



Taabinga State School

Student Code of Conduct 2021

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:	PO Box 327 Kingaroy Qld 4610
Phone:	07 41649111
Email:	principal@taabingass.eq.edu.au
School website address:	https://taabingass.eq.edu.au/
Contact Person:	Anja Janosevic

Endorsement

Principal Name: Anja Janosevic

Principal Signature: *A. Janosevic*

Date: 1 December, 2020

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

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

Date:

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8-12-2020

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Purpose

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

The Taabinga 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.

Principal's Foreword

Taabinga State School is an independent public school that aims to develop a community of learners with high expectations and offer them opportunities to reach their full potential. Every staff member endeavours to create a learning environment that is engaging and one that promotes and models positive learning and social and communication skills so that our students can positively and respectfully contribute to their communities.

Our school is one of two state primary schools in Kingaroy with a student population of approximately 350 students. Our school was established in 1897 and is situated on the edge of Kingaroy in the beautiful South Burnett.

The core values of Taabinga State School are **Respect, Safety and Being a Learner**. These values provide a safe, supportive and respectful environment for all people in which to learn. By having high expectations and setting achievable, yet challenging goals, students will become confident and informed citizens who can contribute to our community in times of rapid change. Respect of self, others and the environment are key values to every member of Taabinga State School.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be global citizens. Our school staff believe that productive learning is created through a parent/teacher/student triad - our parents are partners in the educational process and their input is sought and welcomed.

Taabinga State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Teachers facilitate support for high standards of achievement and behaviour. Our Student Code of Conduct provides an overview of the school's local policies. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

Consultation

The Taabinga State School Student Code of Conduct was developed in collaboration with our school community. Consultation was undertaken through committee meetings, staff meetings, teacher aide meetings, leadership meetings, School Council and P&C meetings.

A review of current school data relating to student achievement, attendance, school disciplinary absences and behaviour incidents, also informed the development of this document. The PBL (Positive Behaviour for Learning) committee provided input into the coordination and development of this document. To support the implementation of the Taabinga State School Student Code of Conduct, communication with the school community will occur through parent information sessions, promotion through the school website, weekly newsletter and social media posts. Enrolment packs will contain a copy of the Taabinga State School Student Code of Conduct.

The Taabinga State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff.

Whole School Approach to Discipline

Taabinga State School uses philosophies that underpin Positive Behaviour for Learning (PBL) as a 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 Taabinga State School, we believe that students learn best when they are in a safe and engaging learning environment. We know that being proactive has more positive impact than being reactive. Expected behaviours are explicitly taught and environmental adjustments are made to support student engagement. Any inappropriate behaviour is addressed in a timely and respectful manner and in some instances, in collaboration with the parent/s. Taabinga State School relies heavily on the process of restorative justice which is a strategy that seeks to repair relationships that have been damaged. It does this by bringing about a sense of remorse and restorative action on part of the offender and forgiveness by the victim which in turn, builds a healthy community, increases social capital and decreases antisocial behaviour.

Through Positive Behaviour for Learning (PBL) processes teachers create and maintain supportive and safe learning environments for all students and teachers capability in establishing routines and processes in classroom is developed. Teachers support inclusive student participation and engagement in classroom activities. They manage classroom activities by demonstrating and providing clear direction and manage challenging behaviour through high expectations and restorative justice practices. Parents and students are made aware of their responsibilities in relation to use of Information and Communication Technology (ICT). Teachers support students in safe, responsible and ethical use of ICT.

Consideration of Individual Circumstances

Staff at Taabinga 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.

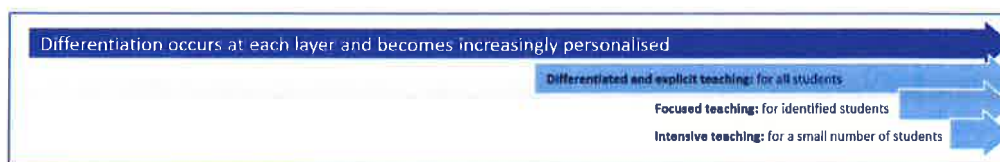
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's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

At Taabinga State School, we recognise each student as an individual and that every student has a right to learn and can learn, given support. Differentiation of teaching and learning allows for all students to participate and engage in learning. Teachers at Taabinga 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 learning. 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 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 represents differentiation that occurs for teaching and learning.



These three layers correspond to the PBL framework. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more support for students.

Taabinga State School has collaboratively developed a matrix of expectations that aligns with our school values of respectful, safe learners. This matrix outlines the behavioural expectations across a variety of settings, including in the classroom, in the playground, and in the community.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations. Taabinga State School offers targeted interventions for students who require additional support to meet behavioural expectations. This support

could be focused on behaviour or learning in particular subjects or at certain times of the day.

Focused teaching and support utilises support systems and practices at the school to engage the student. It 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 Taabinga State School to provide focused teaching. Focused teaching is aligned to the principles of a safe and supportive school environment outlined in the school's PBL Expectations 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.

Taabinga 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. The school will engage evidence-informed programs to address specific skill development for some students.

For more information about these programs, please speak with the principal or deputy principal.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 2-5% of the student population who require intensive teaching to achieve behavioural expectations. Taabinga State School offers intensive teaching and support for students who demonstrate chronic and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others.

Some students may require intensive teaching and support for a short period and for particular behaviour or academic need. Other students may require intensive teaching and support for a more prolonged period. These decisions are based on data gathered and in consultation with the student's parents or caregivers. Intensive teaching and support may include:

- Referral to Student Welfare Action Team (SWAT)
- Success Coach – Behaviour Support
- Guidance Officer support
- Case Managers - students with additional needs
- Academic restructuring – students can be moved classes to offer targeted support
- Individual Behaviour Support Plan (IBSP)
- Functional Behaviour Assessment (FBA)
- Risk Assessment Plans
- Outside agencies – consultation/recommendations through SSS team/Principal.

Legislative Delegations

Legislation

In this section of the Taabinga State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school.

These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals. The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

At Taabinga State School all students and staff have a right to learn and right to teach in a safe and supportive environment. Staff use a range of strategies such as Essential Skills for Classroom Management, classroom PBL, explicit teaching and positive reinforcement, but sometimes students' behaviours require further actions and follow ups. Some students will require additional support, whereas a small number of students require a high level of intervention or support to enable them to meet behavioural expectations.

Student behaviour can be described as minor or major, with consideration to the circumstances. Consequences can vary, taking into account a student's individual circumstances with each behaviour being considered. At times, 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.

Taabinga State School has a range of support to respond to inappropriate behaviour. These responses 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.

Tier 1: Response to low level, minor behaviours

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
- ☐ 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
- ☐ Reminders of incentives or class goals
- ☐ Redirection
- ☐ Give 'take-up' time for student/s to process instruction/s
- ☐ Break down tasks into smaller chunks
- ☐ Provide demonstration of expected behaviour
- ☐ Restorative discussion with student about expected behaviour
- ☐ Offer choice and follow through
- ☐ Detention (break time)

Tier 2: Response to continued minor behaviours and major behaviours

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

This may include:

- ☐ Individual student behaviour support strategies (e.g. Student behaviour plan)
- ☐ Targeted skills teaching in small group
- ☐ Detention (before school and/or lunch time)
- ☐ Functional Behaviour Assessment
- ☐ Behavioural / engagement contract
- ☐ Monitoring cards (attendance, behavioural, social/emotional)
- ☐ Counselling and guidance support
- ☐ Check in Check Out strategy
- ☐ Teacher coaching and debriefing
- ☐ Referral to Student Welfare Action Team (SWAT) for team based problem solving
- ☐ Stakeholder meeting with parents and external agencies

Tier 3: Major behaviours that require urgent attention

School leadership team works in consultation with Student Welfare Action Team (SWAT) 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)
- ☐ 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)

Classroom

When a student displays a major behaviour that requires urgent assistance, the teacher calls the Reflection Room for support. If there is no answer, teacher contacts the office. A member of admin or student support team will remove student from the class to discuss learning expectations.

