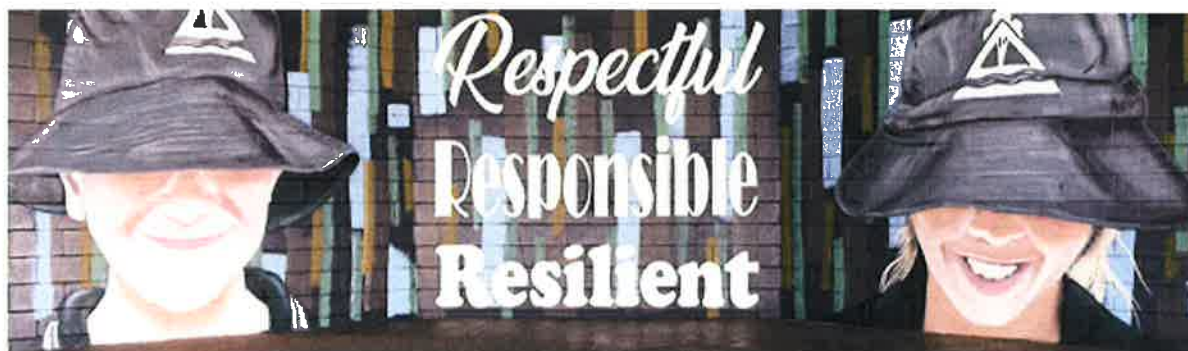# Taranganba State School

Student
Code of Conduct
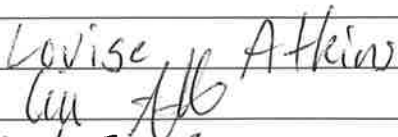# 2022-2023

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

Contact Information

Postal address:	61 – 81 Taranganba Road PO Box 1109 Yeppoon
Phone:	07 49251888
Email:	the.principal@taranganbass.eq.edu.au
School website address:	www.taranganbass.eq.edu.au
Contact Person:	Susan Beatty, Principal

Endorsement

Principal Name:	Susan Beatty
Principal Signature:	*sBea*
Date:	2/02/2023

P/C President and-or School Council Chair Name:	Lovise Atkin
P/C President and-or School Council Chair Signature:	*Lin Atk*
Date:	02/02/2023

Contents

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Purpose

Taranganba State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Taranganba 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.

PBL Expectations

Positive Behaviour for Learning (PBL)
The school commenced PBL in 2019. A committee meets three times per term to develop and implement the PBL annual action plan. The team ensures the school policies, improvement plan and behaviour frameworks all align with PBL.

Mission statement
At Taranganba State School our mission is for every learner, every day, to have every opportunity to **learn** and **grow** in a culture where we are **Respectful**, **Responsible** and **Resilient**.

As a school community we are committed to working with **integrity** and **learning** together to maximise our **growth**.

School Values
Our school values are **Respectful**, **Responsible** and **Resilient**

School-wide Expectations
Our three school-wide expectations are:

I am Respectful – Being honest and valuing people, others property and ourselves
I am Responsible – Behaving sensibly and making good choices
I am Resilient – Coping and bouncing back after experiencing change or difficult situations

