



Tallebudgera State School

Student Code of Conduct 2024-2027

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.

Queensland Department of Education

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Endorsement

Principal Name: Zoe Harlow

Principal Signature: 

Date: 26-08-2024

School Council Chair Name: Adrian Hays

School Council Chair Signature: 

Date: 26/08/2024

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Principal Name: Zoe Harlow

Principal Signature:

Date: 03-06-2024

P/C President and-or School

Council Chair Name:

P/C President and-or School

Council Chair Signature:

Date:

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Purpose

At Tallebudgera State School our mission is to ensure all students are successful learners, inspired individuals and engaged citizens. This is achieved through work towards our vision to lead world-class, innovative education within a nurturing school community. We are committed to fostering a safe, respectful, and disciplined learning environment for all students, staff, parents, caregivers, and visitors.

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

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

Whole School Approach to Discipline

Tallebudgera State School recognises all school settings as learning and teaching environments. We consider behaviour management to be an opportunity for valuable personal and social learning as well as a means of maximising the success of our academic programs.

We believe that all behaviour has a purpose and our role as educators is to endeavour to understand the purpose and support students in their growth as they problem solve to resolve their challenges. We aim to provide an inclusive and engaging curriculum that interests students and promotes positive behaviours and learning. It is important that appropriate behaviours are demonstrated by all students and modelled by adults in the school and positive relationships are maintained within our school community. We expect support from parents and caregivers and create collaborative partnerships between home and school for the benefit of the students.

Our Student Code of Conduct outlines our system for promoting positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. It clearly outlines expectations for student behaviour and support strategies that are in place. This assists the 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.

The staff of Tallebudgera State School are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three school expectations in place for students, Be Safe, Be Respectful and Be a Learner.



Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects

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

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

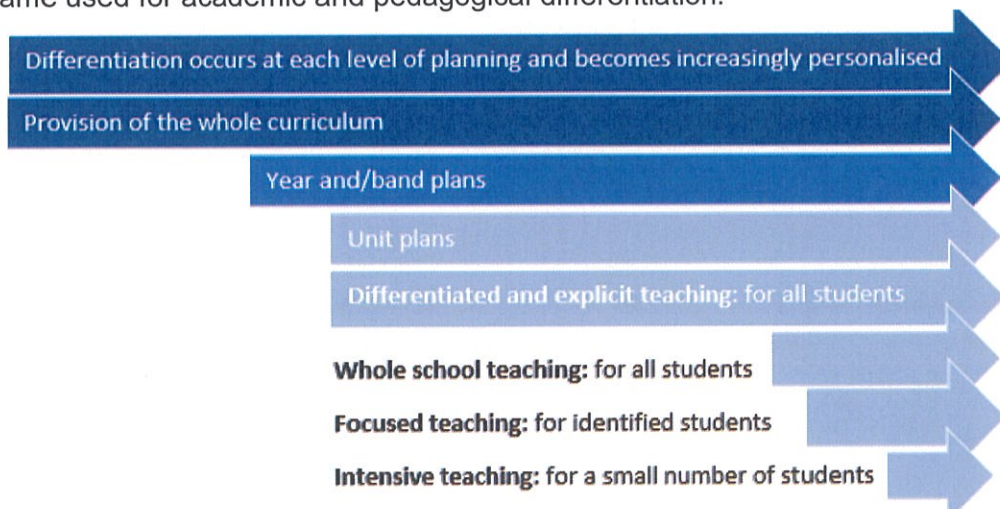
If you have concerns about the behaviour of another student at the school, please make an appointment with the Deputy Principal (Behaviour, Wellbeing & Partnerships) to discuss the matter.

Differentiated and Explicit Teaching

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

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

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



A range of proactive and reactive strategies are applied within the school. Some of these strategies are **whole school** and delivered for the benefit of all students. e.g. lessons about the Tally Way (i.e. the school's wellbeing and positive behaviour program).

Focused intervention strategies are applied to address specific behaviours of developmental stages within the school, individual goals and behaviour plans.

Intensive teaching and intervention strategies are available to students if this level of support is required through supportive programs, personnel and procedures that provide **intensive**, specific support either from internal or external sources for those students who have not responded to focused proactive or reactive strategies, or whose choices are resulting in risky or dangerous behaviours.

Whole School Teaching

At Tallebudgera State School we recognise the important role of explicitly teaching the behaviour we expect students to demonstrate in all school settings. Clearly communicating these behavioural expectations is a key component of our whole school behaviour support strategy. This approach aims to shape, support and acknowledge appropriate behaviours, focusing on preventing problem behaviours and providing a framework for responding to unacceptable behaviour.

Whole school level interventions are provided to all learners. Tallebudgera State School implements proactive and preventative processes and strategies to support positive student behaviour such as:

- planned explicit teaching of school rules, behavioural expectations and Tally Habits
- active modelling of positive social behaviours by all staff during classroom activities and non-classroom related activities
- reinforcement of behavioural expectations and social skills focuses during school assemblies
- staff using positive language to reinforce appropriate behaviour
- regular feedback to students in all year levels
- before school, lunch time and after school extra-curricular activities
- student leadership opportunities
- social skills programs
- positive reinforcement systems in classrooms and in the playground to emphasise and acknowledge appropriate learning and social behaviours
- awards and rewards e.g. Students are acknowledged on assemblies with Tally Tiger of the Week awards and a Tiger Paw raffle draw
- House Rewards Day activities to acknowledge and celebrate students' positive behaviour over a term for the school house with the most Tiger Paws
- Consequences and correction/redirection strategies for minor behaviours (as outlined within this document; Disciplinary Consequences)

When explicitly teaching the school rules, staff include examples of how the expectations apply in different contexts. The matrix below provides example expectations (not exhaustive).

	Classroom	Playground	Walkways	Tuckshop	Toilets	Assemblies
Be Safe	Arrive at class on time	Keep hands and feet to myself	Walk on concrete	Walk in the designated area	Wash your hands	Enter and exit the hall in an orderly manner
	Enter and exit in a calm way	Wear a school hat	Stay on the designated walkways	Keep hands and feet to myself	Notify staff if there is a problem	Sit with your class
	Leave the room with permission	Remain in safe play areas	Take care when entering and exiting walkways	Consider others when carrying lunch orders	Walk in the toilets	Line up in two lines
	Move around the classroom safely	Report any incidents to a duty teacher				Exit when instructed by your teachers
		Follow teacher instructions	Keep bags on bag racks			
Be Respectful		Follow before and after school procedures				
	Speak politely to others	Care for people, places and things	Walk quietly between classes	Wait to be served	Allow others to have privacy	Line up quietly with your teacher
	Allow others to learn without interruption	Follow adult instructions	Keep walkways clear of bags	Speak respectfully to tuckshop staff	Dispose of toilet paper correctly	Show appreciation
	Follow adult instructions	Include others in play	Encourage others to walk safely around the school	Use manners (please & thank you)	Look after school property	Celebrating success by clapping
	Use an inside voice	Look after equipment		Eat your own food	Encourage others to be sensible in the toilet area	Be on time
	Raise my hand to speak	Be an upstander	Be a good role model	Make sure orders are in on time	Return to class/playground area promptly	Encourage others to behave in an appropriate manner
	Look after property	Report any concerns to duty teachers	Report incidents to an adult	Return to class promptly after collecting orders	Report inappropriate use of the toilet to a staff member	Demonstrate good listening skills
	Help others in the classroom	Return sports equipment after use		Line up when waiting	Use water wisely	
		Place all rubbish in the bins		Eat food in the correct place		

Be a Learner	Be ready to learn	Arrive at school after 8:30am and before the school bell	Return to class after moving around the school	Return to class promptly	Ask for the teachers permissions to leave the room	Listen attentively
	Bring the necessary materials to class			Order food at the right time		Participate when required
	Persist when you make a mistake or a task is difficult	Return to class on time after breaks			Return to class promptly	
	Ask questions if you need help	Be ready to learn after breaks				
	Encourage others to be learners					
	Be Prepared					

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 whole school 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 Deputy Principals and teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Tallebudgera State School to provide focused teaching. Focused teaching is aligned to the school rules, and student progress is monitored by the classroom teacher/s to identify those who:

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

Tallebudgera State School has a range of support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

For more information about these programs, please speak with the Deputy Principal (Behaviour, Wellbeing & Partnerships).

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 2-5% 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 and carers.

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.

Our Learning Needs Team meets regularly to engage in professional discussions about the referral and response process for individual students.

The Learning Needs Team intensive behaviour support may include:

- the development of a referral to the schools Learning Needs Team for case management
- Further assessment, creation or adjustment of individual planning (e.g. for learning, engagement, social skills and/or behaviour)
- Chat Room (i.e. supported behaviour reflection and focused teaching)
- Guidance Officer referral
- alternative educational programs recommendations
- support services involvement
- adjusted timetables
- stakeholder meeting/multidisciplinary team support
- re-entry planning processes after suspension involving ongoing support and monitoring

Student Wellbeing

Tallebudgera State School offers a range of services to support our students wellbeing for learning. We encourage parents and carers to speak with their class teacher or a member of the Leadership team if support is required.

Learning and wellbeing are inextricably linked — learners learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

Habits that support wellbeing for learning are taught through The Tally Way and embedded personal and social capabilities within the curriculum.

Students may be referred to the school's Learning Needs Team for wellbeing related reasons.

Disciplinary Consequences

The disciplinary consequences model used at Tallebudgera 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 occasions 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.

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 learning and teaching or school operations. As mentioned previously, individual circumstances are considered.

Whole School - 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")
- Selectively attending to inappropriate behaviour (not student)
- Parallel acknowledgement of desired behaviours
- Revised seating plan to position student/s in optimal space for learning
- Individual positive reinforcement for appropriate behaviour
- Class wide intrinsic and extrinsic incentives
- Reminders of incentives or class goals/school expectations
- Redirection
- Appropriate 'take-up' time for student/s to process instruction/s

- Reduced verbal language
- Breaking down tasks into smaller chunks
- Positive choice of task order (e.g. "Which one do you want to start with?")
- Breaks or reduce cognitive demand for short periods
- Modelling appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Discussion with student about expected behaviour
- Warning of more serious consequences
- Chat Room; Additional supported behaviour reflection and focused teaching during break time. The number of Chat Room sessions required will be determined by school staff. Decisions about Chat Room time are not appealable. This strategy occurs at all levels of behaviour support as it is focused on reflecting, problem solving and teaching the appropriate behaviour.

All teachers follow the Tallebudgera State School consequence flow chart.

Step 1	Warning	Expectation Reminder
Step 2	Reflection	Brief period of reflection within the learning environment followed by a teacher/learner discussion
Step 3	Buddy Class	Brief period of reflection in another learning environment followed by a teacher learner discussion
Step 4	Chat Room	Supported teacher reflection and focused teaching during break time
Step 5	Office	Intervention and support provided by the Tallebudgera Leadership Team
<p><i>*Students may skip steps for major breaches of school expectations.</i></p> <p><i>*Consideration of individual circumstances applied at each step.</i></p> <p><i>*Individual behaviour support plans will assist in decision making at each step.</i></p>		

Major Breaches of School Rules

Major breaches of the school rules are likely to result in disciplinary consequences. Decisions about disciplinary consequences will take into consideration the incident details, the individual circumstances of the student and the frequency, severity and impact of the behaviour.

Major behaviour incidents may include, but are not limited to actions that show one or more of the characteristics in the table that follows:

• Dangerous	• Offensive
• Violent	• Intimidating
• Aggressive	• Repeated
• Harmful	• Pre-meditated
• Intentional	• Targeted
• Wilful	• Damaging
• Destructive	• Threatening
• Abusive	• Illegal
• Breaches of the school rules that negatively impact or had the potential to impact negatively oneself, others or the school. Repeated minor behaviours may be deemed to be major.	

Students who demonstrate serious misconduct or recurring misconduct, may also be considered for behaviour intervention at the focused or intensive level.

Breaches of the school rules may lead to a range of consequences including: loss of participation in school events and/or extra-curricular activities; time-out; detention; specified arrangements for breaks; intensive behaviour reflection and intervention during break times (e.g. Chat Room sessions) and School Disciplinary Absences (i.e. suspension or exclusion).

If a consequence involves time away from the classroom (e.g. reflection, buddy class, Chat Room) the student is given the opportunity to reflect on and learn from their inappropriate behaviour.

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)
- Focused skills intervention in small group or individually
- Chat room
- Behavioural contract
- Guidance support
- Self-monitoring plan
- Individual student check in
- Teacher coaching and debriefing
- Referral to Learning Needs Team for team based problem solving
- Stakeholder meeting with parents/caregivers and external agencies

Intensive

School leadership team work in consultation with Student Learning Needs 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/caregivers 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)

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 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 Tallebudgera State School, the use of any SDA is considered a very serious decision.

Parents/carers 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 on 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 Tallebudgera 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.

Arrangements

Invitation to attend re-entry meetings are communicated via telephone or in writing, usually in the suspension letter. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s/carer/s.

School Policies

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

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

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

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

Responsibilities

State school staff at Tallebudgera 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 Tallebudgera 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 Tallebudgera 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 Tallebudgera 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 Tallebudgera 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 that it is available for collection

Use of mobile phones and other devices by students

Tallebudgera State School has determined that explicit teaching, as a critical component of digital literacy, is required for the responsible use of school provided ICT devices. These devices include but are not limited to computers and iPads. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between school staff, parents and learners.

At Tallebudgera State School, mobile phones and other unapproved personal devices, are not to be used by students on the school grounds. All students must leave their mobile phones and unapproved digital devices at the office when they arrive at school. These devices must stay at the office throughout the time they are on school premises. Student may collect their device as they depart from school.

Smart Watches are permitted for use during school hours, however, students must ensure that all communication and recording settings on their Smart Watches are turned off while on school premises.

Approved devices, such as iPad, must be kept in student bags before and after school and only used under the direction of school staff.

This policy is implemented to maintain a focused learning environments and uphold the privacy and security of all students and staff.

Students must turn their devices off and safely secure their device/s in their bags as they transition to and from the school gate to the office or while waiting to be picked up or catch their bus from school.

Responsibilities

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

It is **unacceptable** for learners at Tallebudgera State School to:

- use a mobile phone or any other unapproved device whilst on school grounds
- use of school devices, BYOD iPad, mobile phones and/or smart watches to communicate with persons external to the school, such as parents and carers while on school grounds
- 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 stalking
- insult, harass or attack others or use obscene or abusive language
- use personal device cameras or voice recorders anywhere at school
- use cameras on school approved devices without consent of the person being recorded/ and without a curriculum benefit
- 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

Consequences

In the event a student is found with communication or recording settings activated while at school, Tallebudgera State School reserves the right to confiscate the device and direct it to the school office.

Tallebudgera State School reserves the right to confiscate a student device (e.g. phone, smart watch, iPad) if there is a suspected breach of this policy and/or Student Code of Conduct. Misuse of digital devices may result in disciplinary consequences and bans, short or long term, on bringing devices to school. Such decisions are determined by the Deputy Principal or Principal and are not appealable. As such, parents and carers are asked to support this policy by not messaging or calling their children at school nor asking their children to contact them.

At all times, learners, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Tallebudgera State School Student Code of Conduct.

In addition learners and their parents should:

- understand the responsibility and behaviour requirements (as outlined) 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 learners and supports the school's teaching and learning programs
 - school is not responsible for safeguarding information stored by learners on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned learner computers or devices for management purposes
 - students who use the school's ICT facilities and devices in a manner that is not appropriate, may be subject to disciplinary action, 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 it is also the responsibility of the learner to avoid or reduce access to harmful information

Preventing and responding to bullying

Tallebudgera State School refers to 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 and carers 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.



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.

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 Tallebudgera State School our staff will work to quickly respond to any matters raised of this nature.

The following flowchart explains the actions Tallebudgera State School teachers may 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.

When working through matters of bullying and allegations of bullying, teachers are also obliged by law to respect and protect the privacy of individual students. So, while we understand the interest of other students, staff and parents to know the involvement and punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. This is also outlined the ***Considerations of individual circumstances*** section of this framework.

Tallebudgera State School - Bullying response flowchart for teachers

Please note 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. We ask that parents and carers report suspicions of bullying in a timely manner to assist the school's investigation and early intervention

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Deputy Principal – Behaviour, Wellbeing & Partnerships

Step One 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

Step Two 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. If the provided information does not indicate potential bullying, respond appropriately to the matter.
- If the provided information indicates potential bullying, inform the Deputy Principal (Wellbeing, Behaviour & Partnerships) or their delegate and proceed through this flow chart. Respond appropriately to any other matter evident (e.g. isolated incidents). If unsure, proceed through the flowchart.
- Enter the record in OneSchool (If required)
- Notify parent/s that the issue of concern is being investigated
- The Deputy Principal and other staff may participate from this point.

Step Three Collect

- Gather additional information from other students, staff or family
- Record parent/carers reports of possible bullying on OneSchool and refer Deputy Principal (BWP)
- 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

Step Four Discuss

- Evaluate the information to determine if bullying has occurred or not, 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/carers with information about student support network (If required)
- Agree to a plan of action and timeline for the student, parent and yourself (If required)

Step Five Implement

- Document the plan of action in OneSchool (If required)
- 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

Step Six 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 (if required)
- Record outcomes in OneSchool (if required)

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

Cyberbullying

Cyberbullying is treated 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 contact the Deputy Principal (Behaviour, Wellbeing & Partnerships), for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Tallebudgera 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.

Tallebudgera 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](#).

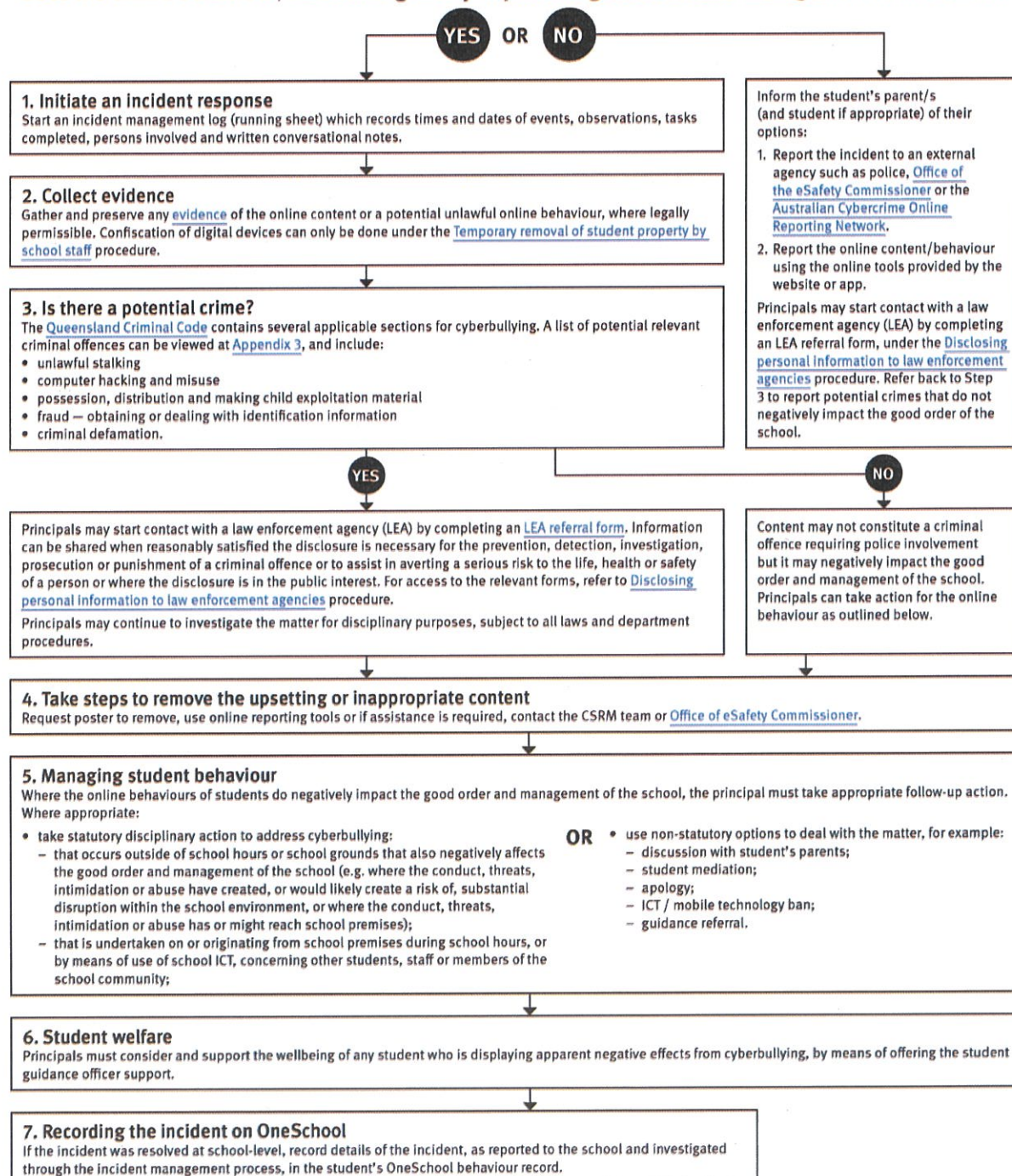
Explicit images

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 Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



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

Tallebudgera 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. 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 Tallebudgera 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 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 may include 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.

Tallebudgera State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Tallebudgera State School works together to establish a safe, supportive and disciplined school environment. This compact is provided with the Student Code of Conduct, and may be reviewed with individual students if particular problems around bullying arise.

Tallebudgera State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Tallebudgera 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/Carer's signature:

School representative signature:

Date:

N.B. In the interest of safety, wellbeing and learning, adherence to this compact is required even if the compact is not signed.

This guide offers some information for parents, carers, community members, students and staff 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/carers are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (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). Individuals should be aware that they may be deemed responsible for the online actions of others if creating social groups, conversations etc. Tallebudgera State School does not endorse school related social media groups, chats etc created by parents, carers and/or community members and asks that the school name and logo not be used. We encourage parents, carers and community members to consider their potential liability when creating and/or contributing to online groups.

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.

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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 may 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