Playground

When a student displays a major behaviour during break time that requires urgent assistance, the staff member on playground duty fills out sends a student to the office for additional support. When there are major behaviours that don't require urgent support, the staff member writes details about the incident to send up to the office at the end of the break.

The following tables and diagram provide a summary of how minor and major behaviours are defined and managed at Taabinga State School.

Behaviour Intensity Levels

Level	Intensity	Adult Interactions	Documentation
1	Behaviour is confined only to the focus student.	<ul style="list-style-type: none"> Language of Correction- Selectively attending, Proximity, Nonverbal signals Ensure material is at appropriate level Increase pre-corrects 	No documentation required
2	Behaviour interrupts others in the student's immediate area	<ul style="list-style-type: none"> Proximity Redirect Reteach Provide Choice Ensure Effective Classroom Practices are in place Teach others to ignore (no looking, no listening, no talking) Consult with members from SWAT 	Record as a minor if inappropriate behaviour continues after reteaching
3	Behaviour interrupts everyone in the class (for a period of time)	<ul style="list-style-type: none"> Proximity, Redirect, Reteach, Provide choice Teach others to ignore (no looking, no listening, no talking) Student Conference May include a consequence to decrease behaviour like seating arrangement Continue use of the Essential Skills for Classroom Management Practices 	Record as a minor if inappropriate behaviour continues after a student conference. If behaviour continues after 3 student conferences record as a major. May require an office referral if disruption continues for the duration of the lesson
4	Behaviour interrupts other classrooms or common areas of the school for a period of time.	<ul style="list-style-type: none"> Assess child's level of escalation. Use response strategies to de-escalate 	Refer to office Restorative Justice Make home contact
5	Behaviour causes or threatens to cause physical injury to student or others. Verbal misconduct	Implement the safety plan immediately (Ex: Assess safety of all involved parties to determine to remove student or class)	Automatic office referral Restorative Justice (Possible) Suspension Make home contact

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 Taabinga 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 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the college and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the college 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 Taabinga 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 Taabinga staff to set the student up for future success and strengthen home-school communication.

It is highly recommended that parents/carers attend a re-entry meetings to support students in their return following a suspension. Re-entry meetings support the student to successfully re-engage in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing.

Re-entry meetings are kept small with only the Principal, Deputy Principal or their delegate attending with the student and their parent/s/carer/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-entry meeting may include points of discussions outlined below. Where additional items are raised for discussion that are not suitable to the re-entry process, a separate arrangement will be made to meet with the parent/s/carer/s at a later date and time.

The re-entry meeting is narrowly focussed on making the student and their family feel welcomed back into the college community.

Points of discussion include:

- Welcome back to the school
- Restorative justice conversation
- Check in on student wellbeing
- Discuss supports for the student that assist in re-engagement with schooling following
 - suspension
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up if required

Reasonable adjustments

In planning the re-entry meeting, Taabinga 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 provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Taabinga 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 student
- 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. 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:

The Principal or Taabinga 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 Taabinga 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.

** 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 Taabinga State School:

- do not require the student's consent to search school property such as 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 Taabinga State School:

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that is prohibited according to the Taabinga State School Student Code of Conduct
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or college staff that the property is available for collection.

Students of Taabinga 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 Taabinga 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 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, Taabinga State School determined that personal electronic devices/associated equipment (including headphones, ear buds, speakers) are NOT brought to school.

If a student has chosen to bring a personal technology device/associated equipment school, they must only operate them in accordance with the following:

- All devices must be switched off and out of sight while on school premises before and after school, during breaks, transitions and lesson times unless under the direction of school staff;
- If students require urgent access to a phone, they should use a school phone at the Administration Building;
- All digital devices including mobile phones are brought to school at their owner's risk. No liability will be accepted by the school in the event of loss, theft or damage to any device.

More information on the use of ICT systems can be found [here](#).

Preventing and responding to bullying

Taabinga 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 college 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.

