



# Tin Can Bay P-10 State School

# Student Code of Conduct

# 2020-2023

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

Tin Can Bay P-10 State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.



The Tin Can Bay P-10 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.

## Contact Information

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Contact Person:	Desley Kirby

## Endorsement

Principal Name:	Desley Kirby
Principal Signature:	
Date:	25 November 2020
P/C President Name:	Sandra Carroll
P/C President Signature:	
Date:	25 November 2020

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# Learning and Behaviour Statement

All areas of Tin Can Bay P-10 State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our Plan shared expectations for student behaviour are plain to everyone. This assists staff and students at 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.

Our school community has identified the following school agreements to teach and promote our high standards of responsible behaviour.

## Our school agreements

Be safe

Be respectful

Be a learner

Our school agreements are underpinned by five keys. Each key is a behaviour or value that can 'unlock' a student's potential to commit to, and follow the school agreements. They also enable student's individual growth and their capacity to participate as part of a team.

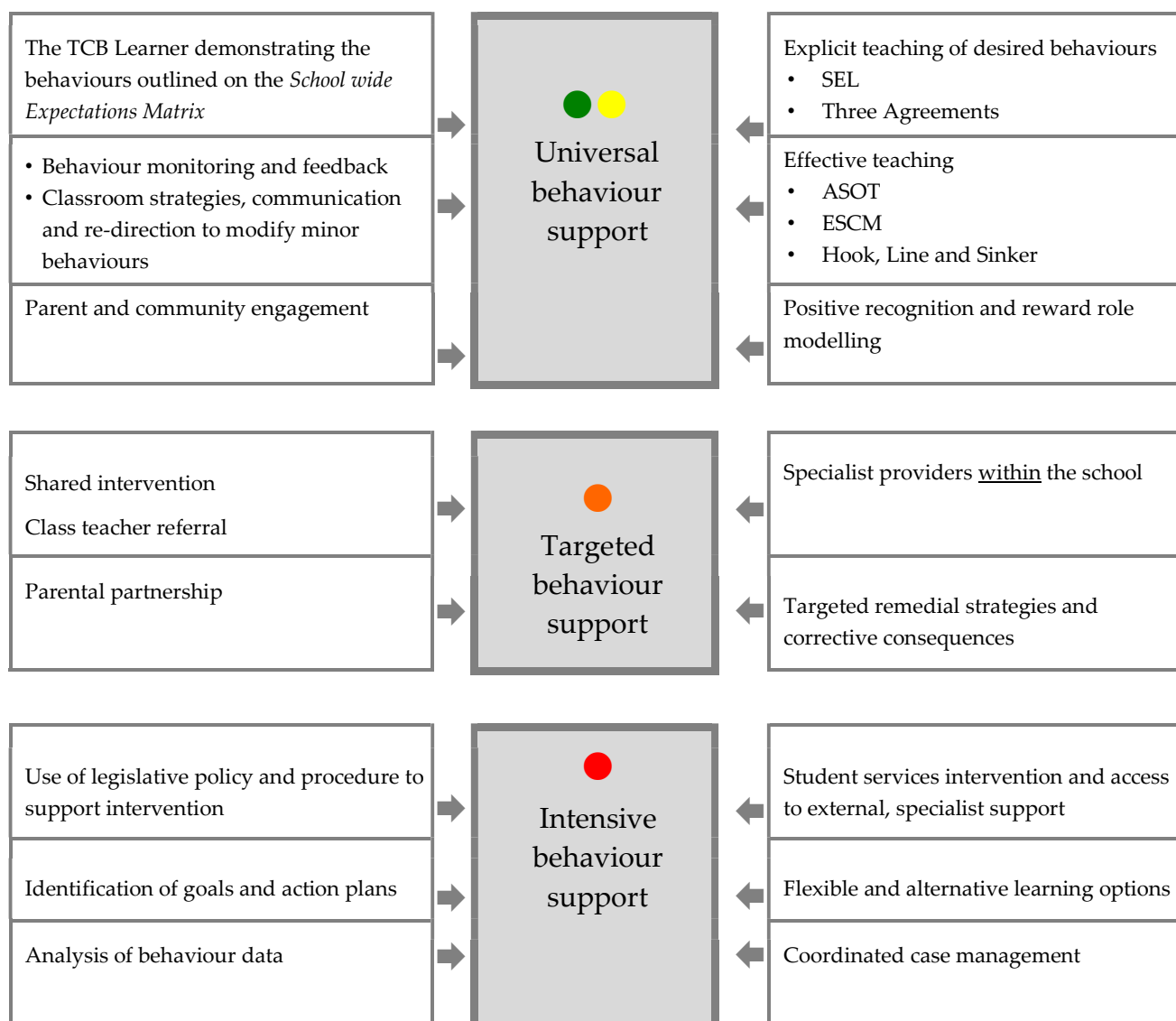


Our school agreements have been agreed upon and endorsed by all staff and our P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Student Discipline Procedure and Code of Conduct.

Tin Can Bay P-10 SS uses the principles of Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions. At Tin Can Bay P-10 SS we believe that student behaviour is a critical part of the overall teaching and learning approach. Our staff take responsibility for making behaviour expectations clear, and for providing supportive instruction about how to meet these expectations. Our belief is that behaviour incidents are an opportunity for learning.

At Tin Can Bay P-10 State School we believe that a multi-dimensional approach to effective learning:

- meets each students learning needs through the use of differentiated strategies to support positive behaviour– using strategies that meet the individual neurological, social, emotional and learning needs of students.
- promotes and maintains a positive school culture and learning environment.



Tin Can Bay P-10 State School uses the explicit teaching of desired behaviours, as outlined in our *Social and emotional learning* (SEL) program to create a positive learning environment for our students. SEL assists in developing proactive whole-school systems to define, teach and support

appropriate student behaviours. It emphasises the use of preventative, teaching and reinforcement strategies to achieve meaningful and durable behaviour outcomes.

Our school has adopted the Reboot program - a whole brain approach to teaching and learning which underpins our relationships with students and their social and emotional skill development, and teaches students language and strategies for emotional self-regulation. A Restorative Practices approach is also adopted in classrooms, aimed at repairing relationships and promoting accountability.

 **The school's key components of universal behaviour support are:**

1. Effective teaching – the *Art and science of teaching* (ASOT); *Essential skills for classroom management* (ESCM); Reboot approaches of *Hook, line, sinker and brain breaks*
2. Explicit teaching of the three *school agreements* and *five keys*, (and student participation in a *Social and emotional learning* (SEL) program
3. *School wide Expectations Matrix*
4. *The School wide Effort and Behaviour reflection tool*
5. Positive reward and recognition

## 2. Explicit teaching of the School-wide Expectations Matrix – The TCB Learner ●

To become a TCB Learner ● who engages with the three school agreements, students need to be **explicitly taught daily** key skills and behaviours which are expected at our school. The explicit teaching of these lead to increase responsibility for their behaviour and learning within a community.

At Tin Can Bay P - 10 School we are **RESPONSIBLE** for our own behaviours and learning.

	When I am a <b>LEARNER I:</b>	When I am <b>SAFE I:</b>	When I am <b>RESPECTFUL I:</b>
<b>All Areas</b>	<ul style="list-style-type: none"> <li>• am on time</li> <li>• am prepared with all required equipment</li> <li>• actively participate</li> <li>• am in the right place</li> <li>• reflect upon my decisions and actions</li> <li>• accept the consequences of my actions</li> <li>• exhibit the 5 keys</li> <li>• am aware of my feelings and self-regulate</li> </ul>	<ul style="list-style-type: none"> <li>• keep my hands, feet, teeth, objects and bodily fluids to myself</li> <li>• respect other people's personal space</li> <li>• use equipment and furniture properly</li> <li>• seek support of staff in problem solving</li> <li>• commit to the school dress code</li> <li>• walk when moving around the school</li> <li>• utilise the High 5 strategy</li> <li>• am cyber safe</li> </ul>	<ul style="list-style-type: none"> <li>• am honest</li> <li>• follow instructions</li> <li>• listen actively</li> <li>• am polite</li> <li>• use appropriate language for school</li> <li>• wait for my turn</li> <li>• clean up after myself</li> <li>• understand and consider the needs of others</li> <li>• respect privacy</li> <li>• care for property</li> <li>• think before I act and react</li> </ul>
<b>Classrooms/ Learning Areas</b>	<ul style="list-style-type: none"> <li>• give my best effort</li> <li>• be active in my learning</li> <li>• ask questions</li> <li>• take pride in my work</li> <li>• set goals for my learning</li> <li>• challenge myself to improve</li> <li>• maximise my learning time</li> <li>• reflect on my effort and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• enter and exit in an orderly manner</li> <li>• follow class rules</li> <li>• remain seated unless negotiated</li> <li>• ask permission to leave</li> <li>• dress for safety for specialist areas</li> </ul>	<ul style="list-style-type: none"> <li>• wait my turn to speak and listen to others</li> <li>• respect the right of my peers to learn</li> <li>• turn off personal technology devices</li> <li>• return equipment and resources to their rightful place</li> <li>• leave my learning space neat and tidy</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>• apply the High 5</li> <li>• demonstrate good sportsmanship</li> <li>• take direction from student leaders</li> <li>• respect out of bounds areas</li> <li>• reboot</li> </ul>	<ul style="list-style-type: none"> <li>• eat in designated areas</li> <li>• play in the appropriate areas by the rules</li> <li>• use equipment in the appropriate place</li> <li>• wear footwear at all times</li> <li>• am sun safe</li> <li>• am hygienic</li> </ul>	<ul style="list-style-type: none"> <li>• play fairly and accept others</li> <li>• deal with litter responsibly</li> <li>• consider other's activities</li> <li>• care for the environment and gardens</li> </ul>
<b>Bus &amp; Travel to and from School</b>	<ul style="list-style-type: none"> <li>• identify dangerous situations</li> <li>• am aware of those around me (stranger danger)</li> </ul>	<ul style="list-style-type: none"> <li>• stay seated on the bus</li> <li>• follow the bus rules</li> <li>• exhibit bike/scooter safety and wear a helmet</li> </ul>	<ul style="list-style-type: none"> <li>• am polite to Community members</li> </ul>

# TIN CAN BAY P-10 STATE SCHOOL BEHAVIOUR & EFFORT GOAL SHEET (Classroom & Playground)



- Quality Student Engagement
- Consistent, positive and effective behaviour
- High expectations for, and attainment of academic achievement

**Purpose:** To assist in providing **Quality Feedback & Reflection** to Students, and to develop **Consistency** with the **Reporting** process [Learning tool for students; Descriptors for Teachers].

**Student:**  
**Class:**  
**Subject (Secondary):**

		Very High/Excellent		High/Very Good		Sound/Satisfactory		Developing/Needs Attention		Support Required/Unacceptable	
		Always		Frequently		Usually		Sometimes		Rarely	
<b>Be a Learner</b> <b>Be Respectful</b> <b>Be Safe</b>	<b>Getting Along</b> <b>EFFORT</b>	<ul style="list-style-type: none"> <li>• I work consistently &amp; to the best of my ability</li> <li>• I always complete set tasks</li> <li>• I always ask for assistance when needed, and apply feedback</li> <li>• I consistently seek to extend myself</li> <li>• I adapt to any learning environment</li> <li>• I am an enthusiastic participant in all class activities</li> <li>• I am a motivated, independent worker at all times</li> <li>• I consistently make excellent contributions to group and class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• I mostly work to the best of my ability</li> <li>• I mostly complete set tasks</li> <li>• I frequently ask for assistance and apply feedback</li> <li>• I frequently seek to extend myself</li> <li>• I mostly adapt to the learning environment</li> <li>• I participate enthusiastically in most class activities</li> <li>• I need minimal supervision to do my work</li> <li>• I regularly make worthwhile contributions to group and class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• I usually work to the best of my ability</li> <li>• I usually complete set tasks to a satisfactory standard</li> <li>• I usually ask for assistance and apply feedback</li> <li>• I usually seek to extend myself</li> <li>• I generally adapt to the learning environment</li> <li>• I usually participate actively in lessons</li> <li>• I need some supervision to do my work</li> <li>• I usually contribute positively to group and class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• I sometimes work to the best of my ability</li> <li>• I sometimes complete set tasks to a satisfactory standard</li> <li>• I sometimes ask for assistance and apply feedback</li> <li>• I sometimes seek to extend myself</li> <li>• I sometimes adapt to the learning environment</li> <li>• I sometimes participate in lessons</li> <li>• I generally require supervision to do my work</li> <li>• I sometimes contribute positively to group and class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• I rarely work to the best of my ability</li> <li>• I rarely complete set tasks to a satisfactory standard</li> <li>• I rarely complete and set tasks</li> <li>• I rarely ask for assistance or apply feedback</li> <li>• I rarely seek to extend myself</li> <li>• I rarely adapt to the learning environment</li> <li>• I rarely participate in lessons</li> <li>• I require constant supervision to do my work</li> <li>• I rarely contribute to class discussions</li> </ul>					
		<ul style="list-style-type: none"> <li>• I consistently attempt all work</li> <li>• I always work hard on areas that need improvement</li> <li>• I never give up</li> <li>• I always work on strategies to succeed</li> <li>• I check my own work for errors</li> </ul>	<ul style="list-style-type: none"> <li>• I mostly attempt all work</li> <li>• I mostly work hard on areas that need improvement</li> <li>• I rarely give up</li> <li>• I regularly work on strategies to succeed</li> <li>• I mostly check my own work for errors</li> </ul>	<ul style="list-style-type: none"> <li>• I generally attempt all work</li> <li>• I usually work on areas that need improvement</li> <li>• I sometimes give up</li> <li>• I usually work on strategies to succeed</li> <li>• I usually check my own work for errors</li> </ul>	<ul style="list-style-type: none"> <li>• I sometimes attempt all work</li> <li>• I sometimes work hard on areas that need improvement</li> <li>• I often give up</li> <li>• I sometimes work on strategies to succeed</li> <li>• I sometimes check my own work for errors</li> </ul>	<ul style="list-style-type: none"> <li>• I rarely attempt all work</li> <li>• I rarely work hard on areas that need improvement</li> <li>• I regularly give up</li> <li>• I rarely work on strategies to succeed</li> <li>• I rarely check my own work for errors</li> </ul>					
		<ul style="list-style-type: none"> <li>• I am always at class on time and ready to learn</li> <li>• I always have my equipment ready</li> <li>• I consistently follow instructions quietly and quickly</li> <li>• I submit my assessment on or before time</li> <li>• I always produce neat work</li> <li>• I always keep my work area tidy</li> <li>• I always use my time effectively</li> </ul>	<ul style="list-style-type: none"> <li>• I am mostly at class on time and ready to learn</li> <li>• I mostly have my equipment ready</li> <li>• I mostly follow instructions quietly and quickly</li> <li>• I mostly submit my assessment on time</li> <li>• I frequently produce neat work</li> <li>• I mostly keep my work area tidy</li> <li>• I mostly use my time effectively</li> </ul>	<ul style="list-style-type: none"> <li>• I am usually at class on time and ready to learn</li> <li>• I usually have my equipment ready</li> <li>• I generally follow instructions quietly and quickly, however sometimes need reminders</li> <li>• I usually submit my assessment on time</li> <li>• I generally produce neat work</li> <li>• I generally keep my work area tidy</li> <li>• I generally use my time effectively</li> </ul>	<ul style="list-style-type: none"> <li>• I am sometimes at class on time and ready to learn</li> <li>• I sometimes have my equipment ready</li> <li>• I sometimes follow instructions quietly and quickly, however I usually need reminders</li> <li>• I sometimes submit my assessment on time</li> <li>• I sometimes produce neat work</li> <li>• I sometimes keep my work area tidy</li> <li>• I often need reminders to use my time effectively</li> </ul>	<ul style="list-style-type: none"> <li>• I am rarely at class on time and ready to learn</li> <li>• I rarely have my equipment ready</li> <li>• I rarely follow instructions quietly and quickly, and consistently need reminders</li> <li>• I rarely submit my assessment on time</li> <li>• I rarely produce neat work</li> <li>• I rarely keep my work area tidy</li> <li>• I consistently need reminders to use my time effectively</li> </ul>					
	<b>Resilience</b> <b>BEHAVIOUR</b>	<ul style="list-style-type: none"> <li>• I always remain calm</li> <li>• I always utilise strategies to remain in the Learning Zone</li> <li>• I consistently make appropriate choices when faced with challenges</li> <li>• I always move on from negative experiences</li> <li>• I always find appropriate help when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• I mostly remain calm</li> <li>• I mostly utilise strategies to remain in the Learning Zone</li> <li>• I mostly make appropriate choices when faced with challenges</li> <li>• I mostly move on from negative experiences</li> <li>• I mostly find appropriate help when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• I generally remain calm</li> <li>• I usually utilise strategies to remain in the Learning Zone</li> <li>• I generally make appropriate choices when faced with challenges</li> <li>• I generally move on from negative experiences</li> <li>• I usually find appropriate help when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• I need support to remain calm</li> <li>• I sometimes utilise strategies to remain in the Learning Zone</li> <li>• I sometimes make appropriate choices when faced with challenges</li> <li>• I can sometimes move on from negative experiences</li> <li>• I sometimes find appropriate help when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• I rarely remain calm</li> <li>• I rarely utilise strategies to remain in the Learning Zone</li> <li>• I rarely make appropriate choices when faced with challenges</li> <li>• I rarely move on from negative experiences</li> <li>• I rarely find appropriate help when necessary</li> </ul>					
		<ul style="list-style-type: none"> <li>• I always treat others with respect</li> <li>• I support my peers at all times</li> <li>• I use appropriate language at all times</li> <li>• I use appropriate social skills at all times</li> <li>• I always meet classroom and school expectations and agreements</li> <li>• I never allow students to distract me</li> <li>• I never distract others</li> <li>• I do not exit the learning environment without permission</li> </ul>	<ul style="list-style-type: none"> <li>• I mostly treat others with respect</li> <li>• I support my peers at most times</li> <li>• I mostly use appropriate language</li> <li>• I mostly use appropriate social skills</li> <li>• I mostly meet classroom and school expectations and agreements</li> <li>• I rarely allow students to distract me</li> <li>• I rarely distract others</li> <li>• I do not exit the learning environment without permission</li> </ul>	<ul style="list-style-type: none"> <li>• I usually treat others with respect</li> <li>• I generally support my peers</li> <li>• I generally use appropriate language</li> <li>• I generally use appropriate social skills</li> <li>• I generally meet classroom and school expectations and agreements</li> <li>• I sometimes allow others to distract me</li> <li>• I sometimes distract others</li> <li>• I do not exit the learning environment without permission</li> </ul>	<ul style="list-style-type: none"> <li>• I sometimes treat others with respect</li> <li>• I sometimes support my peers</li> <li>• I sometimes need reminders to use appropriate language</li> <li>• I sometimes need reminders to use appropriate social skills</li> <li>• I sometimes meet classroom and school expectations and agreements</li> <li>• I often allow others to distract me</li> <li>• I often distract others</li> <li>• I have exited the learning environment on one or two occasions in one term and without permission</li> </ul>	<ul style="list-style-type: none"> <li>• I rarely treat others with respect</li> <li>• I rarely support my peers</li> <li>• I often need reminders to use appropriate language</li> <li>• I often need reminders to use appropriate social skills</li> <li>• I rarely meet classroom and school expectations and agreements</li> <li>• I consistently allow others to distract me</li> <li>• I consistently distract others</li> <li>• I have exited the learning environment on three or more occasions in one term and without permission</li> </ul>					
		<ul style="list-style-type: none"> <li>• I always remain calm</li> <li>• I always utilise strategies to remain in the Learning Zone</li> <li>• I consistently make appropriate choices when faced with challenges</li> <li>• I always move on from negative experiences</li> <li>• I always find appropriate help when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• I mostly remain calm</li> <li>• I mostly utilise strategies to remain in the Learning Zone</li> <li>• I mostly make appropriate choices when faced with challenges</li> <li>• I mostly move on from negative experiences</li> <li>• I mostly find appropriate help when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• I generally remain calm</li> <li>• I usually utilise strategies to remain in the Learning Zone</li> <li>• I generally make appropriate choices when faced with challenges</li> <li>• I generally move on from negative experiences</li> <li>• I usually find appropriate help when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• I need support to remain calm</li> <li>• I sometimes utilise strategies to remain in the Learning Zone</li> <li>• I sometimes make appropriate choices when faced with challenges</li> <li>• I can sometimes move on from negative experiences</li> <li>• I sometimes find appropriate help when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• I rarely remain calm</li> <li>• I rarely utilise strategies to remain in the Learning Zone</li> <li>• I rarely make appropriate choices when faced with challenges</li> <li>• I rarely move on from negative experiences</li> <li>• I rarely find appropriate help when necessary</li> </ul>					



## How to use the 'TCB P-10 SS Behaviour & Effort Matrix'

**For the Teacher:** The Behaviour and Effort Matrix acts as a set of 'Descriptors' that can be used for providing quality feedback to students about their progress in these areas over the course of a semester. They can also be used to formulate comments/grade at the time of completing end of semester reports.

**For Students:** The Behaviour and Effort Matrix acts as a 'Learning Tool', thus providing guidance through outlining various areas of behaviour and effort and what these 'look like' in terms of being graded A-E. By revisiting these a recommended minimum of 2 times per term, and engaging students in a meaningful discussion, students can reflect on their progress and plan for improved choices for the future.

The matrix aligns to 'Tin Can Bay P-10 State School – Responsible Behaviour Plan 2018' through the following:

- The School agreements – Be Safe, Be respectful, Be a learner
- Acting as a data tool for students and teachers (i.e. Evidence-based research, data and informed decisions making p.5)
- Promotes and maintains a positive school culture and learning environment (Section 5. Behaviour Management Processes)
- Supports effective teaching through developing relationships between students and teachers (See ASOT alignment below)
- School-wide Expectations Teaching matrix (P.8)
- Classroom behaviour monitoring and feedback (p.10)
- Appendix 12 – Essential Skills for Classroom Management (ESCM)
- Appendix 13 – TCB P-10 SS Behaviour definitions and categories and the colour coding system

The Art of Science and Teaching (ASOT) outlines key 'Design Questions' that are used to reflect upon and modify where necessary a teacher's pedagogy. This 'Behaviour and Effort Matrix' supports the integration/implementation of the following 'Design Questions':

- Design Question 1: What Will I Do to Establish and Communicate Learning Goals, Track Student Progress, and Celebrate Success?
- Design Question 5: What Will I Do to Engage Students?
- **Design Question 6: What will I Do to Establish or Maintain classroom Rules and Procedures**
- **Design Questions 7: What Will I DO to Recognise and Acknowledge Adherence and Lack of Adherence to Classroom Rules and Procedures?**
- Design Question 8: What Will I Do to Establish and Maintain Effective Relationships with Students?
- Design questions 9: What Will I Do to Communicate High Expectations for All Students?

### Reboot For Learning

- Emotional Self-Regulation
- Learning Zone and Smart Brain Behaviour
- Positive Change Highway

## Student Wellbeing and Support Network

**Students at Tin Can Bay P-10 State School are provided with a range of support aimed at improving social and emotional wellbeing and behaviour.**

The school has a Student Support Team which meets each fortnight to discuss the case management of students who require assistance in and beyond the classroom. The team comprises the Principal, Deputy Principal, Head of Department, Secondary, HOD Curriculum and Head of Special Education Services.

Case management records are updated using One School Support Provisions and Class dashboard, and includes referrals to:

- Speech Language Pathologist
- School Based Youth Health Nurse
- Student Engagement Teacher (SET)
- Regional support team including Guidance Officers - Student Engagement and Wellbeing.

The types of supports and programs offered and accessed include: Attendance monitoring and family support, Parenting programs, referrals to Intensive Family Support, Supported Play and Reset programs.

### ● Targeted behaviour support

Through the regular use and review of behavioural data, students requiring additional targeted support in order to assist them to demonstrate expected behaviours and rules are identified. In most cases, the data indicating the need for students to receive this support shows that the frequency of behaviours being demonstrated may inhibit these students' learning and social success. Due to the context of Tin Can Bay P-10 State School, all staff are responsible for ensuring targeted behaviour support is implemented to best support students.

Targeted behaviour support may also include small group projects and skill development.

### ● Intensive behaviour support

This level of behaviour support focuses on students with complex or intensive support needs. The support provided aims to allow the individual to reflect, refocus and reconnect with their schooling and become a positive influence on other learners and members of the school community. This level of intervention centres on the individual and their re-engagement with learning following:

- a single, high impact behaviour; or
- a complex and challenging pattern of behaviour.
- 

Tin Can Bay P-10 State School is committed to the education all students, including those with the highest behavioural support needs. We recognise that students with complex and challenging behaviours need comprehensive systems of support to engage in and experience success with academic, social and emotional learning situations. As such, the school employs the following processes and strategies to support these students:

1. Analysis of behaviour data for the accurate identification of students requiring intensive, individualised support.
2. Use of a coordinated, case management approach to support students and staff, including discussing the needs and appropriate support strategies of individual students with relevant staff and providing administration and leadership team support in team meetings, to implement intensive, individualised support strategies.
3. Identification of goals and development of action plans, including an *Individual Behaviour Support Plan*
4. Development of flexible and alternative learning options, including disciplinary absences, individually managed programs (alternative timetable) and *Discipline Improvement Plan*.
5. Use legislative policies and procedures that support intervention.
6. Access district, regional and state behaviour support options and external agencies.
7. Research validated procedures for the assessment and support of students requiring intensive, individualised support.
8. Emergency Responses/Critical Incidents/Restraint as per the school's Critical Incident Plan

## Whole School Approach to Discipline

Tin Can Bay P-10 SS uses the principles of Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions. Our staff take responsibility for making behaviour expectations clear, and for providing supportive instruction about how to meet these expectations. Our belief is that behaviour incidents are an opportunity for learning.

PBL, supported by the Reboot program of trauma informed practice, supports our students to learn the language and skills of emotional self-regulation, and provides strategies for take-a-minute options. A restorative approach to student discipline allows students to accept responsibility for their actions and take steps to repair the harm and build positive relationships.

### **Consideration of Individual Circumstances**

Staff at Tin Can Bay P-10 State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

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

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

## Disciplinary Consequences

The disciplinary consequences model used at Tin Can Bay P-10 State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

*When responding to challenging student behaviour, the staff member first determines if the issue is a **minor** or **major** misdemeanour.*

**Minor** – inappropriate behaviour, including persistent inappropriate behaviour that is likely to have low level consequences for self and others, that is managed in-situ by the supervising teacher through administering consequences and/or making contact with the student's caregiver.

**Major** – inappropriate behaviour that is chronically persistent or has severe consequences for self and others. This behaviour may be managed by the supervising teacher, however it is also referred to Administration for shared management and/or additional intervention.

## Withdrawal and Detention Procedures

These involve students being removed from an activity e.g. movement to another part of the classroom, move to a 'buddy class', sitting in the office and includes detention (which is not to be greater than 20 minutes and always allows the student the opportunity to eat their lunch) and aim to reduce the frequency of a particular behaviour.

- Detentions are considered to be a last resort alternative to suspension or exclusion and are conducted in line with stated EQ guidelines.
- Withdrawal provides an opportunity for a student to:
  - Calm down and self-regulate (Take a Minute)
  - Manage their own behaviour
  - Accept accountability and plan to redress behaviour

### Specific procedures for withdrawal include:

- Giving the student the opportunity to re-join the class / activity at intervals
- Providing the student with opportunities to complete assessments to fulfil educational requirements
- Ensuring when using withdrawal as a management strategy that it is consistent with:
  - The developmental stage of the student
  - Any special needs the students may have
- Ensuring the student is safe and under supervision **at all times**
- Ensuring emergency procedures are in place for students out of class i.e. during an evacuation / lock down
- Regularly reviewing withdrawal procedures in general, the frequency of use with particular students (and if necessary a review of their *ISBP*) and the use of data to measure its effectiveness
- Should a student not calm/settle within a 20 minute period the following options may apply:
  - Administration assistance
  - Parent contact for assistance
- Students who require more than a minute for 'take-a-minute' can access the Reset Room for support with strategies.

### Guidelines for Detention:

- The detention duration (and activities within the detention) should reflect the nature of the behaviour that led to this consequence.

- A detention should be utilised if it is the most appropriate strategy to assist the student to learn about and modify their behaviour and grow by:
  - Reflecting upon the behaviour which led to the inappropriate behaviour
  - Assisting them to meet responsibilities which have not been fulfilled
- A detention that occurs during a recess **should allow at least 25%** of the scheduled recess time for a student to access toilets, a drink and food during the recess.

It is reasonable to allow a student to eat and drink during the detention in addition to that provided above if the student's completion of the detention is not impacted upon and the environment allows for eating.

- A detention will be recorded on OneSchool.
- A student should understand the reason for the detention and its purpose.

### **External Detention**

- A decision to employ an external detention will be made by a member of the administration team after consultation with a teacher and consideration of the student's pattern of behaviour or single incident and the range of intervention strategies available.
- Procedures will be followed as per that outlined in the *Explanation of consequences*.
- The record of out-of-school hours detention (Appendix 8) will be completed and parental approval will be gained prior to the out-of-hours detention being implemented.

***Student disciplinary absences are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered.***

Guidance to staff regarding recording, referring and managing student behaviours can be summarised as:

Positive recognition	Universal support		Targeted support	Intensive support
Positive behaviour	Minor		Major	
●	●	●	●	●
A student is recorded in OneSchool for modelling desired and exceptional behaviours.	A one-off event or minor variance from the expected behaviour of a TCB Learner. This behaviour is likely to be dealt with by the teacher <b>staff member</b> , and not recorded on OneSchool.	A more serious variance from the expected behaviour of a TCB Learner or an emerging pattern of inappropriate behaviour. This behaviour is dealt with by the teacher <b>staff member</b> and recorded on OneSchool.	<b>Shared approach</b> A behaviour that is dealt with by a teacher <b>staff member</b> and referred to Administration for support or additional intervention.	A behaviour that has severe consequences and would be referred to Administration for follow-up and management.



# Legislative Delegations

## Legislation

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

## Delegations

The Principal of Tin Can Bay P-10 State School **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student of the principal's decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of the Principal's decision to suspend that student, acts in the Principal's name.

### 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 Tin Can Bay P-10 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 Tin Can Bay P-10 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 Tin Can Bay P-10 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 Tin Can Bay P-1- 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 Tin Can Bay P-10 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 Exemplar State College Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Please see [Temporary removal of student property by school staff procedure](#) for more information.

## Use of mobile phones and other devices by students

### The use of personal technology devices\* at school

\* *Personal Technology Devices includes, but is not limited to, mobile phones , multimedia devices and tablets, games devices cameras and/or voice recording devices*

This policy reflects the importance the school places on students utilising personal technology appropriately, ethically and legally in a school setting. It recognises the multiple uses of mobile phones and similar personal technology devices and place they hold in society and in the lives of young people.

The policy also recognises the fundamental role of schools **-learning and teaching** and the potential distraction and disruption for learning and positive relationships between students if use is not appropriate.

The policy recognises the shared responsibility of parents and school to guide students in the responsible use of personal technology devices.

The policy reflects accepted societal norms in settings which have similar restrictions to ensure safety and respect for time and place. E.g. airline policy, motor vehicle use, cinemas.

**Personal technology devices are not required as a necessary tool for learning at Tin Can Bay P10 SS.** Students should not bring personal technology devices to school unless there exists a specific purpose and this is endorsed by the parent or caregiver.

The school does not accept responsibility or liability if a personal technology device is lost, stolen or damaged or used unethically or illegally at school.

Mobile phones, if necessary at school and supported by a parents /caregiver, **are permitted** but under strict guidelines and expectations which reflect the three school agreements-Be Safe, Be Respectful, Be a Learner. Whilst mobile phones and similar devices are not banned for use at school, **they are not permitted to be used in classrooms or in moving between lessons.** They may only be used in class under the explicit direction of a teacher for specific and justifiable educational purposes.

Mobile phones must be in **airplane mode or turned off and out of sight** if taken into class. This includes accessories which accompany phones such as headphones.

Personal technology devices are not to be used during activities which form part of the out-of-class, supervised learning program (e.g. excursions, sport) at Tin Can Bay P-10 State School.

Mobile phones may be used at recess and before school for use of the many apps, music and games available. Social media and transmitted communication use is not required and is discouraged. If used, personal technology devices **use must meet the Acceptable use test:**

#### ACCEPTABLE USE TEST

**If the answer to any of the following questions is YES then your use of the device is not acceptable within our environment or community.**

**Will your use of the device breach trust?**

**Are you using it at school outside the policy**

**Is your use of the device unethical?**

**Is your use of the device illegal?**

**Will your use of the device offend or harass another person(s)?**

**Will your use of the device misrepresent an individual or our school?**

**Will the device interrupt learning or your readiness for learning in anyway?**

**If the answer could be YES then do not use the device**

***At Tin Can Bay P-10 SS we believe that if a student is not of the age and/or has the decision making capacity or responsibility to make positive and ethical choices then they should not be in possession of a mobile phone at school at all.***

### ***Parents Responsibility and Partnership***

In providing a student with use of a mobile phone and supporting the possession of a phone at school we believe that the parent has a responsibility to ensure their child understands the ethical and legal use of a phone and the guides their child on the appropriate use of the phone in particular settings including school.

Parents should contact students through the school phone system in the first instance. If a student needs to contact a parent the school will allow access to the phone system in the office. Parents are requested not to phone students via their mobile phone as it will cause disruption to learning and result in a student breaching this policy in order to answer the call.

### ***Consequences of a breach of personal technology device (mobile phone) use***

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

**Three strikes:** Students who have a personal technology device confiscated repeatedly will be required to have the device collected by their parent or carer on the third occasion and forthwith.

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

### ***Recording voice and Images***

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

We uphold the value of trust and the right to privacy at Tin Can Bay P-10 State School. Students using personal technology devices to record inappropriate behaviours, or incidents, (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means, (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent,

illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

**Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).**

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

### ***Text and Social media communication***

The sending of text messages or social media posts (or like) that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such messages or posts at school, in school hours should ensure they keep the message as evidence and bring the matter to the attention of the school office.

### ***Recording private conversations and the Invasion of Privacy Act 1971***

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

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

### ***Special circumstances arrangement***

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

## Preventing and responding to bullying

### Policy extends to

- Students who use bullying behaviour ie the bully or perpetrator.
- Students who are the target of bullying behaviour ie the target or claimant.
- Students who are bystanders or colluders.

Bullying behaviour covered by this policy is between students, or student to teacher.

The approach taken is a community driven, whole school response involving members of the school community, including student representatives, to give feedback on the effectiveness of the Anti-bullying policy and procedures. There will be an annual review of this policy and procedures.

### RATIONALE

All schools in Queensland are committed to taking action to protect students from bullying and to respond appropriately and in a timely manner when bullying is alleged or does occur.

Tin Can Bay P-10 State School strives to create a safe, supportive, disciplined environment based on building strengths and skills through teaching and learning opportunities. We strive for positive environments for all students at all times of the day.

The consistent, disciplined teaching environment we are creating is essential to

- Enable the right to teach, the right to learn and the right to be respected.
- Enable the safety and well-being of all members of the school community.
- Increase student success, achievement and attendance.
- Develop healthy, respectful relationships within the whole school community.

Bullying is a serious problem and can be very harmful. Research has shown that in Australian schools, bullying effects approximately one student in every four.

### TIN CAN BAY P-10 STATE SCHOOL'S BELIEFS ABOUT BULLYING

Bullying behaviour is a form of violence. Violence is a learned behaviour, and as such, can be unlearned.

Many young people have learned bullying behaviour by being bullied by others and are therefore both the target of bullying behaviours and perpetrators of bullying behaviour on others. Many bullying behaviours are encouraged by peers' reactions. By-stander reactions include joining in, laughing, or simply standing and watching, rather than taking action to help the person being bullied.

Everyone can contribute to violence prevention, young people are a part of the solution. Partnerships and collaboration with parents and community are more effective than isolated individual efforts.

The school's management, organisation and culture can significantly reduce the likelihood of violence.

Restorative practices are a means of healing damaged relationships.

Bullying should not be part of anyone's growing up.

## DEFINITION OF BULLYING

**Bullying** is when one person, or a group of people, with more **power, deliberately, repeatedly, unfairly, unjustly victimises** someone with the intention to harm and/or hurt the other person.

Bullying behaviours may be related to:

- Race, religion or culture.
- Disability.
- Appearance or health conditions.
- Sexual orientation.
- Sexist or sexual language.
- Young carers or children in care.

### Types of Bullying include

#### 1. Physical bullying or assaults

A person, or group of people, uses physical actions such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings.

#### 2. Verbal bullying

Using negative words, repeatedly and intentionally to upset someone including name calling, insults, threats, gossip, homophobic or racist remarks and verbal abuse.

#### 3. Social bullying

Lying, spreading rumours, playing a nasty joke or repeatedly mimicking someone. Deliberately excluding someone. Offensive graffiti. Social media comments that insult, threaten, defame, including gossip, homophobic or racist remarks and verbal abuse.

#### 4. Psychological bullying

Someone, or a group of people, repeatedly and intentionally use words or actions which cause psychological harm. Intimidating someone. Manipulating people. Stalking a person.

**5. Cyberbullying** can happen in chat rooms, through social networking sites, emails or mobile phones. Someone, or a group of people, uses technology to verbally, socially or psychologically bully by sending threatening messages or messages that cause the person being bullied to feel shame or upset. Sending offensive or degrading images by phone or internet.

#### 6. Non-verbal signals

Intimidating stance, rolling eyes, arm folding, threatening gestures that are repeated and ongoing causing the person being bullied to feel shame or upset.



**The Anti-bullying policy and procedures have a three pronged approach. .**

1. Education
2. Programs and procedures to monitor violence and take action against bullying and other unacceptable behaviours
3. Training for staff and families

### 1. Education

It is important that students, staff and parents/carers understand what bullying is, how it impacts on people and school responses to bullying.

We use **whole school curriculum** to teach all students about bullying.

- What is bullying, its impact, what to do if being bullied.
- The response the school will take when bullying is reported or observed.
- Teaching a set of safe and effective responses to all problem behaviour.

**Effective social skills and positive relationships** act to prevent bullying. We promote effective social skills and positive relationships through

- Social and emotional learning (SEL) curriculum which is developmentally appropriate. The SEL curriculum includes protective behaviours, You Can Do It Education program, Human Relationships Education, restorative practices:
- Cultural experiences and activities that focus on inclusion and acceptance of people and cultures and lifestyles different from our own.

**On-going awareness and communication** with students, school families and community. We will promote this through -

- School rules and expectations articulate that bullying will be taken seriously and rigorously in order to protect all members of the school community.
- Procedures that will be used to respond to incidents of bullying behaviour.
- Clear messages about seriousness of bullying behaviours.
- All students are being explicitly taught the expected school behaviours and receiving high levels of acknowledgement for doing so.
- Specific focus times of activities eg Child Protection Week, Bully Busters week, National Day of Action Against Bullying and Violence, White Ribbon Day, cultural celebrations, NAIDOC Week and similar activities which promote tolerance and non-violence.

### 2. Programs and procedures to monitor violence and take action against bullying and other unacceptable behaviours.

- Consistent **intervention practices**- actively encouraging the reporting of bullying, treating information seriously, documenting details of incidents, investigating each incident, protecting target from further abuse, contacting parents, following up and monitoring cases, clear communication of consequences for further abuse, feedback given to all involved.

- Customised support and on-going monitoring for those who use bullying behaviour to make choices to change behaviour eg Targeted Bullying Information Programs such as Smarter Choices-Better Outcomes, Talk Sense to Yourself, You Can Do It Education, communication skills, anger management, problem solving strategies and referral to external agencies and support services
- **On-going monitoring and support** for the target including resilience programs, social skilling programs,
- **Restorative practices** where relevant.
- **Data** entered to track the effectiveness of anti-bullying processes, make any necessary adjustments, and identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

### 3. Training for Staff and Families

- Training of staff eg in Restorative Practices, interviewing skills, confidentiality and recording of information.
- Information sheets, information workshops for parents/carers, articles in the local newspapers.

## REPORTING AND IDENTIFYING BULLYING BEHAVIOUR

Reports of bullying behaviour are taken seriously. Students and parents/carers may report bullying in the following ways:

- Directly, in writing or by speaking to any member of staff whom they trust.
- An anonymous entry in the bully box available at the office.
- Via the annual Bullying Survey
- Text and dedicated email address

## RESPONSES TO BULLYING

Bullying behaviour may be identified by a student, a staff member, a family member or a member of the community and brought to the attention of any member of staff.

Reports of bullying will be listened to, investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures.

We support those subjected to bullying behaviour and those who use bullying behaviour by:

- Providing counselling support by Guidance Officer
- Conducting bullying interviews (see Procedures document).
- Targeted, anti-bullying education programs individually or in small groups.
- Social skills programs for those subject to bullying and those who bully
- Where relevant and appropriate, restorative practises or mediation.
- Increased supervision of at risk areas. Monitored through data and surveys.

## PROCEDURES FOR RESPONDING TO REPORTS OF BULLYING

All reports of bullying will be responded to in a timely manner, by the Principal or delegate as required by Education Queensland policy using the procedure outlined below. See also Procedures document for Survey Information, Form, Flowcharts and Sample Letters.

### **For Minor Non-verbal, Verbal and/or Physical bullying behaviours**

#### **First Offence**

- All people involved in the incident will be interviewed by Principal or delegate. Details of the interviews are recorded on [Record of Interview Sheets](#)
- Student/s who are identified as using bullying behaviour or colluding will be interviewed and it is assumed they may not be aware their behaviour is bullying behaviour. They are given the opportunity and support to understand the impact of their behaviour on others and to undertake not to use this type of behaviour in the future.
- [Bullying – A Serious Issue Contract](#) is signed.
- Parents/care givers of all parties contacted.
- Restorative chat or mediation to repair the damaged relationships where appropriate and possible (This is an optional process).
- Students and parents made aware of further consequences of continued bullying.
- Interview Sheets scanned and uploaded to One School.
- Note made on One School for each student and relevant parent contact details entered on One School

#### **Second Offence**

- All people involved in the incident will be interviewed by Principal or delegate. Details of the interviews are recorded on the [Record of Interview Sheets](#).
- Parent/s, care giver/s contacted and letter sent.
- Student/s and parent/s care giver/s made aware of further consequences of continued bullying.
- Conflict resolution/mediation where appropriate. Reparation may form part of the conflict resolution.
- Perpetrator/s, colluder/s undertake education program.
- Support plan developed for target, perpetrator/s, colluder/s and attached to Student's One School record
- Counselling of target, perpetrator/s, colluder/s may be required
- Monitoring of perpetrator/s, colluder/s
- Note made on One School for each student and relevant parent contact details entered.

#### **Third Offence**

#### **AND/OR**

#### **More serious offences of cyber-bullying and sexual harassment enter at this level**

- All people involved in the incident will be interviewed by Principal or delegate. Details of the interviews are recorded (Form 1 for Target and Form 6 or 7 for Perpetrator/s and/or Colluder/s)
- Referral to diversity committee for case management.
- Restorative Conference where appropriate involving parent/s care giver/s and administration.
- Individual Behaviour Support Plan developed and entered on OneSchool Support tab.
- Mentor offered to perpetrator/s colluder/s.

- On-going monitoring of perpetrator/s colluder/s.
- Counselling by an outside agency if possible.
- Police involvement possible particularly if behaviour is criminal.
- Suspension.

The consequences for bullying might include the following:

- Family meetings
- Suspension and recommendation for exclusion where bullying is so severe no other form of consequence would be deemed adequate.

#### **What happens when a report of Cyber-bullying has been made?**

- Misuse of internet, computer, email or mobile phones, **not** involving pornography, sensitive/shocking materials or harassment follows the same process as ordinary bullying as described above.
- Misuse of the internet, computer, email or mobile phones, involving bullying, pornography, sexting, or sensitive/ shocking materials may result in a **1-10 day suspension**.
- Misuse of the internet, computer, email or mobile phones, involving distribution or posting/uploading of bullying, pornography, sexting, sensitive/ shocking materials, material defaming staff or students, dangerous misbehaviour may result in a **10-20 day suspension** with the possibility of a recommendation for exclusion.
- Invasion of privacy through the recording of personal conversations or daily activities and /or the further distribution of such material may result in a **10-20 day suspension**.
- Restorative practices will be used where appropriate to repair harm caused by the incidents of cyber-bullying

**Section 474 of the Criminal Code Act 1995** states that it is an offence to use a telecommunications device to menace, harass or cause offence. Students need to be aware that they could be charged with such an offence and may face legal penalties.

## Bullying response flowchart for teachers

### Key contacts for students and parents to report bullying:

**Prep to Year 6** – Class teacher, Head of Department, Curriculum

**Year 7 to Year 12** – Form teacher, Individual subject Teacher, Year Coordinator, Head of Department

**Deputy Principal, Principal**

First hour  
Listen

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

Day one  
Document

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

Day two  
Collect

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

Day three  
Discuss

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

Day four  
Implement

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

Day five  
Review

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

Ongoing  
Follow up

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

## Appropriate use of social media

Social networking sites (SNS) are like virtual communities, providing a social lifeline for today's youth. Sites like *Facebook*, *Snapchat*, *Instagram* and *Tik Tok* allow users/members to create an online profile or web page. Members can then post personal information, photographs, blogs, music clips and other information about their interests online. A big part of customising their space is to upload photos or images. Most sites also have a blog where users can write their thoughts, encourage others to join in and post comments.

### **What are the dangers?**

Social networking sites hold significant appeal for young people. Whilst such sites provide opportunities for self-expression and identity formation, they also pose risks.

These include:

- Posting inappropriate content. Risks arise when young people give out information that is too personal or allows others to know who they are or where they live.
- Exposure to anti-social or illegal material.
- Being targeted by sex offenders.
- Cyber bullying.
- Identity theft – many people within social networking sites encourage users to join their space or view their profile by encouraging them to click on links that ask for username and passwords. This allows others to gain access to their passwords and other private information.

### **Use of Tin Can Bay P–10 State School's brand on public sites**

The reputation and standing of the school brand, represented by name in written texts, by the school's logo and uniform, can have both a positive and negative impact on all students and staff who attend, have attended or who aspire to attend Tin Can Bay P–10 State School.

Any conduct or behaviour deliberate or not intended which may bring the brand into disrepute or portray the school community in a negative manner, or place another person at risk, is unacceptable and incongruent with the school's three agreements:

- Be safe
- Be respectful
- Be a learner

The posting or communication\* of any image or text which can be identified or associated with the school, without the written approval of the Principal, will be viewed as a serious breach of the Tin Can Bay P–10 State School *Responsible behaviour plan for students* and the Education Queensland *Code of School Behaviour*. Specifically – *Demonstrate respect for themselves, other members of the school community and the school environment*.

\*Posting and communication: includes, but is not restricted to websites, social networking sites, email, mobile phone and video.

### **Negatively representing a member of the Tin Can Bay P–10 community on a public site**

Any conduct or communication on the internet or social media site which negatively portrays or diminishes the standing or reputation of an individual or group who attend, have attended or who aspire to attend the school will be viewed as a very serious breach of the school rules and will warrant serious consequences under the Tin Can Bay P–10 State School *Student Code of Conduct*. This action may be judged to be cyberbullying.

## **Breaches and consequences**

Following a thorough investigation and dependent on the intent and nature of the breach, a first offence may result in a student's suspension from the school.

Any action that targets another student or staff member will lead to serious consequences under the Tin Can Bay P-10 State School *Student Code of Conduct* and may be referred to the police.

Any action that is illegal will be referred to the Police, in addition to serious consequences under the Tin Can Bay P-10 State School *Student Code of Conduct*

### ***How can parents support this policy?***

In regard to social networking:

- Encourage children to only upload pictures that you as their parents/guardians would be happy to see.
- Make sure they don't put any personal information on their profile such as phone number, personal email address, home or school addresses or other personally identifying information
- Ask them to show you how to use a social networking site – getting involved will empower them to share the experience with you.
- Ensure they set their profile to private – but emphasise that a private profile is still public. Nothing on the internet is private or protected.
  - Encourage them to limit friendship links to known friends.
  - Regularly review your child's profile.
  - Negotiate an online contract.
  - Make use of free web filters.

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

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

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

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

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

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

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

## **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 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.



# 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](#).

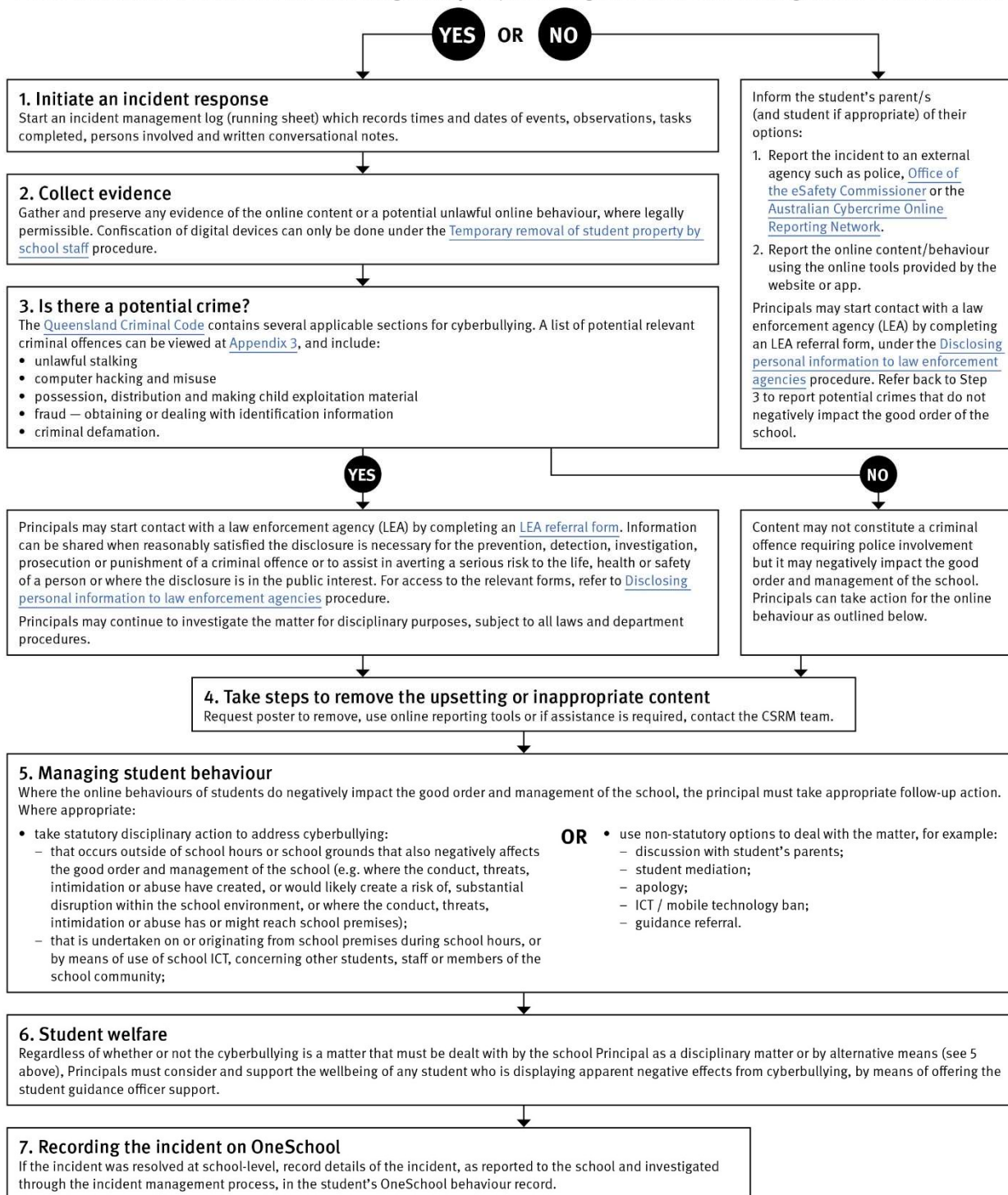
### Explicit images

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 Cybersecurity 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?



## Restrictive Practices

School staff at Tin Can Bay P-10 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

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

In all situations the school's *Critical Incident Plan* is followed.

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

*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.*

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

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



Department of Education

**Tin Can Bay P-10 State School**

**Instrument of Authorisation**

**Requirement to tell a student about a suspension under Chapter 12,  
Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')**

I, Desley Kirby, Principal of Tin Can Bay P-10 State School **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

25 November, 2020

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Desley Kirby

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DATE

PRINCIPAL

TIN CAN BAY P-10 STATE SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION



Department of Education

**Tin Can Bay P-10 State School**

**Instrument of Authorisation**

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

I, Desley Kirby, Principal of Tin Can Bay P-10 State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

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

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

The effect of this authorisation is as follows:

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

25 November, 2020

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Desley Kirby

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DATE

PRINCIPAL

TIN CAN BAY P-10 STATE SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION