • Needs reminders to use voice at appropriate times (calling out) • Sometimes non-compliant with school activities • Needs regular prompting to follow staff instructions	• Swearing, inappropriate language • Speaking inappropriately to adults, students and staff • Refusal to follow staff instructions • Needs support to use voice at appropriate times (calling out) • Lying • Bullies others verbally, physically and mentally • Insolence • Refusal to participate in school activities and learning • Disrespectful to own and school property

Our school vision: "A community that values clever, skilled, creative and aspiring learners" is being achieved through high expectations for all students, supported by quality teaching and consistently implemented programs within a culture of collaboration and feedback.

The expectations within this matrix are explicitly taught by the classroom teacher in weekly behaviour lessons.

Parents and staff

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

Safe

What we expect to see from you	***What you can expect from us***
You model safe behaviour at all times in all situations, considering all risks and possible outcomes.	We will model safe behaviour at all times in all situations, considering all risks and possible outcomes
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents/carers to leave and collect students
You notice when others need help, parents, staff and students, and ask it there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.

Respectful

What we expect to see from you	***What you can expect from us***
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate 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.

Queensland Government

You use appropriate language when speaking to staff and not use aggressive behaviours towards staff	We will use appropriate language and non-aggressive behaviours towards families.
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.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.

Responsible

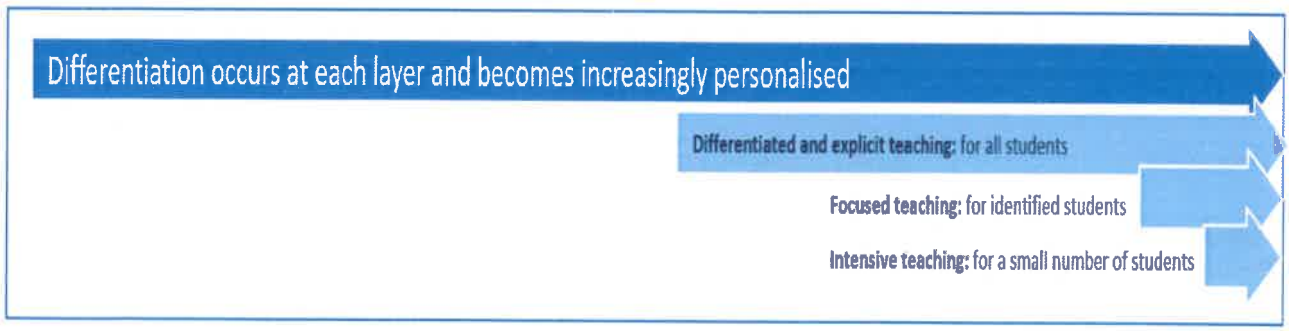
What we expect to see from you	***What you can expect from us***
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
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 regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.

Differentiated and Explicit Teaching – Tier 1

Torquay State School has a whole school approach to curriculum provision, using a continuum of support, and caters for the learning needs of students. This includes those in need of learning support or behaviour support; those who have educational support needs arising from disability; those who are gifted and talented; those learning English as an additional language or dialect (EAL/D), or a combination of these.

A whole school approach directs support to different levels of student need. Additional to the three layers of school planning, there are three layers providing a continuum of support with increasingly focused and personalised teaching and intervention at each successive layer — including increasing levels of adjustments, monitoring of student learning and behaviour, and involvement of support staff. We identify the appropriate layer of support through analysis of student data and ongoing monitoring of student progress.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students,



Queensland Government

Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.
Every student in every classroom uses a PBL behaviour book which has the school values/expectations, their term behaviour goal and the behaviour reporting matrix. Through the use of the matrix the class teacher is able to work with all students to explain what each of the expectations look, sound and feel like across the school environment. Expectations are revisited regularly to address any new or emerging issues.

Focused Teaching - Tier 2

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 Torquay State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Intensive Teaching – Tier 3

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 or family issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Acknowlegement of Positive Behaviours

Torquay State School's Positive Behaviour acknowledgement is centred around 'Milbi' the turtle. Milbi is the Butchulla word for turtle is used on our graphics which displays the school values and expectations.

Queensland Government

Students are awarded 'Milbi' Turtle Tokens in the classroom, the playground and in specialist lessons. These serve as positive behaviour specific acknowledgement for students. Students collate their tokens each week and twice a term, they are able to trade their tokens for a reward from the Milbi Market. Staff use other positive acknowledgements as well within their classroom setting.

Legislative Delegations

Legislation

This section of the Torquay state School Student Code of Conduct provides links to relevant legislation that inform the overall Student discipline procedure.

- 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
-

Queensland Government

Department of Education

Torquay State School

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Heidi Dallimore Principal of Torquay State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal, at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

H Dallimore

Heidi Dallimore 20 Feb 2020

Torquay State School

QUEENSLAND DEPARTMENT OF EDUCATION

Queensland Government

Disciplinary Consequences

The disciplinary consequences model used at Torquay State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

Differentiated – Tier 1

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
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks

Queensland Government

- 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
- 'Take time' offered
- Use artefacts of managing behaviour (eg. Action Steps, Managing Problem behaviour flowchart)
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed – Tier 2

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention – loss of play privileges
- Supervised play / Playground plan
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services for team based problem solving
- Stakeholder meeting involving families

Intensive – Tier 3

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

It is not mandatory for the student or their parents to attend a re-entry meeting however it is encouraged as a re-entry plan is developed as a support for the student to assist in their successful re-engagement in school. The intention is to avoid further disciplinary absences.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via the suspension letter 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. Sometimes the class teacher may attend.

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
- Discuss what can be done differently
- Discuss any suggested strategies or supports
- Offer information about supports available
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

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

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- toys (including collectables0
- caps or inappropriate headwear
- jewellery that dows not comply with school uniform (heavy chains, bracelets, inappropriate earrings etc)

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students

are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Torquay State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Torquay State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
- is prohibited according to the Torquay State School Student Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Torquay State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
- is prohibited according to the Torquay State School Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Please see Temporary removal of student property by school staff procedure for more information.

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.

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.
Personal Technology Devices include, but are not limited to, mobile telephones, smart watches, gaming devices, laptop computers, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3/4 player), Ipad, Ipod, tablets, drones and devices of a similar nature.

Torquay State School acknowledges families who wish there child to bring a mobile phone/smart watch to school for safety purposes. Mobile phones/smart watches (unless approved by the Principal) are to be signed in at the office before school and collected at the end of the school day.

Breaches of this prohibition may result in disciplinary consequences.
Torquay State School will not accept liability in the event of loss/theft/damage of any device brought to school by a student.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and signed in at the Office where they are placed in the Security Store and signed out at the end of the day. If a student does not follow this procedure and their device is lost/stolen/broken, the school will not accept responsibility due to the lack of adherence to the policy.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Torquay State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying [1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- Recording; and/or
- Disseminating material (through text messaging, display, internet uploading etc.); and/or
- Knowingly being a subject of a recording

May find themselves in breach of this policy may be subject to discipline (including Suspension and recommendation for Exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to possible referral to the Queensland Police Service (QPS). Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office. **Any messages originating from outside the school should be referred to the QLD Police Service for further action. Any behaviour brought into the school from outside influences will be dealt with accordingly.**

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Special Circumstances Arrangement

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

Preventing and responding to bullying

Purpose

1. Torquay State School strives to create positive, calm and engaging, 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 at Torquay 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.

Bullying is **'Repeated or Serious Verbal, Physical, Social or Psychological misbehaviour that is harmful and involves misuse of power by an individual or group toward one or more persons'.**

At Torquay State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will consider the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence.

Whether bullying behaviour is observed between students of equal or unequal power, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Any behaviour brought into the school from outside influences will be dealt with according to the Torquay State School Positive Behaviour for Learning Plan.

3. Harassment / Victimisation is defined as:

Minor – Low level disrespect of others through name calling, threats, use of digital device/s, social exclusion, intimidation etc.

Any digital/harassment originating from outside the school should be referred to the QLD Police Service for further action.

Major – Ongoing or major disrespect shown to others by way of verbal, gestural, written or digital messages which include threats, intimidation or social exclusion. Negative messages relating to race, religion, gender, age, origin, appearance or disability which cause harm or embarrassment. Deliberately and knowingly spreading rumours/lies about others that are hurtful or harmful.

Queensland Government

4. Bullying may be related to:

- *Race, Religion or Culture*
- *Disability*
- *Financial Family Situation*
- *Appearance or Health conditions*
- *Sexual Orientation*
- *Sexist or Sexual Language*
- *Young Carers or Children in Care*

5. 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.

Bystanders:

- *Need to be taught skills weekly by staff so they can use to intervene when they witness bullying.*
- *Must be held accountable for their behaviour in bullying situations.*
- *Are never neutral by standing there and not helping the victim. You are supporting the bully!*
- *Need to develop positive relationships with potential victims.*

6. The anti-bullying procedures at Torquay State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

7. 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 Minor 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 3 school values/expectations 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 (by the wearing of high visibility vests) and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas. Peer mentors are used to support teachers in non-classroom areas (high visibility vests).

9. The student modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

Queensland Government

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. 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 Torquay 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'.

13. Torquay 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 (see Appendix 1)

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

Appropriate use of social media

Torquay 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.

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

No student of Torquay 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 Torquay 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 Torquay State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Torquay 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 Torquay 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 Torquay 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.

Torquay 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.

Torquay 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, Torquay State School expects its students to engage in positive online behaviours.

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The Principal or Deputy Principal can be directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Queensland
Government

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.

YES

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.

NO

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.

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.

Queensland Government

Restrictive Practices

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

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

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

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

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

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

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

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

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

Queensland Government

Critical Incidents

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

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

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

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

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

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

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

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning as well as the good order and management of the school.

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

Queensland Government

Resources

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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.

We thank you for choosing Torquay State School as your school of choice and look forward to working with each family throughout the year.

Queensland Government

Appendix 1: Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher, Specialists, Support Staff, Deputy or Principal

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 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
- Engage the student as part of the solution
- 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 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

Queensland Government