

Theebine State School



Student Code of Conduct

2024 Update

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

We Live to Learn

Our Core Values: Be a Learner Be Respectful Be Safe

1. Purpose

Theebine State School is committed to providing a safe, supportive, positive and productive learning environment for students and staff. Staff are united in the pursuit of excellence and students are encouraged to engage in all learning experiences and acquire values supportive of their lifelong wellbeing.

Our school fosters a warm, safe and supportive learning environment by respecting the following rights:

- All students have the right to learn,
- All teachers have the right to teach and
- All community members have the right to be respected and valued.
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Our staff recognise that it is their role to ensure that students are able to learn and develop within the school environment, free of disruptive behaviours that may hinder their progress. It is also expected that students respect the right of a teacher to teach without disruptive behaviours hindering their ability to provide engaging and relevant learning experiences.

This Student Code of Conduct is designed to facilitate high expectations and standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. It relies on students, staff and parents working collaboratively and cooperatively to consistently display appropriate pro-social behaviours. Our school acknowledges and commits to its role in providing students with the skills necessary to become positive, productive and effective members of society.

2. Consultation and data review

The Student Code of Conduct was initially developed by Theebine State School in February 2015 in consultation with staff and students but has been significantly updated in 2024. Presentation and further discussion on this updated document will occur at the first P&C meeting for 2024. Data to inform this document was drawn from school data and collaborative dialogue.

3. Learning and behaviour statement

The staff and students of Theebine State School have the right to learn and the right to work to their potential, in a safe and supportive learning environment, free from disruption, abuse or threat. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be explicitly taught, modelled, encouraged and developed. Thus, behaviour management is an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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

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

- **Be a learner**
- **Be respectful**
- **Be safe.**

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

Our school also has a belief in the Rights and Responsibilities for our students, staff and community members. Please refer to Appendix 1 for a summary of these.

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Whole-school behaviour support statement

To foster the development and continued implementation of acceptable standards of behaviour:

Students will

- comply with the school's expectations for behaviour and effort,
- demonstrate intrinsic motivation
- participate actively in the school's education program,
- be accountable and take responsibility for their own behaviour and learning,
- co-operate with staff and other figures of authority,
- show respect for self and others,
- behave in an appropriate and non-disruptive manner in class,
- be on time,
- use positive language,
- be courteous at all times to everyone,
- have respect for others' belongings, school resources and equipment,
- have respect for the school environment,
- be prepared,
- ask for help when needed,
- be tolerant of others' views,
- conduct themselves in a safe manner within the classroom and school grounds,
- not bring inappropriate items to school (e.g. weapons, pornography),
- be sun safe (wear a wide-brimmed hat), and
- comply with school's dress code and wear socks and appropriate footwear at all times.

Staff will:

- provide a safe, supportive and productive learning environment,
- provide inclusive and engaging curriculum and pedagogical practices,
- initiate and maintain positive and constructive communication and relationships with students and parents/carers,
- promote intrinsic motivation – use of growth mindset vocabulary
- provide positive feedback when appropriate
- provide stickers, certificates and term awards
- explicitly teach resilience and values using the You Can Do It program -5 Keys to Success
- promote the skills of responsible self-management,
- accept, support and explicitly teach all school rules,
- be an appropriate role model for behavioural expectations,
- establish clear and concise classroom rules and procedures,
- ensure that the *Code of School Behaviour* is consistently implemented, and
- model and promote clear communication and positive interpersonal skills (e.g. with a positive and modulated voice).

Parents and the community will:

- show an active interest in their child's schooling and progress,
- encourage good behaviour habits in their children,
- encourage their child to accept and uphold the values, beliefs and rules of our school as outlined in this document
- provide support and feedback to the school regarding this policy,
- consult with the school personnel about any concerns,
- show due regard for the school's policies, procedures and routines with regard to safety issues,
- conduct themselves in a positive and safe manner,
- contribute positively to behaviour support plans concerning their child, and
- join in partnership with the students and staff to develop and maintain positive student behaviours

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

4.1 Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Theebine State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students, designed to prevent problem behaviours and provides a framework for responding to unacceptable behaviour. We draw from the You Can Do It- 5 Keys to success, Bounce-Back and Bucket Fillers of Kindness to promote intrinsic motivation and a confident positive outlook using growth mindset vocabulary. We encourage our students to fill the buckets of their peers by being kind, thoughtful and considerate of the needs of everyone in our school.

