



# Thallon 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.*

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Contact Person: Christine Allen (Principal)

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## Endorsement

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Principal Name: Christine Allen

Principal Signature: 

Date: 08-12-2020

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P/C President and-or School Council Chair Name: James Spierenburg

P/C President and-or School Council Chair Signature: 

Date: 08-12-2020

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## Purpose

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

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

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

## Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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

## PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, being Thoughtful, Responsible, Accountable, Co-operative and Kind (TRACK).

### Students

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

#### Be Safe

- Keep hands and feet to yourself
- Walk inside, on stairwells and on concrete
- Wear shoes and socks at all times
- Use equipment as intended

#### Be Responsible

- Follow instructions.
- Show leadership.
- Be a role model
- Get along and help others
- Wear your school uniform
- Ask permission to leave.

#### Be Responsible

- Be honest.
- Use kind words and actions.
- Accept differences
- Ask to borrow
- Give each other personal space
- Use manners

#### Be An Active Learner

- Have a go
- Do your best
- Whole body listening
- Be an active learner
- Be on time
- Accept feedback
- Ask for help.

## Parents and staff

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

### Safe

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
Ensure your child wears the school uniform, shoes and socks and wears a wide brimmed school hat each day.	

### Responsible

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

### Respectful

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

## Active Learner

<b>What we expect to see from you</b>	<b>What you can expect from us</b>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

## Consideration of Individual Circumstances

Staff at Thallon 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.

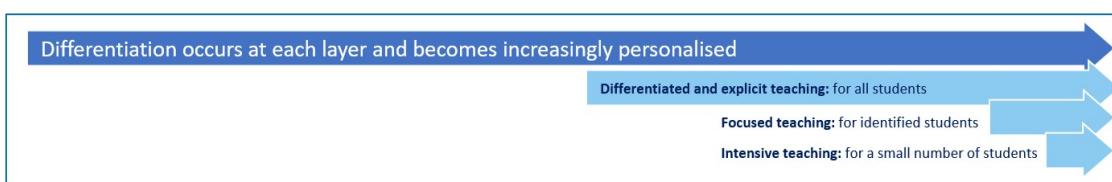
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

## Differentiated and Explicit Teaching

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

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.



# Thallon State School Behaviour Expectations Matrix

	All Settings	Classroom	Transition Times	Toilets	Eating Time	Break time/playground/playtime
Be Safe	<ul style="list-style-type: none"><li>• Keep hands and feet to self</li><li>• Walk inside, on stairwells and on concrete</li><li>• Wear shoes and socks at all times</li><li>• Use equipment as intended</li></ul>	<ul style="list-style-type: none"><li>• Chair legs flat on the floor</li><li>• Sit safely on the floor</li><li>• Be cybersafe</li></ul>	<ul style="list-style-type: none"><li>• Keep to the left on stairs and paths</li><li>• Use stairs one at a time</li><li>• Enter and exit rooms in an orderly manner</li><li>• Keep doorways clear</li></ul>	<ul style="list-style-type: none"><li>• Flush the toilet</li><li>• Wash hands</li><li>• Use soap</li></ul>	<ul style="list-style-type: none"><li>• Sit down while eating</li><li>• Eat own food</li></ul>	<ul style="list-style-type: none"><li>• Wear full brimmed hats outside</li><li>• Remain within permitted areas</li><li>• Play by the rules</li><li>• Report dangers to an adult</li></ul>
Be Responsible	<ul style="list-style-type: none"><li>• Follow directions</li><li>• Show leadership</li><li>• Be a role model</li><li>• Get along and help others</li><li>• Wear school uniform</li><li>• Ask permission to leave</li></ul>	<ul style="list-style-type: none"><li>• Keep workplace tidy</li></ul>	<ul style="list-style-type: none"><li>• Store belongings in zipped schoolbag</li></ul>	<ul style="list-style-type: none"><li>• Use toilets quickly and quietly</li><li>• Return to class/play promptly</li><li>• Be waterwise</li></ul>	<ul style="list-style-type: none"><li>• Put rubbish in bins</li><li>• Pack away lunch boxes</li></ul>	<ul style="list-style-type: none"><li>• Return borrowed equipment</li></ul>
Be Respectful	<ul style="list-style-type: none"><li>• Be honest</li><li>• Use kind words and actions</li><li>• Accept differences</li><li>• Ask to borrow</li><li>• Give each other personal space</li><li>• Use manners</li></ul>	<ul style="list-style-type: none"><li>• Talk in turn</li><li>• Use inside voice</li><li>• Raise your hand for attention</li></ul>	<ul style="list-style-type: none"><li>• Move quietly near workplaces</li><li>• Knock before entering</li></ul>	<ul style="list-style-type: none"><li>• Allow / give others privacy</li></ul>	<ul style="list-style-type: none"><li>• Wait to be dismissed</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate good sportsmanship</li><li>• Care for school property</li><li>• Use appropriate language</li></ul>
Be An Active Learner	<ul style="list-style-type: none"><li>• 'Have a go'</li><li>• Do your best</li><li>• Whole body listening</li><li>• Be an active listener</li><li>• Be on time</li><li>• Accept feedback</li><li>• Ask for help</li></ul>	<ul style="list-style-type: none"><li>• Complete set tasks</li><li>• Be organised and ready</li></ul>	<ul style="list-style-type: none"><li>• Follow routines</li><li>• Straight there, straight back</li></ul>	<ul style="list-style-type: none"><li>• Use toilets during break time</li></ul>	<ul style="list-style-type: none"><li>• Make healthy choices</li><li>• Use hygienic practices</li></ul>	<ul style="list-style-type: none"><li>• Familiarise yourself with rules</li></ul>

## Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Thallon State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Thallon State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- You Can Do It
- Chaplaincy program
- Guidance Officer

## Intensive Teaching

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

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

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

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

# Positive Acknowledgement and Incentive Schedule

Recognition or Incentive	Explanation	Frequency
<i>Acknowledgement / Reinforcement</i>	<p>Verbal or non-verbal recognition for demonstrating an expected behaviour. This may include general phrases, gestures or facial expressions directed at an individual student or group of students where it is obvious that the student/s will understand the reason for the recognition. Includes thumbs up gesture, high fives, offering a hand-shake, smiling and phrases such as '<i>Great choice</i>' and '<i>Well done</i>'. It may include more specific verbal recognition where the purpose for the recognition may not be obvious, such as '<i>That is super safe walking Frank</i>', '<i>Thanks for returning that book to the bookshelf Fred</i>', '<i>I love the way the students at the green table are showing me that they are actively listening</i>', '<i>It is wonderful to see so many students placing their rubbish in the bin</i>', and '<i>I can see that you have given your best effort in writing this sentence</i>'. Classroom specific rewards eg <i>smiley faces on the board</i>.</p>	Daily
<i>10 Point Cards (General)</i>	<p>"Wombats" and 10 Point Cards are given to students frequently for enacting the Code of Conduct, generally indicated by demonstrating an expected behaviour as outlined on the <i>Behaviour Expectations and Routines Matrix</i>. "Wombats" and 10 Point Cards are generally received for the demonstration of behaviours relating to learning as well as social and emotional behaviour. In the playground, "Wombats" and 10 Point Cards are more frequently related to social and emotional behaviours. The staff member giving the "Wombats" and 10 Point Card either places the card in the individual pockets provided for each child or hands it to the student to place in the pocket themselves, having explained the reason for them receiving the reward. Ten "Wombats" can be exchanged for a 10 point card.</p>	Daily
<i>10 Point Pocket Wall Hanging</i>	<p>Each time a student receives a 10 Point Card it is to be deposited in their individually named pocket in the Wall Hanging in the staff room. This is for the purpose of awarding prizes according to the tally of points: 10pts, 20pts, 30pts, 40pts etc</p>	Weekly
<i>Prizes for Points earned for the week</i>	<p>On Parade each Monday 10 Point Cards awarded for behaviours demonstrated during class time and in the playground are tallied and prizes awarded accordingly. Students choose a prize from the appropriate point's prize box. Overall point leaders are announced on parade. Points from individual students are recorded into an overall schoolhouse team tally, for the Annual Inter-House Behaviour Award.</p>	Weekly
<i>Attendance Draw - Term</i>	<p>At the end of each week students who attended for the entire week receive a ticket in the Attendance Prize Box. At the end of each term one ticket is drawn from the Attendance Prize Box, and this student receives a prize. All students who attained 100% attendance receive a certificate and small prize.</p>	Weekly ticket Quarterly Prize
<i>Student of the Week</i> <i>P-3 Class</i> <i>4-7 Class</i>	<p>Where identified the homeroom teacher may award a student a <i>Student of the Week</i> award. This may be awarded where a student has consistently taken responsibility for his/her own behaviours and learning throughout an entire week. In order for a student to receive a <i>Student of the Week</i>, he/she must have demonstrated satisfactory behaviour across all learning areas, any extra-curricular activities and during lunch</p>	Weekly

	breaks. <i>Student of the Week</i> awards are presented on parade. A maximum of one <i>Student of the Week</i> may be awarded per class per week.	
<i>Principal's Award</i>	For great improvement and consistency across any of the four school expectations.	Weekly
<i>Celebrations &amp; Publicity</i>	Students who receive 10 Point Cards and <i>Students of the Week</i> have their photos taken as a group. These are published and celebrated in the Thallon State School newsletter.	Weekly / Fortnightly
<i>Speech Night</i>	Active citizenship, good sportsmanship and dedication to one's own learning is acknowledged on Speech Night via various awards.	Annually
	Inter-House Behaviour Award- awarded to the House that has accumulated the most good behaviour points over the year, as tallied from the weekly 10 Point Card Award system.	Annually

## Disciplinary Consequences

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

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

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

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

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

Teaching staff will consult the Behaviour Management Flowchart when determining the steps to take to manage student behaviour.

## Minor and Major Behaviours

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

- **Minor** unacceptable behaviour is handled by staff members at the time it happens
- **Major** unacceptable behaviour is referred directly to the Principal

**Minor** behaviours are those that:

- are minor breeches of the school values
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of unacceptable behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** unacceptable behaviours may result in the following consequences:

- a warning and re-direction procedure
- a minor restorative consequence logically connected to the problem behaviour
- removal or partial removal from an activity or event for a specified period of time,
- individual meeting with the student, apology, restitution or completion of class work

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- involve a pattern of inappropriate behaviour
- require the involvement of school Administration.

**Major** unacceptable behaviours result in an immediate referral to Administration because of their severity.

When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration or calls for an administration member. **All major** unacceptable behaviours will be recorded in the student's behaviour record file on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Parent contact, time in office, removal to withdrawal area, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence,

AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school.
- **Level Three:** Students who engage in very extreme unacceptable behaviours such as major violent physical assault, or the use or supply of weapons or drugs may be recommended for exclusion from school following an immediate period of suspension.



## Behaviour Management Flowchart



**Response to ALL student problem behaviour is: Calm, consistent, brief, immediate, respectful, and private**

Behaviour Category	Minor Definition	Minor Examples	Major Definitions	Major Examples	
Be Safe	Misconduct involving object	Unsafe behaviour outside classrooms. Movement around school not involving hurting anyone else, with an object.	<ul style="list-style-type: none"> <li>▪ Sliding down stair railings</li> <li>▪ Riding bikes, scooters or skateboards in school grounds</li> </ul>	Using objects, equipment as weapons with the intention of causing harm to self, others or property	<ul style="list-style-type: none"> <li>▪ Using an object to cause serious harm to others or property</li> </ul>
	IT Misconduct	Student engages in non-serious but inappropriate (as per IT Policy) use of personal or school technology	<ul style="list-style-type: none"> <li>▪ Sending inappropriate emails, video material etc.</li> <li>▪ Use of personal technology in class without permission.</li> <li>▪ Refusal to turn off devices when requested.</li> <li>▪ Refusal to follow school process regarding possession of personal technology at school</li> </ul>	Student engages in serious misuse of personal or school technology (as per IT Policy)	<ul style="list-style-type: none"> <li>▪ Sending malicious emails, offensive video material etc.</li> <li>▪ Accessing or displaying pornographic material</li> <li>▪ Recording students (self or others) engaging in socially unacceptable behaviour</li> <li>▪ Uploading recording of behaviour violations</li> <li>▪ Repeated use of personal technology in class despite correction</li> </ul>
	Physical Misconduct	Non serious, but inappropriate physical contact/touching which does not result in injury  Movement around school not involving hurting anyone else.	<ul style="list-style-type: none"> <li>▪ Pushing/shoving</li> <li>▪ Inappropriate physical contact</li> <li>▪ Rough play</li> <li>▪ Throwing objects, food</li> <li>▪ Tripping others</li> <li>▪ Spitting on ground</li> <li>▪ Running on cement or around buildings</li> <li>▪ Running on stairs and verandahs</li> </ul>	Actions involving serious physical contact where injury may occur. Intent to cause injury, harm to others, or threaten others.	<ul style="list-style-type: none"> <li>▪ Fighting and/or punching</li> <li>▪ Hitting with an object</li> <li>▪ Playing tackle football</li> <li>▪ Kicking/ Scratching</li> <li>▪ Using or intent to use sharp/dangerous object or weapon</li> <li>▪ Slapping/ Choking</li> <li>▪ Tackling/slinging to ground</li> <li>▪ Hair pulling</li> <li>▪ Spitting at or on another</li> <li>▪ Dacking</li> <li>▪ Throwing objects at another</li> </ul>
	Possess Prohibited Items	Student found in possession of prohibited items	<ul style="list-style-type: none"> <li>▪ Spray paint/ liquid paper/ aerosols/ firecrackers/ water bombs</li> </ul>	Student in possession of weapons, inappropriate published materials etc. on their person or contained within their property e.g. bags/ lockers	<ul style="list-style-type: none"> <li>▪ Weapons</li> <li>▪ Inappropriate published/ downloader pornographic material/ how to construct illegal objects/ materials</li> </ul>
	Substance Misconduct			Student is using, in possession or assisting another student to access inappropriate legal substances	<ul style="list-style-type: none"> <li>▪ Alcohol</li> <li>▪ Tobacco</li> <li>▪ Prescription medication</li> <li>▪ sniffing aerosols/glues</li> </ul>
				Student is in possession or supporting another student in accessing illicit substance (illegal drugs)	<ul style="list-style-type: none"> <li>▪ using mobile devices to contact other dealing in drugs</li> </ul>

Be Responsible	Dress code	Failure to comply with school dress standards	<ul style="list-style-type: none"> <li>Wearing items that do not adhere to the school's dress code without a note from a parent/guardian</li> </ul>	<p>Wearing of clothing that does not comply with expected standards of dress and uniform including provocative or inappropriate clothing</p>	<ul style="list-style-type: none"> <li>Wearing clothing displaying offensive, obscene language or imagery</li> <li>Repeatedly breaching the school's dress code without a parental note of explanation</li> </ul>
	Other Conduct prejudicial to the good order and management of the school			<p>Dangerous behaviour on school grounds.</p> <p>Conduct that damages the school good name – inappropriate major problem behaviour while on excursions or in the community while in school uniform</p>	<ul style="list-style-type: none"> <li>Ongoing breach of minor definition</li> <li>Climbing on top of roofs</li> <li>Smoking outside of school while in school uniform</li> </ul>
	Lying/Cheating	Engaging in minor, low level, lying	<ul style="list-style-type: none"> <li>Starting stories; sharing untrue, hurtful stories about other students</li> </ul>	<p>Student tells lies, spreads rumours, denies behaviour violations despite evidence.</p>	<ul style="list-style-type: none"> <li>Spreading serious stories/ gossip, rumours about others with the intent to hurt or harm other's reputation</li> </ul>
	Non Compliant with routine	<p>Brief or low-intensity failure to respond to adult requests</p> <p>Not following class or school rules, expectations and routines</p>	<p>Not following:</p> <ul style="list-style-type: none"> <li>Asking for help routine</li> <li>Entering the classroom routine</li> <li>Lining up routine</li> <li>Handing out routine</li> <li>Toilet routine</li> <li>Transition routine</li> </ul>	<p>Repeated refusal to follow or comply with expected (and taught) routines.</p>	<ul style="list-style-type: none"> <li>Temper tantrums</li> <li>Walking away</li> <li>Verbal defiance</li> </ul>
Be Respectful	Bullying/ Harassment	Student engages in low level, repeated behaviour intended to annoy, bother or belittling others.	<ul style="list-style-type: none"> <li>Excluding others</li> <li>Insults</li> <li>Teasing</li> </ul>	<p>Student engages in repeated threats, intimidation, negative comments or personal attacks based on race, gender, religion, appearance, ethnicity, disability or other personal matters.</p>	<ul style="list-style-type: none"> <li>Sexual comments intended to intimidate,</li> <li>Verbals and physical threats to harm another person</li> <li>Inappropriate touching of others</li> <li>Encouraging/instigating others to fight</li> </ul>
	Defiant/Threat to Adult			<p>Repeated refusal to follow adult directions</p> <p>Student threatens an adult when given a direction</p>	<ul style="list-style-type: none"> <li>Yelling hostilely at an adult and refusing to follow instructions</li> <li>Abusive/threatening language or gestures towards adult</li> <li>Repeated refusal to follow adult directions</li> </ul>
	Verbal Misconduct	Student engages in low intensity repeated use of inappropriate language	<ul style="list-style-type: none"> <li>Swearing when they make a mistake</li> <li>Mumbles obscenity in frustration</li> <li>This is "crap"</li> <li>Talking back</li> <li>Yelling at another student</li> <li>Disrespectful tone</li> <li>Insolent response to instructions</li> <li>Muted or inferred swearing</li> <li>Calling out</li> </ul>	<p>Swearing or curse words directed toward others in a demeaning, provoking or aggressive manner.</p> <p>Disrespectful messages and actions include negative comments based on race, religion, gender, age, national origin, verbal attacks based on ethnic</p>	<ul style="list-style-type: none"> <li>Swearing, use of abusive language at another person</li> <li>Name calling</li> <li>Deliberate use of offensive in front of class</li> <li>Discriminatory or racist remarks</li> <li>Arguing with an adult</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Poor attitude - 'whatever'</li> </ul>	origin, disabilities or other personal matters.	
	Property Misconduct	Low intensity misuse of property by using school or other equipment inappropriately without causing damage or harm.	<ul style="list-style-type: none"> <li>▪ Playing with scissors</li> <li>▪ Kicking over furniture</li> <li>▪ Scribbling or writing in inappropriate areas</li> <li>▪ Hiding others school belongings</li> <li>▪ Not storing items in their place</li> <li>▪ Tearing pages from a book</li> <li>▪ Snapping rulers, pencils, erasers etc</li> <li>▪ Taking other's things to use – but not stealing (eg opening other's tidy trays)</li> <li>▪ Throwing waste on the floor</li> </ul>	<p>Student wilfully damages or misuses property that results in substantial destruction or disfigurement of property</p> <p>Stealing - Taking someone else's property without permission, being in possession of, having passed on, or being involved in the removal of someone else' s/ school property</p>	<ul style="list-style-type: none"> <li>▪ Breaking property</li> <li>▪ Deliberate sabotage of equipment or property</li> <li>▪ Deliberate vandalism</li> </ul> <p>▪ Stealing valuable property that belongs at school, or to the school, or that of others</p>
	Threats to Others	Student threatens to harm others (low likelihood of it being carried out)	<ul style="list-style-type: none"> <li>▪ aggressive body language</li> <li>▪ verbal taunts</li> <li>▪ written taunts</li> </ul>	Student threatens with the intention of causing physical or emotional harm others in a more aggressive manner	<ul style="list-style-type: none"> <li>▪ Encouraging/instigating others to fight</li> <li>▪ "I'll get you after school"</li> <li>▪ "You're dead"</li> </ul>
	Disruptive	Low-intensity inappropriate behaviour that disrupts or disturbs teaching and learning	<ul style="list-style-type: none"> <li>▪ Inappropriate, non-related talking</li> <li>▪ Talking over teacher/ calling out</li> <li>▪ Playing with objects/toys</li> <li>▪ Deliberately making distracting noises</li> <li>▪ Talking to others to distract from learning</li> <li>▪ Wandering around room</li> </ul>	Repeated behaviour that deliberately disrupts teaching and learning for a prolonged period of time	<ul style="list-style-type: none"> <li>▪ Sustained loud talking</li> <li>▪ Out-of-seat behaviour that continually deliberately disturbs others</li> </ul>
Be An Active Learner	Lying/Cheating	Engaging in minor, low level cheating	<ul style="list-style-type: none"> <li>▪ Consistently cheating to win eg, during a cricket game</li> </ul>	Obtaining answers unfairly or covertly, accessing information for significant academic gain or advantage.	<ul style="list-style-type: none"> <li>▪ Plagiarism</li> <li>▪ Using technology to access information during tests</li> </ul>
	Refusal to Participate in Program of Instructions	Student chooses not to engage in their program by passive actions; fails to do set tasks or respond to instructions	<ul style="list-style-type: none"> <li>▪ "I'm not doing this"</li> <li>▪ Task avoidance</li> <li>▪ Refusing to bring required materials</li> <li>▪ Arms folded, head on desk</li> <li>▪ Walking away or around classroom</li> <li>▪ "You can't make me"</li> </ul>	Student repeatedly and defiantly refuses to comply with teacher requests to begin work/tasks	<ul style="list-style-type: none"> <li>▪ Leaving class without permission</li> <li>▪ Continuing verbal defiance/ refusal</li> <li>▪ Temper tantrums</li> </ul>
	Truant/Skip Class	Student in school ground but not in their timetabled class	<ul style="list-style-type: none"> <li>• Student wandering around school</li> <li>• Attending a non-timetabled class without permission</li> <li>• Hiding in toilet</li> <li>• Hiding in various other locations</li> </ul>	Unexplained absence (with or without parent/ guardian knowledge)	<ul style="list-style-type: none"> <li>• Leaving school without permission</li> <li>• Repeated failure to attend classes or school</li> <li>• Early departure without permission or signing out</li> <li>• Repeated absence from school without carer's permission</li> </ul>
	Late	Arrives late at school or class without adequate reason	<ul style="list-style-type: none"> <li>▪ Arrives 5 mins late for school or class</li> </ul>	Arrives late repeatedly at school or class without adequate reason.	<ul style="list-style-type: none"> <li>▪ Arrives 5 -10 + mins late repeatedly</li> </ul>

## **Differentiated**

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

## **Focussed**

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- "Wombats" and Ten Point Cards
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

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

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

### Re-entry following suspension

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

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

## **Arrangements**

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

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

## **Structure**

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

## **Reasonable adjustments**

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

# School Policies

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

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

## Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Thallon 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 Thallon 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 Thallon 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 Thallon 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 Thallon 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 Thallon 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 their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## **Use of mobile phones and other devices by students**

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

In consultation with the broader school community, Thallon State School has determined that explicit teaching of responsible use of digital devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

## Responsibilities

- Students are to leave their personal digital devices in their school bags (or hand in to the office) during school hours
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Thallon State School to:

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

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

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

## Preventing and responding to bullying

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

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

Thallon State School has a **Student Council** with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Council meeting are the core elements of the Australian Student Wellbeing Framework:



### 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.

### Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

### 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.

### Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

### Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

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

## Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

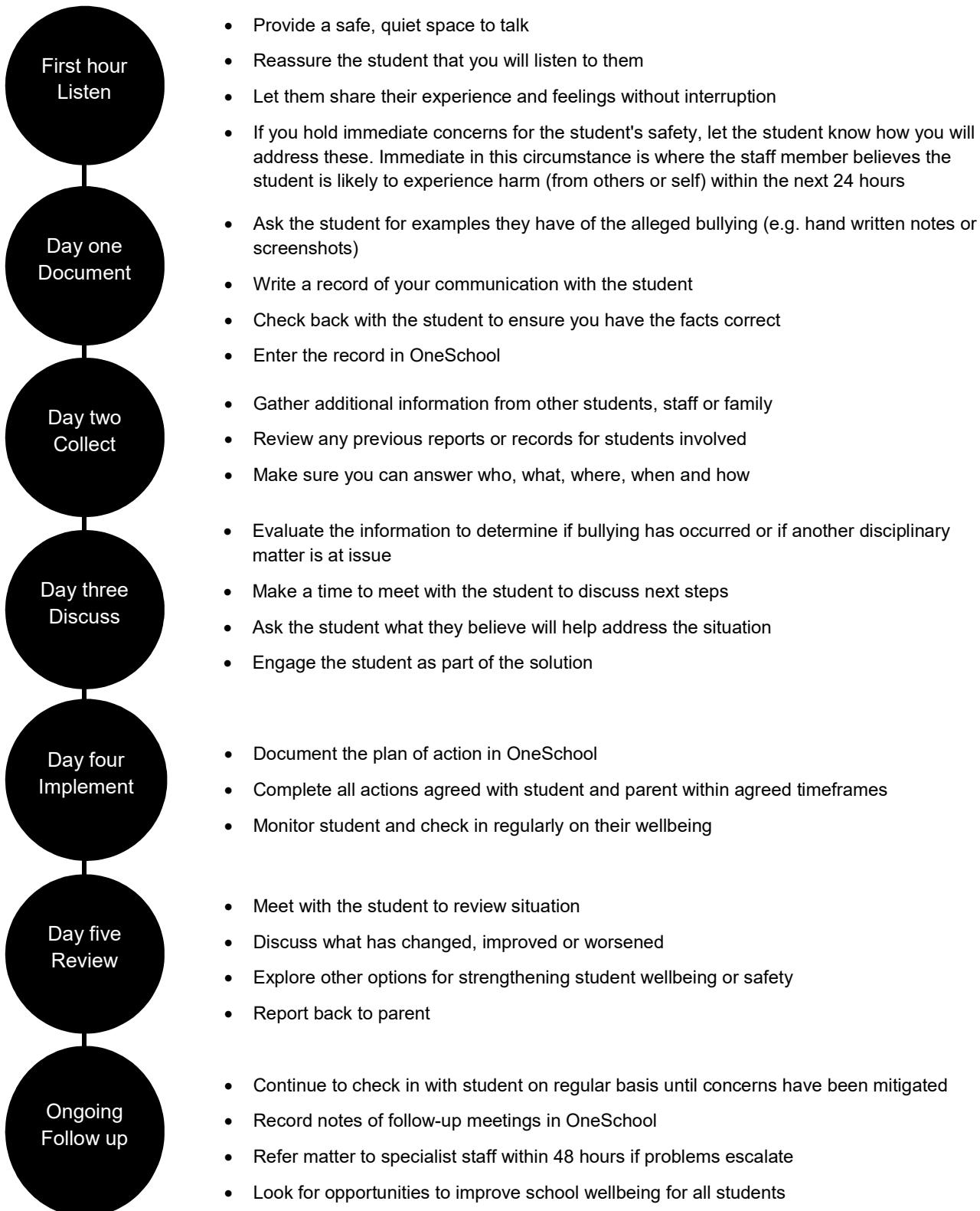
The following flowchart explains the actions Thallon State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

## Thallon State School - Bullying response flowchart for teachers

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

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

**Prep to Year 6** – Class teacher or Principal



## **Cyberbullying**

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

# Thallon State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

### Explicit images

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

### Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSR) 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?

YES OR NO

#### 1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

#### 2. Collect evidence

Gather and preserve any [evidence](#) of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the [Temporary removal of student property by school staff procedure](#).

#### 3. Is there a potential crime?

The [Queensland Criminal Code](#) contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud – obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cybercrime Online Reporting Network](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the [Disclosing personal information to law enforcement agencies](#) procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

NO

Principals may start contact with a law enforcement agency (LEA) by completing an [LEA referral form](#). Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to [Disclosing personal information to law enforcement agencies](#) procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

#### 4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSR team or [Office of eSafety Commissioner](#).

#### 5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action.

Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

#### 6. Student welfare

Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

#### 7. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

## Student Intervention and Support Services

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

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

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

## **Thallon State School – Anti-Bullying Compact**

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

### **Thallon State School – Anti Bullying Compact**

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

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

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

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

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

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

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

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

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

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

## **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.

# Restrictive Practices

School staff at Thallon 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 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