Behaviour matrix

Taranganba State School Expectations Matrix								
	School Wide	Learning Areas	Play Areas	Eating Areas	Transitions / Lining Up / Tuckshop/ Bus	Toilets	Parade	Excursions / Off Campus
I am Respectful — Being honest and valuing ourselves, other people and property	• Speak truthfully • Care for myself, others and the school • Be polite and use manners • Accept others • Be a whole body listener • Follow instructions • Walk in appropriate areas • Allow personal space	• Follow class routines and teacher instructions • Use an appropriate voice • Respect the learning of others • Seek permission to leave the room	• Play fairly • Take turns • Be inclusive	• Talk quietly • Seek permission to go to the toilet or get a drink • Wait for the signal to be released by staff on duty • Keep area clean.	• Wait quietly and patiently • Be mindful that others may be learning • Use manners	• Use correct toilet block • Respect others privacy	• Enter silently in one/two lines • Whole body listening • Stand still and silently during national anthem • Clap at the end of sections • Follow the presenters signals for 'quiet' • Exit quietly when instructed	• Respect community members and environment • Follow staff instructions immediately • Wear your uniform with pride
I am Responsible — Behaving sensibly and making good choices	• Be in the right place, at the right time, on the right activity • Keep All Hands, Feet and Other Objects To Yourself (KAHFOOTY) • Be a positive role model for my peers • Use equipment for its intended purpose • Wear a hat when in the sun	• Be organised and ready to learn • Be an active and engaged learner (Be seen in the Green) • Complete work to the best of my ability • Use ICT devices and apps appropriately • Follow the bookwork expectations	• Care for and return equipment • Take care of the environment • Leave area when dismissed • Choose safe games and behaviours • Play in areas for my year level • Be sun safe and wear hat	• Stay seated in my designated area • Eat my own lunch • Eat healthy food first • Hold onto rubbish until you have been released by staff on duty. • Place rubbish in the correct bins (recycling bin for approved rubbish items). • Take lunchbox with me when released	• Walk quietly in line/s and to the left • Stay with class • Sit quietly in the correct area before the second bell • Be on time	• Enter and exit in a calm manner • Use toilets appropriately • Use soap sensibly • Leave toilets clean and tidy • Use toilet during break times • Be water wise • Report any mess left in toilet area to teacher		• Stay with the group • Be safe and follow venue/ transport rules • Follow our school wide expectations
I am Resilient — Coping and bouncing back after experiencing change or difficult situations	• Put in my best effort • Cooperate with others • Be a problem solver • Ask for help if I need it • Report problems I can't solve to a staff member • Accept the consequences of my actions • Regulate my emotions	• Have a go • Be persistent • Strive to improve • Accept help and feedback • Ignore distractions	• Be a good sport and support others					

Major Minor Table

OneSchool Data Input - Category Definitions

	Category Heading	MINOR Examples	MAJOR Examples
1	Verbal Misconduct	Incidental use of inappropriate language. Swearing about something – rather than at someone.	Swearing **directly** at staff or students. Yelling/raised/aggressive voice. Verbal threats.
2	Refusal to participate in program of instruction *Focus is on teaching and learning – engagement with curriculum content.*	Refusal to participate in an activity that forms part of the school curriculum where the activity is at an appropriate level and support has been provided. Deliberate resistance to complete task.	No major incidents of refusal to participate in program of instruction
3	Property misconduct	Taking items from others, without permission or return – erasers, pencil cases, etc. Low level graffiti. Rips up own work or destroys own property.	Repeated taking of belonging without permission or return. Damage to school or student equipment/ property. Throwing or breaking furniture and resources. Major graffiti / vandalism of school property & vegetation.
4	Possess prohibited items	No minor incidents of prohibited items	**Immediate** referral to administration for any prohibited item.
5	Physical misconduct *Person to person contact made*	Low level contact without intent to injure (flicking, touching, elbowing, general pushing and shoving of others). Dangerous projectiles without intent to injure (picking up and brandishing sticks).	Throwing rocks, sticks, objects at others. Threatening others with objects. Fist fights, punching, kicking with force. Biting, spitting. Intent to hurt. Inappropriate touching or gestures of a sexual nature (sack whacking, dacking, brown eyes, kissing).
6	Non-compliant with routine *Focus is on routines, procedures, following instructions in order to access the curriculum / activity*	Failure to sit in seating plan / class lines on parades. Failure to attend specialist lessons. Failure to report to lunchtime follow-ups. Being out of bounds. Failure to respond to staff request in relation to school rules and routine.	Refusal to remain or transition with class and student unable to be seen/supervised Self-exits (student unable to be seen/supervised)
7	IT misconduct	Playing games during class time. Any searching/activity not related to the set task. Changing the technology set-up (changing screens, flipping keys, deleting aps)	Inappropriate material on school laptops / drives; portable drives/USBs. Misuse of passwords / hacking of systems. Repeated inappropriate use of emails, social media or other communication apps/sites/devices.
8	Disruptive	Interruptions to the teaching and learning such as calling out, yelling, noise with materials, back chatting, tapping to annoy, out of seat. In non-classroom settings: running around buildings; playing chasing games; throwing food, squirting water out of taps.	Sustained interruption to teaching and learning. Patterns of incidents of minor examples after ESCM strategies have been used. Individual or multiple students disrupting in unison to prevent teaching and learning or unsafe conduct in non-teaching settings.
10	Bullying / harassment *Must be repeated / ongoing if once off use item 1*	No minor incidents of bullying / harassment	Repeated and ongoing instances of disrespectful or hurtful messages/behaviour. Can be verbal, physical, written, gestural or cyber.