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

These expectations are communicated to students via a number of strategies, including:

- clear and concise statements of the expectations at the beginning of the school year,
- visual reminders within the classroom
- targeted lessons conducted by classroom teachers,
- reinforcement of learning by awarding stickers and end of term student award.
- positive feedback and intrinsic motivation discussion (How does that make you feel?)

Theebine State School Classroom Behaviour Chart

LEVELS	BEHAVIOUR EXAMPLES	REWARDS
Green level – Positive Category <ul style="list-style-type: none"> • Teacher/teacher aide controlled. 	Be a learner <ul style="list-style-type: none"> • Actively participates in activities. • Is prepared for learning. • Completes all tasks promptly and to the best of their ability. • Asks for help when needed. • Is accountable for their learning. • Listens and learns from others. • Keeps classroom, bag areas, playgrounds and desks tidy. • Works independently. • Attends school every day. 	<ul style="list-style-type: none"> • Bucket Filler • Positive Feedback • Stickers • 5:1 • Student of the Term award Other rewards <ul style="list-style-type: none"> • May attend school functions. • May attend school camps. • May attend extra-curricular (school-based) activities (e.g. excursions/sports/concerts). • Can receive positive reinforcement by way of
	Be respectful <ul style="list-style-type: none"> • Uses positive language. • Treats others how they would like to be treated. • Respects others right to learn. • Follows teacher/teacher aide instructions. • Raises hand to speak. • Is accountable for their behaviour. • Represents the school with pride when out in the community. 	

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	<p>Be safe</p> <ul style="list-style-type: none"> • Uses playground and classroom equipment appropriately. • Wears appropriate socks and footwear at all times. • Wears school uniform appropriately. • Is sun safe and wears a wide-brimmed hat. • Moves safely through school environment. • Reports damage or accidents to teacher/teacher aide. • Looks after their property and the property of others. • Follows directions quickly and carefully. 	<p>in class and school rewards.</p>
LEVELS	BEHAVIOURS	CONSEQUENCES
<p>Level 1 - Yellow Minor Categories</p> <ul style="list-style-type: none"> • Teacher/teacher aide controlled • Parents/carers may be contacted 	<ul style="list-style-type: none"> • Non-compliance with instructions. • Disrupts the learning of others in the classroom. • Infrequently displays inappropriate behaviours in class (rudeness/back chatting, name calling, rocking on chair, calling out, unresponsive in class). • Inappropriate/unsafe play (running on cement, rough play). • Lateness to class. • Not caring for resources/equipment. • Interferes with others, their learning or their property. • Infrequent non-compliance with the school dress code. • Not completing set tasks in the time allocated. • Leaves class without permission. • Infrequently uses mildly offensive language. 	<ul style="list-style-type: none"> • Use quiet rule reminder, body language encouraging and proximity, descriptive encouraging and parallel cue to discretely redirect. • Give warning – name on bucket taker list. • Reposition in classroom. • Recess withdrawal (5 mins maximum). • Discuss appropriate behaviours with teacher/teacher aide.
<p>Level 2 - Orange Moderate Categories</p> <ul style="list-style-type: none"> • Teacher/teacher aide controlled. • Parents/carers contacted. • One School report. • Refer to Behaviour Management Officer to seek guidance. 	<ul style="list-style-type: none"> • Persists with Level 1 (yellow) behaviours. • Wilfully disobeys/refuses to comply with school rules or teacher instructions. • Negative/oppositional behaviour towards learning and tasks. • Grossly disrupts the learning experience. • Frequently uses inappropriate language (including negative language directed at another person). • Causes damage to clothing, equipment or environment. • Refuses to accept responsibility for actions. • Uses resources/equipment irresponsibly. • Vandalises other person's property or school property. • Is truant. • Harasses or displays aggression towards another person. 	<ul style="list-style-type: none"> • In classroom withdrawal. • Complete restorative justice sheet to reflect on what should happen next time. • Discuss appropriate behaviours with teacher/teacher aide. • Restitution (e.g. clean up the mess that was made). • Parent/carer contacted. • Discuss appropriate behaviours with Behaviour Management Officer • One School incident report.

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<p>Level 3 - Red Major Categories</p> <ul style="list-style-type: none"> • Principal controlled. • Parents/carers contacted-interview • OneSchool report. • Individual behaviour plan. • Behaviour management officer. • Guidance officer assessment. 	<ul style="list-style-type: none"> • Fails to correct Level 2 (orange) behaviour. • Elevated classroom insolence or verbal abuse. • Major vandalism. • Major harassment. • Dangerously unsafe behaviour for self or others. • Involved in physical misconduct or assault. • Sexual harassment. • Smoking. • Possession/use of dangerous/harmful items (weapons, illicit drugs, alcohol). • Possession of inappropriate/offensive items or images. • Aggressive/threatening/obscene (verbal or non-verbal) actions towards any person while at school or at a function (excursion/camp). • Leaves the school grounds without permission. 	<ul style="list-style-type: none"> • Principal referral. • Guidance officer referral (behaviour management). • Parent/carer contacted for a formal interview. • Behaviour monitoring sheet/contract. • Detention/multiple detentions. • Restitution (repair/replace). • School community service. • Suspension (1-20 days). • Unable to attend school functions (e.g. excursions/camps). • Exclusion.
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4.2 Pro-active and preventative behaviour support

The staff of Theebine State School understand that they can assist students achieve the appropriate standards of positive behaviour, and can optimally respond to unacceptable behaviour by proactively:

- preventing problems,
- being flexible,
- sensing and being sensitive to the student's mood,
- being fair and consistent,
- promoting intrinsic motivation skills
- use familiar language from You Can Do It- 5 keys to Success and bucket fillers/dippers
- building on strengths and building up weaknesses,
- using praise 4 times more often than criticism,
- making lessons interesting,
- modelling desirable behaviour,
- varying teaching strategies,
- looking for causes not just symptoms,
- using a variety of control techniques,
- giving instructions clearly,
- creating an environment conducive to good behaviour,
- being interested,
- being attuned to outside school influences,
- taking an interest in students' families lives,
- involving students in decision-making regarding consequences.

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

- Promote positive language to provide positive feedback
- Use the familiar language of bucket fillers and bucket dippers and move names to reflect student behaviour
- Award stickers for sticker books to immediately praise positive actions
 - **Student of the Term** – A certificate awarded at the end of every term to the student who has demonstrated the attributes of a learner who demonstrates respect and safety. Attendance will also be considered when choosing the recipient of the award. The winner announced and celebrated at a term culminating event and reported in the school's newsletter, face book and recorded on One School.
- Staff undergo professional development regarding behaviour management, including the 'Essential Skills for Classroom Management', and implement positive feedback
- Behaviour management techniques are communicated to staff through regular discussions at staff meetings and to parents through newsletters and articles.
- Induction programs regarding the behaviour expectations are provided for new staff and students.
- Staff are supported through the sharing of successful practices at staff meetings.
- Individual support profiles are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- School specific policies are developed to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)

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Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Theebine State School to provide focused teaching. All 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

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

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

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

Students who require intensive teaching will work alongside a teacher/aide assigned and the school will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

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Disciplinary Consequences

The disciplinary consequences model used at Theebine 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

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions

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- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused

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
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Behaviour Management Support Team 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.

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

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

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

Arrangements

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

A record of the meeting is saved in One School, 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

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- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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



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Theebine 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 Theebine State School and will be removed if found in a student's possession:

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

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

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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 Theebine 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 Theebine 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 Theebine 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 Theebine 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 Theebine 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.

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Use of mobile phones and other devices by students

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

In consultation with the broader school community, Theebine State School has determined that whilst the explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy **Theebine State School students are not permitted to bring mobile phones to school.** The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.



Responsibilities

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

It is not acceptable for students at Theebine State School to bring a mobile phone to school.

It is **unacceptable** for students at Theebine State School:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking

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Our Core Values: Be a Learner Be Respectful Be Safe

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

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

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

Preventing and responding to bullying

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

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

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1. **Leadership**
Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
2. **Inclusion**
All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
3. **Student voice**
Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
4. **Partnerships**
Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.
5. **Support**
School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

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

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Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

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

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.



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Key contacts for students and parents to report bullying: Prep to Year 6 – Class teacher/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

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Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels).

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 Theebine 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.



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Thebine State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

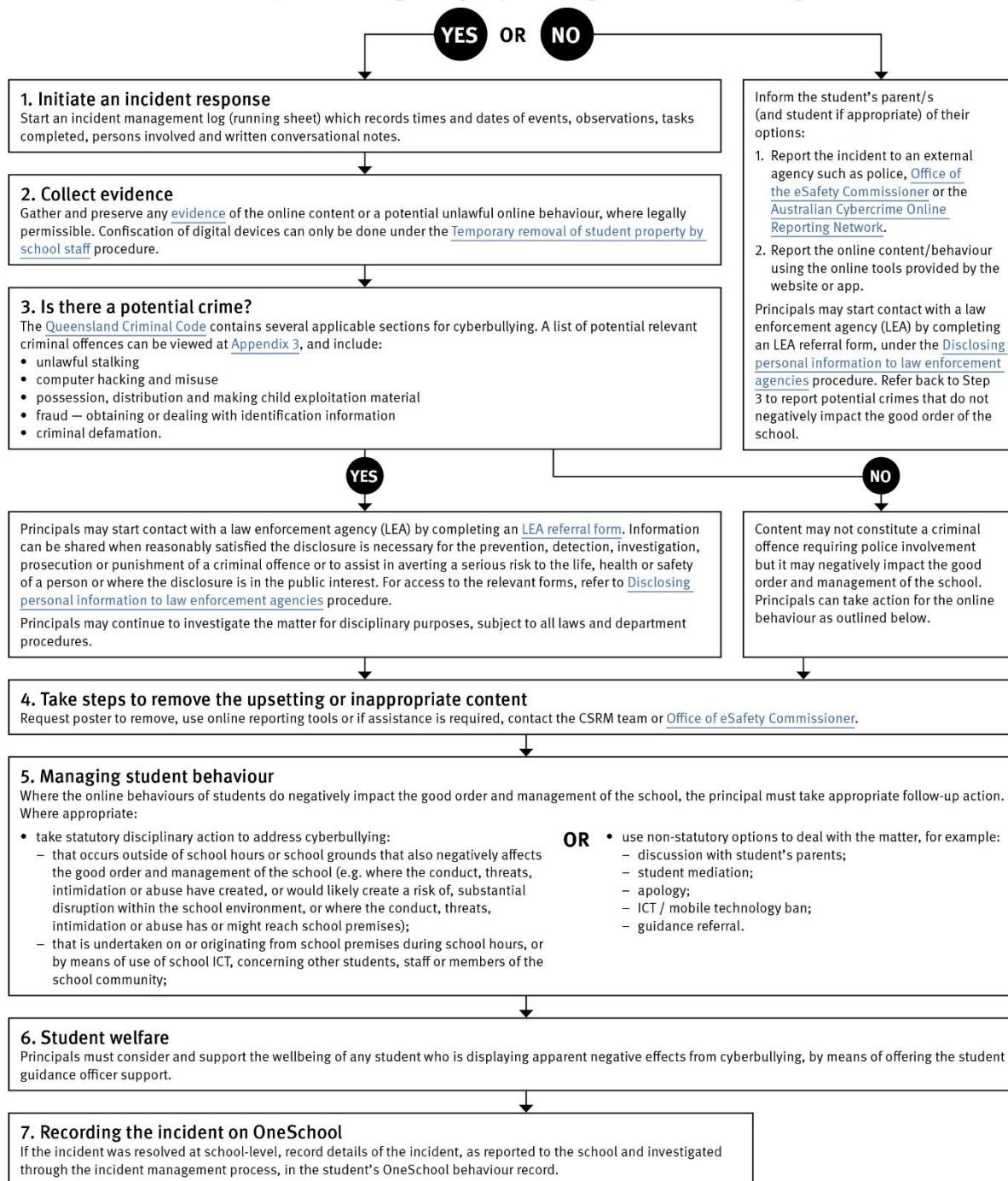
Explicit images

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

Report

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

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



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Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Theebine State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

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Theebine State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Exemplar State College works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Theebine State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Theebine State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

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Appropriate use of social media

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

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

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

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

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

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

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

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

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

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Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

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Restrictive Practices

School staff at Theebine 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.

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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

We Live to Learn

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Reinforcing expected school behaviour

At Theebine State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. *We actively promote intrinsic motivation and explicitly teach lessons that focus on resilience skills through the Bounce Back program. We use a consistent language across our school that includes bucket fillers and bucket dippers.* We provide stickers as immediate feedback for students to place in sticker books. We recognise and reward consistent demonstration of positive behaviours by praise, awarding certificates and recording on One School. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained and encouraged to provide consistent and appropriate acknowledgement and feedback to students.

Rewarding exemplary behaviour

To acknowledge and celebrate exemplary behaviours demonstrated by students, Theebine State School has implemented a number of reward strategies:

- Teachers/teacher aides are able to immediately reward a student stickers for demonstrating a positive behaviour
- Certificates awarded to student/s who demonstrates the attributes of a bucket filler.
- A 'Student of the Term' awarded to the student who has consistently demonstrated positive behaviour/academic and attends school on a regular basis.
- Permission to attend school functions, school camps and extra-curricular (school-based) activities (e.g. excursions/sports/concerts).
- In class and school rewards can be awarded by the teacher/teacher aide/principal in recognition for outstanding behaviour and commitment to rules and expectations.
- Positive behaviour is recorded on One School

4.2 Responding to unacceptable behaviour

Students attend school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act as active learners, more respectfully, more responsibly or more safely. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. We ask the question are you a bucket filler or a bucket dipper?

Intensive behaviour support

Theebine State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support Team*:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the school to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

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5. Consequences for unacceptable behaviour

Theebine State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When an unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Theebine State School implements a colour coded levelled system to manage inappropriate behaviours (refer to the chart below). While the table is not exhaustive, it gives a range of behaviours that are matched to consequences. The consequences will be dependent upon each circumstance and not all consequences in a level may be given. The level system provides students and parents with an indication as to the seriousness of the incident and possible ramifications.

In alignment with *The Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

When responding to a problem behaviour the staff member first determines if the problem behaviour is minor, moderate or major, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens,
- **Moderate** problem behaviour is handled by staff members, but may require principal referral (depending on severity), and a
- **Major** problem behaviour is referred directly to the principal.

Minor behaviours (yellow category)

Minor behaviours are those that:

- are minor breaches of the school rules,
- do not seriously harm others or cause you to suspect that the student may be harmed,
- do not violate the rights of others in any other serious way,
- are not part of a pattern of problem behaviours, and
- do not require involvement of other staff members.

Minor problem behaviours may result in the following consequences:

- minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary, and
 4. provide positive verbal acknowledgement for expected school behaviour.

If the behaviour is deemed significant enough, staff may contact parents/guardians to inform them of the incident and discuss the consequence. They can then discuss future behavioural expectations for the student. If parents/guardians are contacted by a staff member, then a parent contact form must be completed by that staff member on One School.

Moderate behaviours (orange category)

Moderate behaviours are those that are of a more serious nature than those in the minor, yellow category but are not as serious as those found in the red category (refer to the chart). A moderate behaviour level may be deemed for persistent yellow level behaviours.

If a staff member detects an issue or incident that they believe is within the orange category, they must decide whether it is minor enough for the teacher/teacher aide to manage, or if it is serious enough for the principal to become involved. The principal and other staff members can then decide what the best course of action would be. After investigations regarding the incident, the parents/guardians will be informed as to the incident and also the consequence.

Major behaviours (red category)

Major behaviours are those that:

- significantly violate the rights of others,

We Live to Learn

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- put others/self at risk of harm, and/or
- requires the involvement of school administration.

Major behaviours result in an immediate referral to the principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then escorts the student to principal (or administration if the principal is unavailable).

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, reflection, alternate lunchtime activities, loss of privilege, restitution, warning regarding future consequence for repeated offence,
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, possible suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs may be recommended for exclusion from school following an immediate period of suspension.

Due to the extreme nature, the staff member would also complete a detailed written statement of observation to be lodged on One School. After investigation by the principal, an appropriate action would be undertaken.

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LEVELS	BEHAVIOUR EXAMPLES	REWARDS
<p>Green level – Positive Category</p> <ul style="list-style-type: none"> Teacher/teacher aide controlled. 	<p>Be a learner</p> <ul style="list-style-type: none"> Actively participates in activities. Is prepared for learning. Completes all tasks promptly and to the best of their ability. Asks for help when needed. Is accountable for their learning. Listens and learns from others. Keeps classroom, bag areas, playgrounds and desks tidy. Works independently. Attends school every day. <p>Be respectful</p> <ul style="list-style-type: none"> Uses positive language. Treats others how they would like to be treated. Respects others right to learn. Follows teacher/teacher aide instructions. Raises hand to speak. Is accountable for their behaviour. Represents the school with pride when out in the community. <p>Be safe</p> <ul style="list-style-type: none"> Uses playground and classroom equipment appropriately. Wears appropriate socks and footwear at all times. Wears school uniform appropriately. Is sun safe and wears a wide-brimmed hat. Moves safely through school environment. Reports damage or accidents to teacher/teacher aide. Looks after their property and the property of others. Follows directions quickly and carefully. 	<ul style="list-style-type: none"> Bucket Filler Positive Feedback Stickers 5:1 Student of the Term award <p>Other rewards</p> <ul style="list-style-type: none"> May attend school functions. May attend school camps. May attend extra-curricular (school-based) activities (e.g. excursions/sports/concerts). Can receive positive reinforcement by way of in class and school rewards.
<p>LEVELS</p>	<p>BEHAVIOURS</p>	<p>CONSEQUENCES</p>
<p>Level 1 - Yellow</p>	<ul style="list-style-type: none"> Non-compliance with instructions. 	<ul style="list-style-type: none"> Use quiet rule reminder, body language encouraging

We Live to Learn

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<p>Minor Categories</p> <ul style="list-style-type: none"> • Teacher/teacher aide controlled • Parents/carers may be contacted 	<ul style="list-style-type: none"> • Disrupts the learning of others in the classroom. • Infrequently displays inappropriate behaviours in class (rudeness/back chatting, name calling, rocking on chair, calling out, unresponsive in class). • Inappropriate/unsafe play (running on cement, rough play). • Lateness to class. • Not caring for resources/equipment. • Interferes with others, their learning or their property. • Infrequent non-compliance with the school dress code. • Not completing set tasks in the time allocated. • Leaves class without permission. • Infrequently uses mildly offensive language. 	<p>and proximity, descriptive encouraging and parallel cue to discretely redirect.</p> <ul style="list-style-type: none"> • Give warning – name on bucket taker list. • Reposition in classroom. • Recess withdrawal (5 mins maximum). • Discuss appropriate behaviours with teacher/teacher aide.
<p>Level 2 - Orange Moderate Categories</p> <ul style="list-style-type: none"> • Teacher/teacher aide controlled. • Parents/carers contacted. • One School report. • Refer to Behaviour Management Officer to seek guidance. 	<ul style="list-style-type: none"> • Persists with Level 1 (yellow) behaviours. • Wilfully disobeys/refuses to comply with school rules or teacher instructions. • Negative/oppositional behaviour towards learning and tasks. • Grossly disrupts the learning experience. • Frequently uses inappropriate language (including negative language directed at another person). • Causes damage to clothing, equipment or environment. • Refuses to accept responsibility for actions. • Uses resources/equipment irresponsibly. • Vandalises other person's property or school property. • Is truant. • Harasses or displays aggression towards another person. 	<ul style="list-style-type: none"> • In classroom withdrawal. • Complete restorative justice sheet to reflect on what should happen next time. • Discuss appropriate behaviours with teacher/teacher aide. • Restitution (e.g. clean up the mess that was made). • Parent/carer contacted. • Discuss appropriate behaviours with Behaviour Management Officer • One School incident report.
<p>Level 3 - Red Major Categories</p> <ul style="list-style-type: none"> • Principal controlled. • Parents/carers contacted-interview • OneSchool report. • Individual behaviour plan. • Behaviour management officer. • Guidance officer assessment. 	<ul style="list-style-type: none"> • Fails to correct Level 2 (orange) behaviour. • Elevated classroom insolence or verbal abuse. • Major vandalism. • Major harassment. • Dangerously unsafe behaviour for self or others. • Involved in physical misconduct or assault. • Sexual harassment. • Smoking. • Possession/use of dangerous/harmful items (weapons, illicit drugs, alcohol). • Possession of inappropriate/offensive items or images. • Aggressive/threatening/obscene (verbal or non-verbal) actions towards any person while at school or at a function (excursion/camp). • Leaves the school grounds without permission. 	<ul style="list-style-type: none"> • Principal referral. • Guidance officer referral (behaviour management). • Parent/carer contacted for a formal interview. • Behaviour monitoring sheet/contract. • Detention/multiple detentions. • Restitution (repair/replace). • School community service. • Suspension (1-20 days). • Unable to attend school functions (e.g. excursions/camps). • Exclusion.

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6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

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).

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).

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).

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).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member, or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Theebine State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment,

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- physical intervention must not be used when a less severe response can effectively resolve the situation, and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction,
- school disruption,
- refusal to comply,
- verbal threats, or
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident,
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident report (Appendix 4)
- [Health and Safety incident record](#) (link)
- De briefing report (for student and staff) (Appendix 5).

7. Network of student support

Students at Theebine State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- School Community
- Guidance Officer
- Behaviour Support Officer

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

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8. Consideration of individual circumstances

To ensure alignment with the Student Code of Conduct when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Theebine State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time,
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

11. Some related resources

- [Bullying: No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [Bounce Back- Resilience Framework](#)

Updated 2024

Principal

P&C President

Supervisor

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Appendix 1

Expectations.

Our school community has a belief in Rights, Responsibilities and Natural Consequences for Students, Staff and Community members. While the following is not exhaustive it does set out the basic operating procedures.

Student Rights	Student Responsibilities
<ul style="list-style-type: none"> ✓ Learn to your maximum potential. ✓ To be treated with courtesy and respect, and able to express your feelings as an individual. ✓ Be in a safe environment and supervised appropriately in a "Duty of Care" environment. 	<ul style="list-style-type: none"> ✓ To learn to your potential by: <ul style="list-style-type: none"> • being prepared for class • being attentive • being cooperative • being punctual • caring for your property • displaying a positive attitude to study ✓ Treating others with respect through: <ul style="list-style-type: none"> • showing courtesy • using manners • being considerate • being tolerant of others' views • following instructions ✓ To care for yourself and your property as well as that of others, the school and community <ul style="list-style-type: none"> • Caring for personal belongings • Playing safely and obeying safety instructions • Following school rules and teacher instructions • Not using or possessing items of dangerous properties • Not being malicious with other's belongings.
Teacher/Staff Rights	Teacher/Staff Responsibilities
<ul style="list-style-type: none"> ✓ To teach in a supported and resourced and safe environment. ✓ To be treated with respect by students, colleagues and parents. 	<ul style="list-style-type: none"> ✓ To plan, teach and facilitate learning which: <ul style="list-style-type: none"> • Support school policies, programs and plans • Encourage and maintain acceptable patterns of behaviour. • Assess student, class, school records, policies and programs. • Professionally inform and report to students, parents, the Principal and System when required • Establish and maintain classroom rules and procedures that are consistent with school and Departmental Policy • Abide by EQ's "Code of Conduct." • Implement "Child Protection" Policy and procedures. • Identify and extend prior knowledge and experiences. ✓ To treat students, colleagues and parents with respect by <ul style="list-style-type: none"> • Listening and respecting other's abilities and opinions • Act professionally in all communications

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<ul style="list-style-type: none"> ✓ To be supported in your role as a teacher through Professional Development, School and Education Queensland systems and processes. 	<ul style="list-style-type: none"> • Model behaviour, which is non-coercive, and non-threatening. • Implement Policies of the Code of Conduct, Child Protection, Sexual Harassment and Anti Discrimination and Equal Opportunity. <ul style="list-style-type: none"> ✓ To be an active member of the School Organisational learning culture through: <ul style="list-style-type: none"> • Participation in the School's Supervision program • Identifying a Personal Growth Plan • Actively looking for Professional Development opportunities • Sharing knowledge and experiences with colleagues.
<p>Parent Rights</p> <ul style="list-style-type: none"> ✓ To discuss with school staff, issues pertinent to your child's academic, physical and social development ✓ To participate in school activities that support your child's Education. ✓ To participate in the school's decision making process and have your opinions valued and respected. 	<p>Parent Responsibilities</p> <ul style="list-style-type: none"> ✓ Communicate with school personnel: <ul style="list-style-type: none"> • at mutually convenient times • Directly with the most relevant person • Have a realistic knowledge of your child's abilities. ✓ To support and assist the school in the academic and social development of children through: <ul style="list-style-type: none"> • Encouraging a positive attitude to schooling • Advising the school of aspects which may influence the child's development • To work in a partnership approach with the school • Participation in school events such as excursions, open days, reading, craft etc. ✓ Contribute positively to the school by: <ul style="list-style-type: none"> • Valuing and respecting other's opinions, values • Participating in community forums, P and C, surveys, feedback response sheets • Taking an active interest in school issues • Encourage positive attitudes towards the school's policies and expectations.

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Appendix 2

The Use of Personal Technology Devices* at Theebine State School is not permitted

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

All Technology Devices are Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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 permitted 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 out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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 Theebine 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 bullying¹ 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.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

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Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

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 discipline and possible referral to 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.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

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.

** Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

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Appendix 2

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

Purpose

1. **Theebine State School** strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in **Theebine State School**. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at **Theebine State School** include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At **Theebine 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 therefore avoid speculation on 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, whether it occurs once or several times, 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.

Rationale

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

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Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide 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 three school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction drawing from Bounce Back lessons. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
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 [Theebine 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. [Theebine 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.

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Appendix 3

Appropriate use of social media

Theebine 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.

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

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Theebine 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 Theebine State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Theebine 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 Theebine 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.

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- 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 Theebine 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.

Theebine 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.

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

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Appendix 4

Theebine State School Behaviour Referral Form

Problem Behaviour

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

Minor (Please tick)	Major (Please tick)
Defiance/Disrespect Low intensity brief failure to follow directions	Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.
Physical Contact Student engages in non-serious but inappropriate physical contact.	Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)
Inappropriate language Low intensity language (eg shut up, idiot etc)	Inappropriate / Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group
Disruption Low intensity but inappropriate disruption.	Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)
Property Misuse Low intensity misuse of property.	Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.	Dress Code Refusal to comply with school dress code.
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.	Safety Student engages in frequent unsafe activities where injury may occur.
Dishonesty Student engages in minor lying/cheating not involving any other person.	Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others
Other	Harassment / Bullying Repeated teasing, physical and verbal intimidation of a student.
	Other

School Expectation Category		
Be Safe	Be Respectful	Be a Learner

Others involved in incident						
None		Peers		Staff		Other

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Appendix 5

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		

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Appendix 6

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

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Appendix 7

THEEBINE STATE SCHOOL

PHYSICAL RESTRAINT/CONTACT INCIDENT REPORT

REPORTING OFFICER: _____

PERSON RESTRAINED/CONTACTED: _____

SCHOOL: _____

DATE/TIME: _____

DETAILS:

1) ANTECEDENT FACTORS LEADING TO RESTRAINT/CONTACT

2) METHOD/DESCRIPTION OF PHYSICAL RESTRAINT/CONTACT

3) OUTCOMES OF PHYSICAL RESTRAINT/CONTACT

4) ANY FOLLOW-UP ACTIONS TO BE TAKEN

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Appendix 8: Theebine State School's Jewellery Policy

We consider the safety of all of our students as being a priority. The wearing of jewellery items is a hazard that may pose a danger to students during a range of activities at school. As such, Theebine State School allows the following jewellery items to be worn - watch; medical bracelet; maximum of one pair of small, flat studs or small sleepers (gold, silver or birthstone coloured) in the ear only; and one signet ring. Please ensure all nails are clean and trimmed before students come to school. All bracelets and necklaces are to be kept at home during school hours. These guidelines are supported by the Department of Education and Training's policies - ***Managing Risks in School Curriculum Activities (HLS-PR-012)***, including Workplace Health and Safety. We appreciate your support in ensuring the safety of all our students, at Theebine State School.



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