Values and Beliefs

At Taabinga State School, we believe that :

- Students have a right to learn in safety. Where students are not safe their capacity to learn is affected.
- Adults, in the setting of the school, have a right to teach and work in safety. Where adults do not feel safe they cannot teach and work effectively.
- All members of the school community have a right to respectful, fair and decent treatment.
- We value diversity and tolerance. Despite our differences (ability, gender, race, appearance or background) we can learn and work together in a productive way.
- We believe that individuals who have been harmed by bullying need to be believed and protected from further harm.
- We believe that the harm done by bullying can be repaired, in general, through taking educative, non-punitive responses, which aim at restoring the balance in relationships, which have been affected by bullying.
- We also believe that in the case of repeat offences, firm and unequivocal action needs to be taken.

Aim of the Policy

The aim of the policy is to signal to all members of the school community that we take bullying seriously and that we will intervene in a way to deal with incidents of bullying in the school in a timely and consistent fashion. The policy will outline basic approaches and strategies that will be used when dealing with bullying when they occur. The Anti-Bullying Policy supports the School Behaviour Management Policy and the Sexual Harassment Policy and Grievance Procedure.

Bullying

At Taabinga State School, bullying behaviours are not accepted or tolerated. Bullying which goes unchecked can have a negative impact on teaching and learning in a school. We have a duty of care to all members of the school community to take action against bullying.

The national definition of bullying for Australian schools:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical, social and or psychological harm.
- it can occur between 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 Taabinga 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 Taabinga State School staff 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

The terms bully and victim are shorthand terms that we use, because most people understand, through the use of those terms, the dynamic that we are addressing. We do not seek to negatively label individuals who are involved in bullying. We acknowledge that individuals who bully others are not bullies in every situation. We similarly acknowledge that victims of bullying are not victims in every situation.

Taabinga State School- Bullying response flowchart for teachers

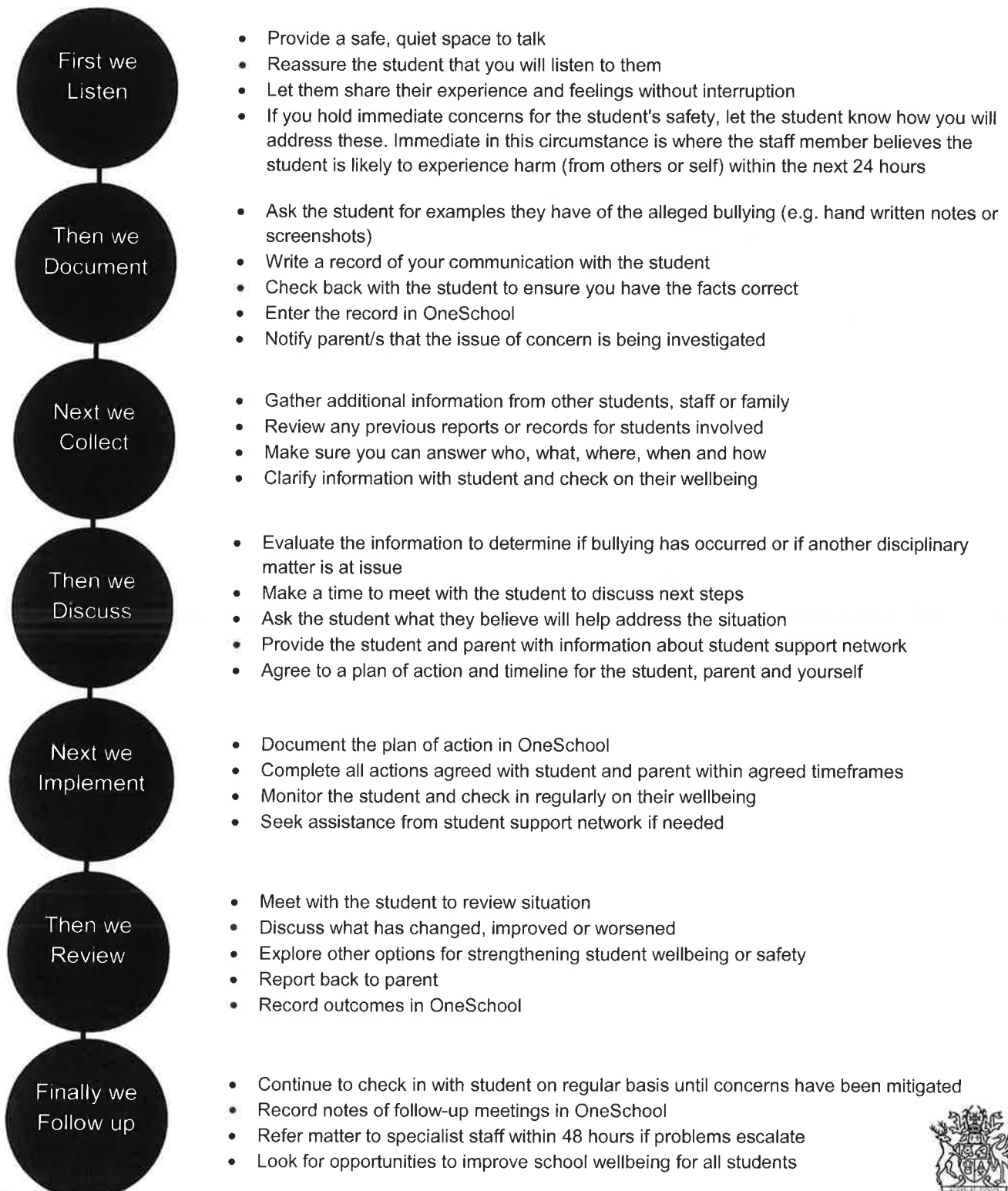
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Deputy Principal – Luke Smith, 4164 9111

Principal – Anja Janosevic, 4164 9111



Cyberbullying

Cyberbullying is treated at Taabinga State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows 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 who wish to make a report about cyberbullying should approach a staff member or make a report via the Administration Building. Parents wishing to make a report should contact the relevant year level Deputy Principal for their child.

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 Taabinga 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 the principal or deputy principal.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

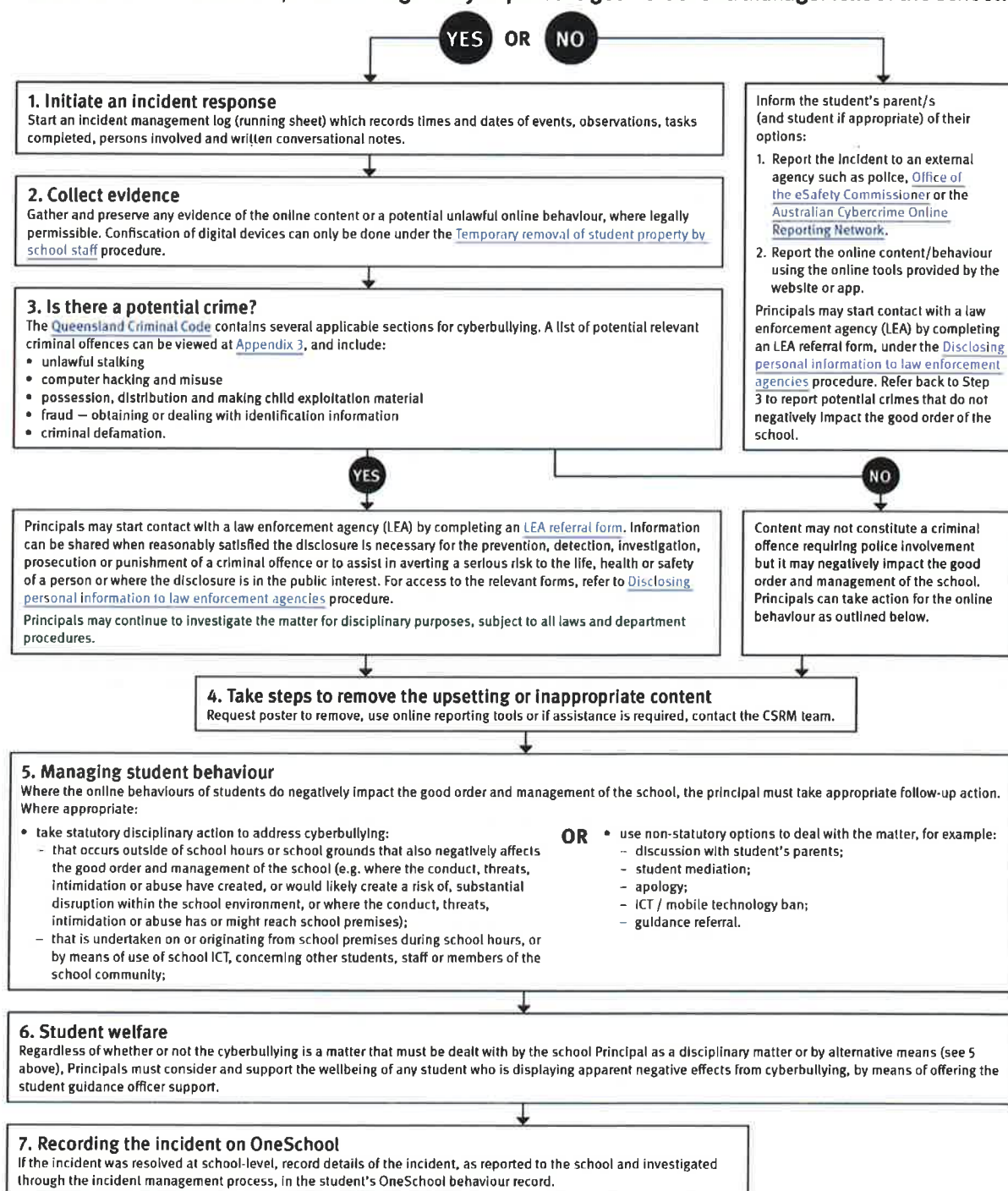
Explicit images

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

Help

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Taabinga Stae 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 Taabinga 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 withdrawal from classes, breaks, social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

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 college 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.

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). College 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 Taabinga 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 rare 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.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students 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

Resources

- ☐ [Australian Professional Standards for Teachers](#)
- ☐ [Bullying. No Way!](#)
- ☐ [eheadspace](#)
- ☐ [Kids Helpline](#)
- ☐ [Office of the eSafety Commissioner](#)
- ☐ [Parent and community engagement framework](#)
- ☐ [Parentline](#)
- ☐ [Queensland Department of Education School Discipline](#)
- ☐ [Raising Children Network](#)
- ☐ [Student Wellbeing Hub](#)

Conclusion

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

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner.

When making a complaint, parents have a responsibility to:

- provide complete and factual information in a timely manner
- deliver your complaint in a nonthreatening manner
- not make frivolous or vexatious complaints or include deliberately false or misleading information.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. If your complaint relates to suspected official misconduct or criminal activity, then you should direct your complaint directly to the Crime and Corruption Commission or the Queensland Police Service.

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

1. **Early resolution:** discuss your complaint with the class teacher. The best place to raise any concerns is at the point where the problem or issue arises. If your complaint is with your child's teacher or an issue concerning your child's experience at school, make an appointment with that teacher as soon as possible through the school administration to resolve the problem at this level. The teacher will make a record of the complaint and report your meeting and any outcomes to the college principal. Where the teacher has been approached but the issue remains unresolved, make an appointment with the school principal to discuss the issue further.
2. **Early resolution:** discuss your complaint with the principal. If your complaint is related to the school more generally, you should raise your complaint directly with the principal. The principal will make a record of your complaint and work with you to resolve the issue. Complaints to the principal may be lodged by telephone, writing or in electronic format.
3. **Internal review:** Contact the local Regional Office if you have discussed the issue with the principal and still feel that your complaint has not been addressed. Complaints may be lodged by telephone or in writing. Complaints should be specific in detail, and outline the steps taken to date to resolve the issue. When you contact the regional office you will be advised that your name and the nature of your issue will be reported back to the principal of your school. Staff at the Regional Office will attempt to resolve the issue.

4. **External review:** contact a review authority. If you feel that your issue has not been resolved through these formal processes, the Queensland Ombudsman provides an avenue for an independent, external review of the department's decision.

The Ombudsman may be contacted at:
Office of the Ombudsman
GPO Box 3314
Brisbane QLD 4001
Phone (07) 3005 7000