DO NOT USE CATEGORIES	Minor Examples	Major Examples
Truant/skip class	Do not use	Do not use
Third minor referral	Do not use	Do not use
Substance misconduct involving tobacco and other illegal substances	Do not use	Use item 4
Substance misconduct involving illicit substance	Do not use	Use item 4
Prohibited items	Do not use	Use item 4
Other conduct prejudicial to the good order and management of school	Do not use	Used by administration only
Misconduct involving object	Use item 3 or 5	Use item 3 or 5
Defiant/threats to adults	Do not use	Use item 1 or 5
Lying /cheating	Do not use	Do not use
Late	Do not use	Do not use
Dress code	Do not use	Do not use
Other	Do not use	Used by administration only

Updated 26 October 2021 by PBL Team

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Taranganba State School

Our mission is for every learner, every day, to have every opportunity to *learn* and *grow* in a culture where we are *Respectful,* Responsible and **Resilient.**

We are committed to working with **integrity** and **learning** together to maximise **growth**

I am *Respectful*	I am Responsible	I am Resilient
• Speak truthfully • Care for myself, others and the school • **Be polite and use manners • Accept others • Be a whole body listener • **Follow instructions • Walk in appropriate areas • Allow personal space	• Be in the right place, at the right time, on the right activity • **Keep hands, feet and objects to myself • Be a positive role model for my peers • **Use equipment for its intended purpose • Wear a hat when in the sun ** Essential behaviours	• Put in my best effort • Cooperate with others • Be a problem solver • Ask for help if I need it • Report problems I can't solve to a staff member • Accept the consequences of my actions • Regulate my emotions

Gotchas & The Pineapple Plaza

Staff members hand out 'Gotcha' cards each day to students when they observe them following the school expectations in both classroom and non-classroom areas. This reinforcement occurs 'free and frequently' throughout the day. When they observe a student following the school expectations, they can choose to give them a 'Gotcha' card. Students collect Gotchas and are able to use them at the Pineapple Plaza to receive a prize. The winning House group with the most Gotcha's used at The Pineapple Plaza each week will be announced on parade, recorded on the Gotcha Board & will end the parade with their team war cry.

GEM Awards

Each week staff members hand out a GEM Award to a student who has been displaying gratitude, showing empathy and kindness or for being mindful and in the moment at school. The student may have been showing one or all of these qualities throughout a period of time and has been recognised by way of this award.
Students will be asked to stand on Assembly to share in their achievements in Week 4 and Week 9 of each term.

Learner of the Week	Academic Awards	Principal's Award
Learner of the Week identifies students who have demonstrated behaviour consistent with the school expectations in the classroom and is related to their participation and growth Teachers select one student per week to receive a Learner of the Week certificate on parade	Academic Awards for Distinction and Excellence are awarded each semester. Students receive an Academic Medal at the end of the year for their achievements	Students are nominated by their teachers for a Principal's Award for following the school's expectations

Consideration of Individual Circumstances

Staff when providing support and determining appropriate consequences for disciplinary matters consider the individual circumstances of students.
Confidentiality obligations limit discussions by staff or sharing of information about individual circumstances of students, including applied disciplinary consequences, with persons other than the student's parent/s.

Differentiated and Explicit Teaching

Essential Skills for Classroom Management
Essential Skills for Classroom Management aligned with Australian Professional Standards for Teachers as set out by the Australian Institute for Teaching and School Leadership (AITSL) and reflected in standard 4: Create and maintain supportive and safe learning environments.

Sorted into three categories the 10 Essential Classroom Skills are:
1. ***Expectation***
   Establishing expectations
   Giving instructions
   Waiting and scanning
   Cueing with parallel acknowledgement
2. ***Acknowledgement***
   Body language encouraging
   Descriptive encouraging
3. ***Correction***
   Selective attending

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Redirecting to the learning
Giving a choice
Following through
Training and support is provided to teachers annually.

