



STRIVE FOR EXCELLENCE

# Code of Conduct

## 2021-2024

### ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2021-2024

## Purpose

Tallebudgera State School is committed to providing a safe, respectful and disciplined learning environment for learners and staff, where learners have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Student Code of Conduct is designed to facilitate high standards of behaviour from our school community so that learning and teaching can be effective and learners can participate positively within our school community.

## Contact Information

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## Endorsement

Principal:	ZOE HARLOW
Signature:	ZHarlow
Date:	15/2/2021
School Council Chair:	Danielle Williams (Proxy Chair)
Signature:	DLiella
Date:	15/2/2021

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## Whole School Approach to Discipline

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

We believe that all behaviour has a purpose and our role as educators is to endeavour to understand the purpose and intervene when necessary. 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 facilitating 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 purpose of the Student Code of Conduct is to assist students to move towards effective self-management and to find ways of responding to their needs in responsible ways. The plan uses a non-coercive approach that encourages self-evaluation and focuses on the achievement of quality for each individual.

Tallebudgera State School has three school rules that overarch the expected school behaviours.





## Clear Expectations

At Tallebudgera State School we understand the importance of explicitly teaching students the behaviour we expect them to demonstrate in all school settings. Communicating behavioural expectations is a form of universal behaviour support – a strategy intended to shape, support and recognise appropriate behaviours in all students with a focus on preventing problem behaviours and providing a framework for responding to unacceptable behaviour.

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

- scheduled explicit teaching of school rules, behavioural expectations and values, e.g. social skills using Tally Tiger TV Zones of Regulation and teaching specific positive school behaviour i.e. (strategies for understanding and self-regulating feelings)
- active modelling of positive social behaviours by all staff during classroom activities and non- classroom related activities
- reinforcement of behavioural expectations on school assemblies

## Interventions

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. Zones of Regulation and The Tally Way (i.e the school's wellbeing approach that includes positive attitudes and behaviours e.g. growth mindset, resilience and gratitude).

Other more **targeted strategies** are applied to address specific behaviours or developmental stages within the school, individual goals and behaviour plans.

The school has in place a range of supportive programs, personnel and procedures that provide **intensive**, specific support either from internal or external sources for those students who have not responded to targeted proactive or reactive strategies, or whose choices are resulting in risky or dangerous behaviours.

The diagram below shows the application of levels of behaviour support across the school population. Targeted and intensive behaviour support are approximate as they are provided based on individual student needs.






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:

- all staff focus on 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
- implementation of social skilling program
- positive reinforcement systems operate in classrooms and in the playground to emphasise and acknowledge appropriate learning and social behaviours
- awards e.g.: Tiger of the Week awards and Tiger Paw raffle tickets. Students are publicly acknowledged on assemblies with Tiger of the Week awards and House rewards day activities to celebrate students' positive behaviour over a term.
- use consequences and strategies for Minor behaviours (as outlined within this document)

The focus of this intervention is on all learners and staff across all settings—whole-school, classroom and non-classroom settings. The diagram below is an example school expectation matrix. Expectations taught apply to different contexts and are examples of how students follow the school rules.

<div>  <div> <h2>Be Safe. Be Respectful. Be A Learner.</h2> <p><i>It's just the Tally Way!</i></p> </div> </div>						
	Classroom	Playground	Walkways	Tuckshop	Toilets	Assembly
Be Safe	Arrive at class on time. Enter and exit in a calm way. Leave the room with permission. Move around the classroom safely.	Keep hands and feet to yourself. Wear a school hat. Remain in safe play areas. Report any incidents to a duty teacher. Follow teacher instructions. Follow before and after school procedures.	Walk on concrete. Stay on the designated walkways. Take care when entering and exiting walkways. Keep bags on bag racks.	Walk in the designated area. Keep hands and feet to yourself. Consider others when carrying lunch orders.	Wash your hands. Notify staff if there is a problem. Walk in the toilets.	Enter and exit the hall in an orderly manner. Sit with your class. Line up in two lines. Exit when instructed by your teachers.
Be Respectful	Speak politely to others. Allow others to learn without interruption. Use an inside voice. Raise my hand to speak. Look after others property. Help others in the classroom.	Care for people, places and things. Follow adult instructions. Look after equipment. Report any concerns to duty teachers. Return sports equipment after use. Place all rubbish in the bins.	Walk quietly between classes. Keep walkways clear of bags. Encourage others to walk safely around the school. Be a good role model. Report incidents to an adult.	Line up quietly and wait to be served. Speak courteously to tuckshop staff and use manners (please and thankyou). Eat your own food. Make sure orders are in on time. Return to class promptly after collecting orders.	Allow other to have privacy. Dispose of toilet paper correctly. Look after school property. Encourage others to be sensible in the toilet area. Return to class/playground area promptly. Report inappropriate use of the toilet to a staff member.	Line up quietly with your teacher. Show appreciation. Celebrate success. Be on time. Encourage others to behave in an appropriate manner. Demonstrate active listening skills.
Be a Learner	Be ready to learn. Bring the necessary materials to class. Persist when you make mistakes or tasks are difficult. Ask questions if you need help. Encourage others to be learners. Be prepared.	Arrive at school on time. Return to class on time after breaks. Be ready to learn after break.	Return to class after moving around the school.	Return to class promptly. Order food at the right time.	Ask for the teacher's permissions to leave the room. Return to class promptly.	Listen attentively. Participate when required.



## Targeted Interventions

Approximately 10-15% of all learners in any school may require additional support to meet behaviour expectations. At Tallebudgera State School, these students are identified through behavioural incident data as being in need of additional targeted behavioural support. The behaviours of these students may or may not be immediately regarded as concerning, but the frequency of the behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

When targeted intervention is required, students identified as being in need of additional targeted support will have increased opportunities to receive positive contact with adults. An example of this communication is completing a daily behaviour monitoring sheet that the student's parent/s/carer/s being asked to sign each night or at the end of the week. Positive adult involvement is important throughout this process. Parent/carer contact with the teacher, Head of Professional Learning, Principal or Deputy Principal is focussed on a co-ordinated approach to setting a positive pattern of behaviour. Individualised behaviour support strategies are implemented and revisited to assist the student e.g. additional feedback, social skills program.

## Intensive Interventions

Learners (approximately 2- 5%) may require intensive supports, involving highly individualised interventions to support a tailored learning program.

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

The Learning Needs Team consisting of the school Leadership Team, the Guidance Officer and any other relevant staff members (depending on each case):

- works with parents and caregivers to develop a personalised Risk Management Plan (if required)
- works with staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through data collection
- makes reasonable adjustments for the student while monitoring school expectations
- refers to external agencies where appropriate

Parents and carers are consulted to help school staff to understand the needs of the child and to provide an opportunity for a partnership between home and school.

Intensive behaviour support may include:

- the development of an Individual Behaviour Support Plan
- CHAAT Room (Change Choices & Act After Thinking) supported behaviour reflection
- Guidance Office involvement
- alternative educational programs e.g. Positive Learning Centres.
- support services involvement
- re-entry planning processes after suspension involving ongoing support and monitoring

The focus intervention is to reduce the intensity and complexity of existing individual learner's situations.



## Consideration of Individual Circumstances

All learners and families are welcome, respected, included and safe in our school. We embrace, and make visible, diversity as a strength and support respectful relationships within the school community. We work with our families and other organisations, including teacher and professional associations, as respected and valued partners in inclusive education. We support learners, parents, caregivers and families to have a voice and be heard. We address the different barriers experienced by learners and develop strategies and plans to support inclusive education for our diverse student population.

Staff at Tallebudgera State School take into account individual learner circumstances (age, stage of development, behaviour history, disability, mental health and wellbeing, support needs, religious and cultural beliefs, home environment and care arrangements, medication) when teaching expectations, responding to behaviour and applying a consequence to behaviour that does not meet our agreed expectations.

In considering the individual circumstances of each learner, we recognise that the way we teach, the support we provide and the way we respond to learners will differ - every learner is given the support they need to be successful. For a small number of learners, 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, including the Tallebudgera Leadership Team, consider with each individual learner in both the instruction of behaviour and the response to behaviour.

Our staff are obliged by law to respect and protect the privacy of individual learners, so while we understand the interest of other learners, staff and parents to know what consequences another learner might have received, we will not disclose or discuss this information with anyone but the learner'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 learners will respect the privacy of other learners and families.

## Student Wellbeing

Tallebudgera State School offers a range of services to support the wellbeing of learners in our school. We encourage parents and learners 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. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

## Student Support Network

The network for support at Tallebudgera State School includes local staff, Regional Support staff and external organisations/agencies.

All learners are supported by our school staff. Where ongoing or significant matters of concern require more specialised or intensive support, learners are referred to the Learning Needs Committee for consideration of, and advice on, targeted or intensive support.

## Disciplinary Consequences

### Major and Minor Behaviour

The Tally Way for behaviour is supported and acknowledged through our school processes. Behaviour that does not meet school expectations can be categorised as minor or major in nature. Minor behaviours are managed in situ in learning environments or in the playground. Major behaviours are referred to the Tallebudgera Leadership Team for management. The management of minor and major behaviour is done with the intention of supporting learners to return to positive behaviour.

Tallebudgera State School describes major behaviour incidents as any one, or any combination, of the following:

- dangerous
- violent
- aggressive
- harmful
- intentional
- wilful
- destructive
- abusive
- illegal
- threatening
- damaging
- offensive
- intimidating
- repeated
- planned / pre-meditated
- targeted
- breaches of the school rules that negatively impacts or had the potential to impact negatively one self, others or the school. Repeated Minor behaviours may be deemed to be Major under this point.

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 learners will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class affirmative and corrective feedback, rule reminders and sanctions may be used by teachers to respond to low-level or minor problem behaviours.

Some learners will need additional support, time and opportunities to practise expected behaviours. Approximately 10-15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class affirmative and corrective feedback, rule reminders and sanctions 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 teacher to refer the learner to the Tallebudgera Leadership Team for determination of a disciplinary consequence.



For a small number of learners, 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 a member of the Tallebudgera Leadership Team, in consultation with staff and other relevant stakeholders.

Parents/carers are informed of major breaches of school rules and when targeted intensive behaviour intervention is required through discussion about the supportive strategies planned.

Responses to problem behaviour reflect increasing intensity of support and consequences to address behaviour that endangers self or others or causes major interference with class or school operations.

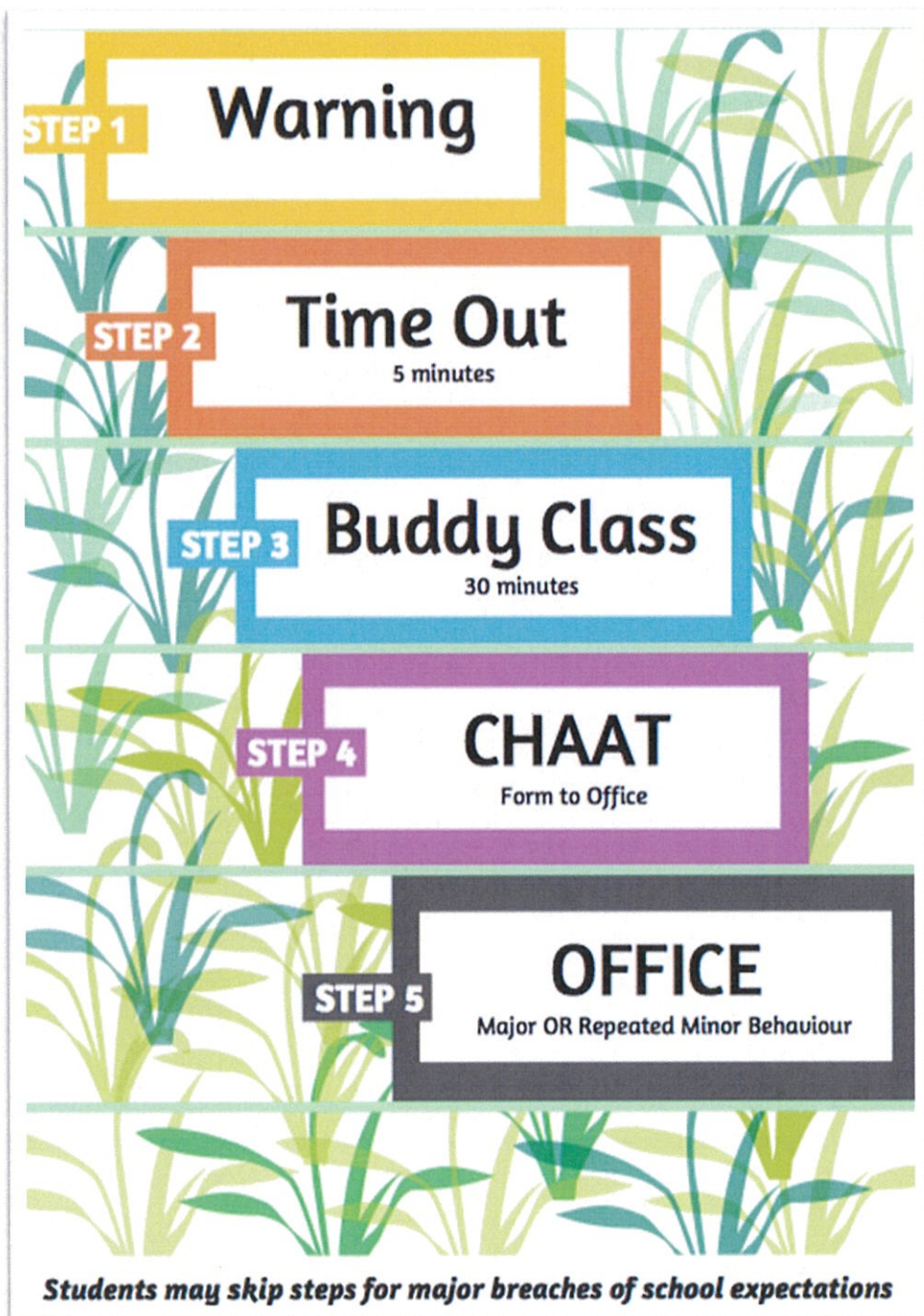
### Consequences and Strategies – Minor Behaviour

Teacher provides in-class or in-school disciplinary responses to **low-level or minor** problem behaviour. This may include (but is not limited to):

- 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 (adult relocates to be near to the learner)
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom Or CHAAT room)
- CHAAT Room (Change Choices & Act After Thinking) supported behaviour reflection (this strategy occurs at all levels of behaviour support as it is focused on teaching the appropriate behaviour)

For consistency and routine, all teachers follow the Tallebudgera State School consequence flow chart.





Expectation reminder

Brief period of reflection within the learning environment followed by a teacher/learner discussion.

Brief period of reflection in another learning environment followed by a teacher/learner discussion.

Supported behaviour reflection during a break time.

Intervention and support provided by the Tallebudgera Leadership Team.

## Consequences and Strategies – Major Behaviour

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 severity of the behaviour.

Students who demonstrate serious misconduct or recurring misconduct, will also be considered for behaviour intervention at the targeted or intensive level (as described previously in this document).

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 instruction during break times (e.g. CHAAT room sessions) and School Disciplinary Absences (i.e. suspension or exclusion).

If a consequence involves time away from the classroom (e.g. time-out, detention, CHAAT room) the student is given the opportunity to reflect on and learn from their inappropriate behaviour.

## 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 (student has been charged with a serious criminal offence and is suspended from school until the charge has been dealt with by the relevant justice authorities)
- 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. It is typically only used by the Principal when other options have been exhausted or the student's behaviour endangers themselves and/or others and/or has caused or is likely to cause major interference with class or school operations (refer to the previous section for considerations).

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 the students, 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

Learners 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 learner, with their parent/s/carer/s, back to school. It is not a time to review the learner's behaviour or the decision to suspend, the learner 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 learner up for future success and strengthen home-school communication.

A re-entry meeting is offered as a support for the learner 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, on the suspension paperwork. Re-entry meetings are short, taking less than 15 minutes, and are usually attended by a member of the Tallebudgera Leadership Team, the student and their parent/s/carer/s. Where appropriate, class teachers or other school staff may be invited to attend the re-entry meeting.

## Structure

The structure of the re-entry meeting is narrowly focussed on making the learner and their family feel welcome back into the school community.

Structure:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available

## Reasonable Adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the learner. 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 the Guidance Officer, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

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

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

### Temporary Removal of Student Property

The removal of any property in a learner's possession may be necessary to promote the caring, safe and supportive learning environment of the school and to maintain and foster mutual respect between all state school staff and learners.

The temporary removal of learner property by school staff procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing learner property.

In determining what constitutes a reasonable time to retain learner 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 learner from whom the property was removed and other learners or staff members.
- good management, administration and control of the school.
- The Principal or 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 learner's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons including gel guns/blasters
- 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, push daggers, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a screw driver. Tools needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

\*\* The administration of medications to learners 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. Tallebudgera State School requires medical authorisation to administer any medication to learners (including over-the-counter medications such as paracetamol or alternative medicines).

## Responsibilities

### Staff at Tallebudgera State School:

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

### Parents of learners at Tallebudgera State School:

- ensure your children 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 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 learner property as soon as possible after they have been notified by the Principal or staff that the property is available for collection.

#### **Learners 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 staff it is available for collection.

### Use of Mobile Phones and Other Devices by Learners

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, which includes smart watches are not to be accessed by learners. All learners are to leave their mobile phones and personal communication and digital devices at the office.

### Responsibilities

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

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

- to bring mobile phones or other personal devices to communicate with parents before and after school
- switch off and sign the mobile device into the office upon arrival at school
- sign out the mobile device from the office on departure from school.

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

- use a mobile phone or other devices whilst 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 even 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

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.

## Excursions

This policy also applies to learners during excursions and extra-curricular activities. The overarching understanding is that learners will not have mobile telephones or personal devices with them during an excursion. In the rare event that the use of mobile phones on an excursion is permitted, parents/caregivers will be notified in writing of any such permission.

## Loss of Device

No liability will be accepted by the School in the event of the loss, theft or damage of any device.

## Appropriate use of Social Media

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

It is important to remember that sometimes negative comments posted about our 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 Tallebudgera State School community. Reputations of learners, school staff, schools 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 whether 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 are getting 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 and avoid posting anything that could identify individuals.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- Parent/s/carer/s are responsible for supervising and regulating their child's online activities and its impact on the reputation and privacy of others.



## 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 the 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 that involves the school, hinders a child's learning and/or affects the school community at large, contact one of the members of the Tallebudgera Leadership Team.

## Possible civil or criminal ramifications of online commentary

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

## What about other people's privacy?

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

## What if I encounter problem content?

Taking the following steps may help resolve the issue of encountering problem online content 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 a school Principal, or Police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

## 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.

The 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.

Department employees seeking more information about cyber safety sessions school, or for assistance with issues relating to online behaviour, will contact the [team](#).

## Cyberbullying

Cyberbullying is treated at Tallebudgera 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 learners 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, learners or parents who wish to make a report about cyberbullying should approach the regular class teacher who can assist and responding to cyberbullying.

It is important for learners, 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 learners 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.

Learners enrolled at Tallebudgera State School may face in-school disciplinary action, such as detention or removal 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 learners that is directed towards other school community members or students from other sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards learners, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to a member of the Tallebudgera State School's Leadership Team.



# Cyberbullying Response Flowchart for School Staff

## How to manage online incidents that impact your school

### Student protection

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

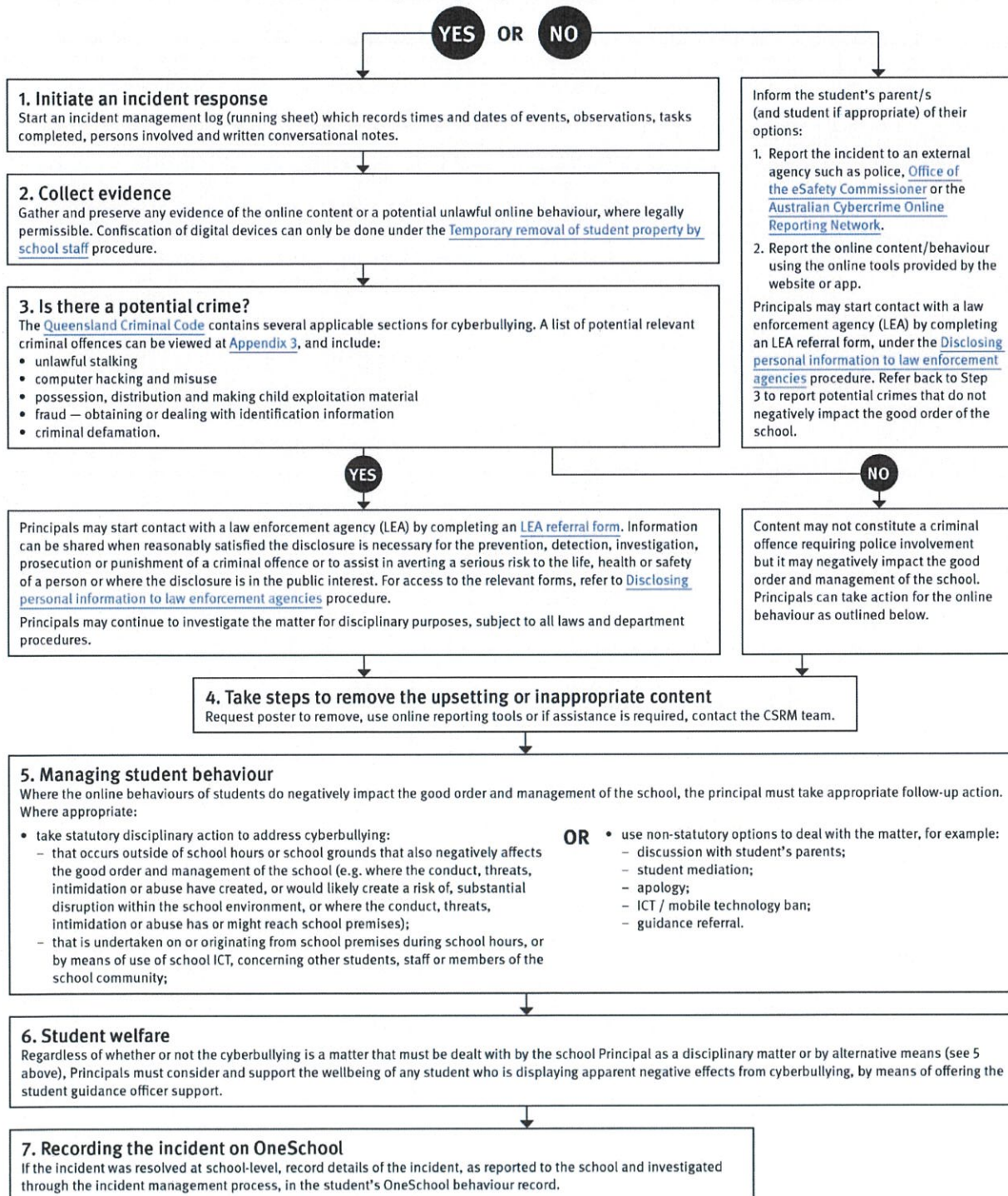
### Explicit images

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

### Help

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

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



## 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.

When explicitly teaching our learners upstander behaviours (The Tally Way), what constitutes bullying is identified and discussed.

- repeated, often to the same person
- an imbalance of power
- purposeful with the intent to make fun of, embarrass or exclude others

Behaviours that do not constitute bullying include:

- Single incidents and conflict or fights between equals, whether in person or online.
- 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.

Behaviours that do not constitute bullying are still considered serious and need to be addressed and resolved. At Tallebudgera State School, our staff, in collaboration with learners and parents, will work to quickly respond to any raised matters of this nature.

Learners displaying bullying behaviour also require support. Understanding underlying issues manifesting as bullying behaviour is paramount to supporting these learners.

## Preventing and Responding to Bullying

At Tallebudgera State School, we take a proactive approach to supporting all learners to be good citizens. All community members are encouraged to model upstander behaviours for our learners. Being an upstander involves speaking or acting to help someone who is being bullied.

Learners at our school are empowered through our explicit teaching, recognition, acknowledgment and celebration to:

- be courageous
- take action
- be assertive
- be compassionate
- be a leader.





### 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.

Our staff know learning is optimised when learners feel connected to others and experience safe and trusting relationships. Learners 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 learners and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved learner self-esteem, attendance and behaviour at school. Enhancing the wellbeing of learners and their educators delivers overall long-term social, health and economic benefits to the Australian community.

## Student Intervention and Support Services

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

Learners who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Support Network section earlier in this document. Learners 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 learners' 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 learner.

Learners 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.

## Restrictive Practices

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

In some very rare situations, where there is immediate risk of physical harm to the learner 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 learner, 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 learner. In such emergencies, a staff member will observe the learner 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.



## 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.

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

**1. Early resolution:** discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

**2. Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

**3. External review:** contact a review authority

If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).