PBL Lessons

There are weekly focused lessons based on current data that explicitly teaches the expected behaviours and establish clear and consistent boundaries. Lessons are support by resources and a student lead video.

Whole school expectations

Expectations are clearly articulated in the school behaviour matrix.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students
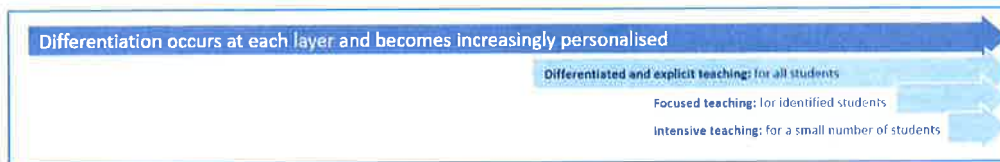
Focused Teaching

Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.
This may include:

- Supported behaviour playground plans
- Behaviour monitoring sheets
- Check-ins
- Classroom support plans
- Support Provisions

Intensive Teaching

Taranganba State School
CASE MANAGEMENT KEY FEATURES

1. Policy and procedure
2. Entry considerations
3. Team composition
4. Meeting protocols
5. Documentation
6. Monitor and review

Effective school case management is primarily a collaborative process intrinsic to the delivery of quality services designed to meet the needs of school students who have support requirements. Mindful of including the views of students, it is student focused and aims to develop, monitor, disseminate, and evaluate a plan of action to enable these students to function to the best of their ability and circumstances within and beyond the school despite having support needs.

De Jong, T. (2006). *A Kit on Effective School Case Management*. Edith Cowan University, SA: AGCA

Based on the DoE Complex Case Management in CQR Framework updated April 2021

Providing children with individualised learning programs to maintain their engagement in school may include:

- Behaviour risk assessment tool – safety or wellbeing
- Discipline improvement plan
- Functional behaviour assessment
- Individual behaviour support plan
- Individual student safety plan

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Taranganba State School implements evidence based discipline with a focus on prevention through our PBL processes by:

- setting clear expectations
- teaching appropriate behaviours
- practicing appropriate behaviours
- shaping and reinforcing appropriate behaviours
- providing a differentiated engaging curriculum
- providing other positive behaviour support strategies

These strategies are foundational to effective classroom management.

PBL lessons are taught each week driven by current behaviour data to provide consistent modelling of school wide expectations, and reflect our behaviour matrix.

The purpose of a consequence is to correct and teach. A consequence should always contain an opportunity to reteach the expected behaviour, be specific to the child, the specific behaviour, the context and the setting, frequency and severity of behaviour.
A range of possible consequences is:

- prompting
- parallel cueing and acknowledgement
- reteach
- giving choices
- individual conferences

Ongoing problem behaviours that continue after teaching and high acknowledgement to correction ratio will require a plan to support the student. Data gathering to support Tier 2 intervention

Behaviour data is reviewed weekly by the Leadership team to evaluate effectiveness and to determine case meetings for children who are exhibiting behaviour difficulties.
The PBL team review behaviour data during their Team meetings to determine the weekly focused lessons. The PBL uses other data sets such as EB, SET & triangulated data to reflect on consistency of processes within the school to proactively support staff and students.

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Responding to Problem Behaviour in the CLASSROOM

Ongoing teaching of expected behaviour

Acknowledgement of expected behaviour

Inappropriate behaviour occurs

ESCM - Essential Skills for Classroom Management
1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgement
5. Body language encouraging
6. Descriptive encouraging
7. Selective Attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

Staff Managed

Requires URGENT Assistance or Leadership Support

- **PROMPT**: proximity, non-verbal cue, ignore, attend, praise
- **REDIRECT**: restate the expected matrix behaviour
- **RETEACH**: tell, show, practice, acknowledge
- **CHOICE**: alteration of activity, adjust work expectations, participation requirements, equipment to be used

- **STUDENT CONFERENCE**
  - We are having this conversation because of ...
  - Are you displaying the 3 R's?
  - What is the expected behaviour?
  - What does that look/sound like?
  - How can we help you do this?

Call '9' to request assistance
(state student/s involved, location and reason for call)

Leadership follow-up/ investigation

Teacher records incident on OneSchool (refer in attending Leadership staff member only)

Leadership staff member contacts parent/ caregiver and enters follow-up on OneSchool

Behaviour improves

OUTCOME / CONSEQUENCE

Complete task	Teach to others
Problem solving	Note or call home
Extra practice	Alteration of activity
Make up missed work	Move spots
Restitution	Short term removal of activity
Logical consequence	Loss of privilege
Restorative practices	Goal setting

Behaviour improves

Teacher records minor incidents on OneSchool
Teacher contact with parent/caregiver for continued minor behaviours

Incident data collated and discussed weekly at Leadership Case Management Meeting

Is there a pattern of continued incidents? Further contact with / assistance from:
- Parent / caregiver
- Teacher / Engagement Teacher
- Leadership
- Referral for support

TSS Classroom Flowchart
Updated May 2021

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Responding to Problem Behaviour in the PLAY AREAS

Ongoing teaching of expected behaviour

Acknowledgement of expected behaviour

ACTIVE SUPERVISION
- move continuously, purposefully & unpredictably
- actively scan
- frequent and varied contact with students
- 4:1 ratio of positive to correctional interactions
- engage and redirect quickly and consistently

Inappropriate behaviour occurs

Staff Managed

Requires URGENT Assistance or Leadership Support

- **PROMPT**: proximity, non-verbal cue, ignore, attend, praise
- **REDIRECT**: restate the expected matrix behaviour
- **RETEACH**: tell, show, practice, acknowledge
- **CHOICE**: alteration of activity / area / equipment

- **STUDENT CONFERENCE**
  - o We are having this conversation because of …
  - o Are you displaying the 3 R's?
  - o What is the expected behaviour?
  - o What does that look/sound like?
  - o How can we help you do this?

Yellow major behaviour form completed and delivered to office

Call '9', Walkie Talkie or Red Card with runner to office for URGENT assistance

Leadership follow-up/ investigation

Leadership records incident on OneSchool
(dependant on situation, Leadership may ask teacher to enter incident)

Attending Leadership staff member contacts parent/ caregiver and enters the follow-up on OneSchool

Behaviour improves

OUTCOME / CONSEQUENCE

Problem solving	Alteration of activity
Extra practice	Move spots
Restitution	Short term removal from
Logical consequence	activity/area (Sit out for 5 mins)
Restorative practices	Walk with me

RECORD MINOR INCIDENTS ON AREA WATCH FORM

Behaviour improves

Incident data collated and discussed weekly at Leadership Case Management Meeting

Is there a pattern of continued incidents? Further contact with / assistance from:
- Parent / caregiver
- Teacher / Engagement Teacher
- Leadership
- Referral for support

TSS Play Areas Flowchart
Updated May 2021

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School Disciplinary Absences

School Disciplinary Absences

Prior to making a decision about disciplinary consequences, including detention, removal of privileges, suspension or exclusion, assess the student's behaviour and the level of risk the behaviour presents and take into account:

- a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
- procedural fairness in all decision making
- that the grounds for suspending or excluding a student apply to all students, including mature aged students
- the conduct of a student may include an omission to perform an act by the student
- that action can be taken to address behaviour occurring outside school premises or school hours
- an offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland
- apply a school disciplinary absence, such suspension or exclusion, as a strategy of **last resort.**

Flowchart: Suspensions (1-10 days)

Student is enrolled at the school

CONSIDER
Principal considers whether the student's behaviour constitutes grounds for suspension as per section.282 of the *Education (General Provisions) Act 2006*.

DOCUMENT
If the principal decides the behaviour meets one or more of the grounds for suspension under section.282 of the *Education (General Provisions) Act 2006*, they ensure documentation is completed to explain how they believe the student's behaviour meets the ground/s (e.g. explain how the behaviour constitutes misbehaviour).

REFLECT
Principal arranges for the student and parent to have the opportunity to view the relevant evidence under consideration about the behaviour (e.g. reports, statements, other documents, video/audio recordings noting that a copy of the recordings should not be provided to the student or parent but they should be invited to view/hear the recordings at the school or elsewhere before the suspension decision is made).

DISCUSS
Principal ensures the student and the parent are offered the opportunity to discuss the allegations with a school staff member and respond if they choose prior to the principal making a disciplinary decision.

DECIDE
Principal makes the disciplinary decision to progress or cease the suspension process, including the start and end date of the suspension if relevant.

NOTIFY
Principal or authorised officer tells the student and parent of the decision to suspend, the reasons for the suspension and the date on which it will commence, ensuring the suspension is completed in the current school year and does not extend over the summer holiday period into the new year.

ARRANGE
Principal takes reasonable steps to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or alternatively isolate and supervise the student until such arrangements are made.

APPOINT
Principal ensures a school staff member is appointed as the contact for the student and parent while suspension is in effect and ensures student and parent are advised of the contact information for this person.

NOTICE
Principal ensures a record for 1–10 day suspension is created and a decision notice is prepared in OneSchool, and gives it to the student and parent as soon as practicable.

RECORD
Principal ensures signed copies of decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool.

ACCESS
Principal takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.

Flowchart: Suspensions (11-20 days)

Student is enrolled at the school

CONSIDER — Principal considers whether the student's behaviour constitutes grounds for suspension as per section.282 of the *Education (General Provisions) Act 2006*.

DOCUMENT — If the principal decides the behaviour meets one or more of the grounds for suspension under section.282 of the *Education (General Provisions) Act 2006*, they ensure documentation is completed to explain how they believe the student's behaviour meets the ground/s (e.g. explain how the behaviour constitutes misbehaviour).

REFLECT — Principal arranges for the student and parent to have the opportunity to view the relevant evidence under consideration about the behaviour (e.g. reports, statements, other documents, video/audio recordings noting that a copy of the recordings should not be provided to the student or parent but they should be invited to view/hear the recordings at the school or elsewhere before the suspension decision is made).

DISCUSS — Principal ensures the student and the parent are offered the opportunity to discuss the allegations with a school staff member and respond if they choose prior to the principal making a disciplinary decision.

DECIDE — Principal makes the disciplinary decision to progress or cease the suspension process, including the start and end date of the suspension if relevant.

NOTIFY — Principal or authorised officer tells the student and parent of the decision to suspend, the reasons for the suspension and the date on which it will commence, ensuring the suspension is completed in the current school year and does not extend over the summer holiday period into the new year.

ARRANGE — Principal takes reasonable steps to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or alternatively isolate and supervise the student until such arrangements are made.

APPOINT — Principal ensures a school staff member is appointed as the contact for the student and parent while suspension is in effect and ensures student and parent are advised of the contact information for this person.

NOTICE — Principal ensures a record for 11–20 day suspension is created and a decision notice is prepared in OneSchool, including details about how to make a submission against the suspension to the Director-General or delegate, and gives it to the student and parent as soon as practicable.

RECORD — Principal ensures signed copies of decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool.

ACCESS — Principal takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.

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Re-entry following suspension

Students who are suspended from Taranganba 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.

Student Re-entry Agreement:

Student Re-Entry Agreement

Student: Click or tap here to enter text.			
Re-entry Date Click or tap here to enter text.		SDA Duration Click or tap here to enter text.	
Reason for Disciplinary Absence			
Click or tap here to enter text.			
Re-entry Goal(s) (include responsibilities and timeframes)			
Click or tap here to enter text.			
Agreed student actions to achieve goal (include responsibilities and timeframes)			
Click or tap here to enter text.			
Responsibilities of parents in assisting achievement of agreed goals			
Click or tap here to enter text.			
Adjustments to support student achievement of goal.			
Curriculum	Environmental	Playground	Behavioural
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Next contact date:			
Click or tap here to enter text.			
Student's Signature	Parent's Signature	Principal / Deputy Principal's Signature	
Date	Date	Date	

Tarangana 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

Removal of student's property 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, students and visitors.

Power to remove property from students
As per the Education (General Provisions) Regulation 2017, the principal or state school staff member may remove from a student at the school any property in the student's possession if the principal or staff member is satisfied the removal is necessary—
   a. to promote the caring, safe and supportive learning environment of the school; or
   b. to maintain and foster mutual respect between staff members and students at the school; or
   c. to encourage all students attending the school to take responsibility for their own behaviour and the consequences of their actions; or
   d. to provide for the effective administration of matters relating to students of the school.

Students and parents
Ensure that they/their children do not bring property onto school grounds or other settings used by the school (e.g. camp, or sporting venues) that:
- is prohibited according to the school's **Student Code of Conduct**
- is illegal
- puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
- does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
- does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda)

Parents must collect their child's property as soon as possible after notification the property is available.

Responsibilities of Principals and school staff:
- **Consent is not required** to search school property such as lockers, desks or laptops supplied to the student through the school
- Consent is **required** from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, principals or state school 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.

- If there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff **should seize the bag immediately and remove from the student's access prior to seeking search consent or calling the police**. Under no circumstances should the student be permitted to go into the bag himself or herself.
- Under normal circumstances, **principals and staff members are not permitted to search student property** (e.g. a student's school bag) unless they have the consent of the student or their parent.
- In **emergency circumstances only**, such as a need to access an Epi-Pen for an anaphylactic emergency, principals or state school staff may need to search a student's property without the student's consent or the consent of the student's parents.
- **Principals or state school staff do not have the authority to search the person of a student**, if a search is considered necessary the police should be called to make such a determination.

Return of temporarily removed student property

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 student or parent makes the principal or state school staff ensure temporarily removed student property held by the school is available for collection within a reasonable time.

If the student is a child, the principal or school staff member may choose to make the temporarily removed property available for collection to the parent only if it is more appropriate to do so, given

- its condition, nature or value, and/or
- to ensure the safety of students or staff, and/or
- for the good order and management, administration and control of the school
- ensure temporarily removed student property made available for collection is in the same condition as when the property was removed.

Retention of temporarily removed student property

The principal and state school staff may retain temporarily removed student property if:

- the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime and state school staff are in the process of notifying police
- staff reasonably suspect that the student is not the lawful owner of the property
- student or parent has not collected the temporarily removed student property despite reasonable efforts (multiple phone calls, emails or meetings) by the principal or state school staff to advise the student or parent it is available for collection
- police state that they will come to the school to investigate matters relating to the temporarily removed student property, then it is kept until police attend.
  - if police seize the property under the *Police Powers and Responsibilities Act 2000 (Qld)*, advise the student and their parent of this action and that the temporarily removed student property is no longer in the possession of school staff
  - If police decide not to seize the property, return the temporarily removed student property to the student or parent as soon as practicable.

Temporary removal of student property by school staff flowchart

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COMMUNICATION of expectations	School staff provide students and parents with clear communication to inform what student property can be temporarily removed and the expectations in relation to property students may bring to school. This information should be provided on enrolment and reiterated regularly via the school's communications processes (e.g. newsletter).
IDENTIFICATION Inappropriate student property	School staff identify student property that is illegal, not compliant with Student Code of Conduct or puts the safety or wellbeing of others at risk.
REMOVAL of property	School staff remove student property and store safely, noting that they are not authorised to open bags, unlock mobile phones or read, copy or delete messages stored on phones without the consent of the student or parent.
DETERMINE time to retain property	School staff determine what constitutes a reasonable time to retain student property.
RETURN of property	Student property is made available for collection by student/ parent, or property is retained by school.
RETENTION of property	Property is retained if it is: • not collected despite reasonable efforts • suspected that student is not the lawful owner • illegal to possess or threatens the safety or wellbeing of the school community • provided to Queensland Police Service.

(Left vertical label: Student is enrolled at the school)

Use of mobile phones and other devices by students

Mobile phones and tablets handed in at the office on arrival at school are secured until:
- The school day concludes
- The student is collected from school by a parent for an early departure

Wearable technology should be limited during the school day by turning off notifications and data.

If parents require contact with their child during the school day they are able to contact through the office staff.

Students who have mobile phones and tablets in their possession will be required to take them to the office for secure storage.

Should a child refuse direction to take the item to the office, parents will be contacted.

On entry to the school parents/carers complete an ICT agreement with the school.

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Preventing and responding to 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.

The following flowchart explains the actions Taranganba 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.

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Bullying response flowchart for teachers

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

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

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

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

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

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

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

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

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Appropriate use of social media
In accordance with our school Code of Conduct social media incidents will be dealt with on a case-by-case basis in accordance with the following decision making flowchart.

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
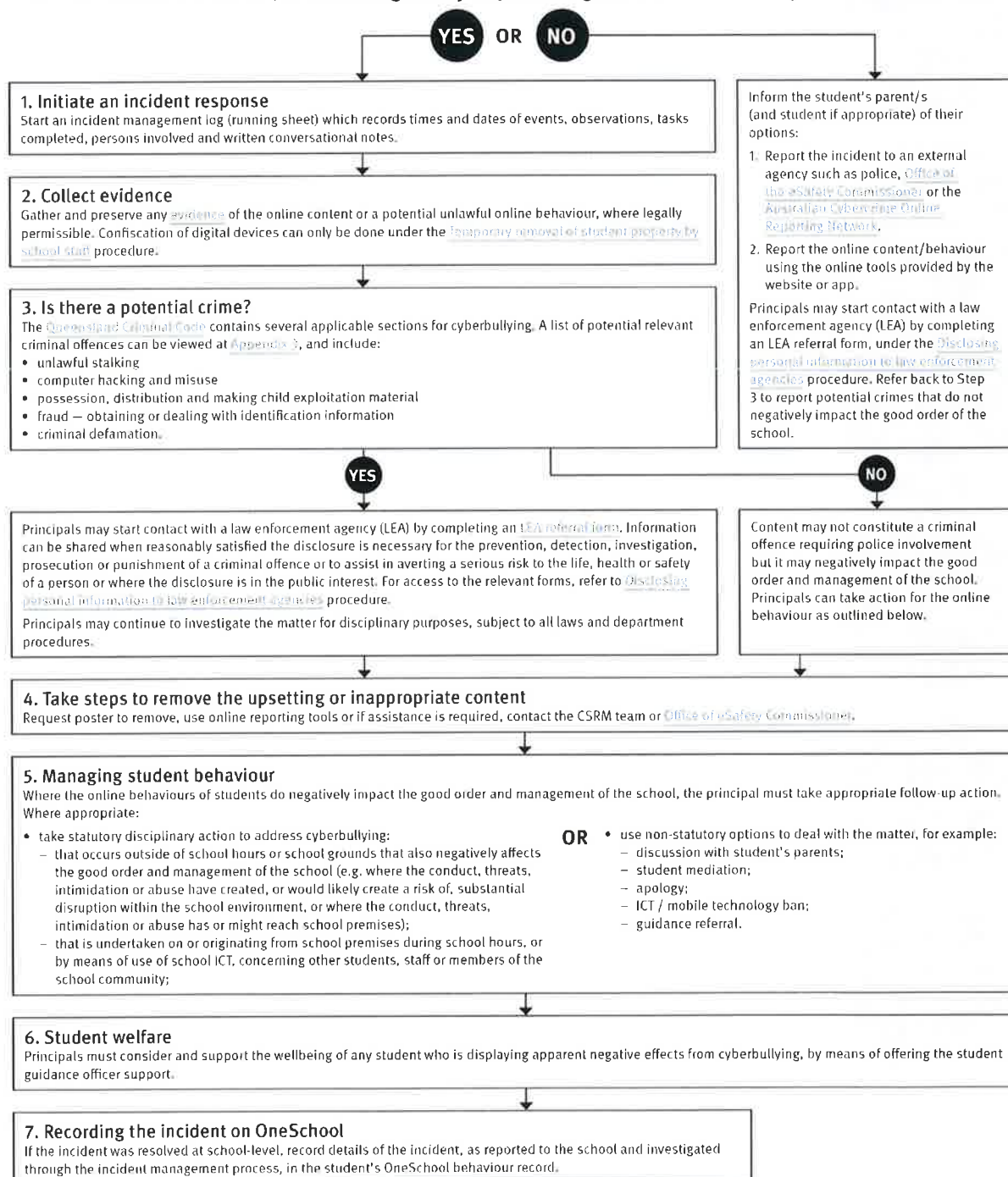
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online incident management guidelines.

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

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

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

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.

NO

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 CSRM 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;

OR
- 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.

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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** 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 practice's 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 that seriously endanger students 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).

This section of the Code of Conduct must detail the actions staff and students will take in the event of a critical incident.

In the event of a critical incident, the Emergency Response Plan provides for general response strategies implemented to:
1. Evacuate the facility
2. Lockdown the facility
3. Temporarily close the facility

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student's wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices