Trinity Beach STATE SCHOOL

Student Code of Conduct

2021-2024

Every student succeeding
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.
Queensland Department of Education
State Schools Improvement Strategy 2021- 2025

Every student matters

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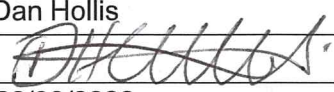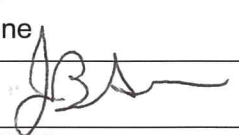
Trinity Beach
STATE SCHOOL

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Endorsement

Principal Name:	Dan Hollis
Principal Signature:	
Date:	22/03/2022
P/C President and-or School Council Chair Name:	Ian Stone
P/C President and-or School Council Chair Signature:	
Date:	22/03/2022

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Trinity Beach State School: Tropical North Learning Academy is committed to providing a safe, respectful and disciplined learning environment that is inclusive of all students, staff, parents and visitors.

The Trinity Beach State School: Tropical North Learning Academy 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

Trinity Beach State School: Tropical North Learning Academy has a long and proud tradition of providing high quality education to students from across Far North Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Trinity Beach State School: Tropical North Learning Academy has three global rules; Be Safe, Be Respectful and Be A Learner.

- **Be Safe** for self and others.

- **Be Respectful** be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life, respect our property and take care of the environment.

- **Be A Learner** act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

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 confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and into the future.

Trinity Beach State School: Tropical North Learning Academy staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. 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.

I thank the students, teachers, parents and other members of the community for their work in bringing this Trinity Beach State School: Tropical North Learning Academy Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations to insure an inclusive environment for all young people.

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P&C Statement of Support

As president of the Trinity Beach State School: Tropical North Learning Academy P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Trinity Beach State School: Tropical North Learning Academy Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with Trinity Beach State School: Tropical North Learning Academy Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Trinity Beach State School: Tropical North Learning Academy knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Trinity Beach State School: Tropical North Learning Academy Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Trinity Beach State School: Tropical North Learning Academy P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

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The staff at Trinity Beach State School: Tropical North Learning Academy believe that productive learning and positive behaviour are inextricably linked. Effective learning takes place when **all** members of the school community – students, staff, parents and visitors - acknowledge and abide by a set of fundamental expectations. Our whole school behaviour framework comprises of three core expectations: **Be Safe, Be Respectful** and **Be a Learner.**

Trinity Beach State School: Tropical North Learning Academy endorses a whole school approach intended to promote and support appropriate behaviours in all students. To facilitate this approach, the school has implemented the Positive Behaviour for Learning (PBL) framework as a means to revise and develop strategies and procedures to promote a safe, supportive and disciplined school environment. The Positive Behaviour for Learning Framework is coordinated by the school leadership team. This is composed of representatives from school leadership, teaching staff, guidance and behaviour support, student leaders, parents and community organisations.

An essential component of our PBL framework is the belief that positive learning behaviours need to be explicitly taught. Furthermore, we also believe that acknowledging students for meeting our expectations is a crucial factor in reinforcing their use of positive and pro-social behaviours. We acknowledge that for some students, however, extra support will be required in both teaching and reinforcing such behaviour.

To this end, our school has developed a number of interventions at different levels – these are **Tier 1** (for all students), **Tier 2** (for those requiring extra support) and **Tier 3** (for a smaller number of students with more challenging or persistent inappropriate behaviour). These levels are described in more detail in the following section.

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Multi-Tiered Systems of Support

Trinity Beach State School: Tropical North Learning Academy uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

TIER 1: Support for all Students

All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:

- **Communicating behaviour expectations and the settings they will be used** through the use of our 'PBL Expectations Matrix (see Appendix 1).

- **Systematically teaching behavioural expectations** through explicit teaching of expected learning behaviours and social skills focusing on *Be Safe, Be Respectful and Be a Learner*. PBL team meets regularly to analyse data on student behaviour (e.g. OneSchool incident records). Staff use behaviour data to inform decision-making in order to deliver targeted Tier 1 support. Teachers deliver a focus lesson each week using a variety of provided resources in order to teach and reinforce these focus behaviours.

- **Establishing classroom rules** according to our core expectations – **Be Safe**, **Be Respectful** and **Be a Learner** – are used as a basis for all teachers to develop a set of classroom rules with their students in relation to behavioural and academic expectations. This is outlined in our Teaching & Learning (T&L) Handbook's 'Teacher Expectations' section. Although the language and phrasing of these rules will vary according to classroom, each set will be consistent with the values expressed by the school wide expectations. This entails that each classroom at Trinity Beach State School: Tropical North Learning Academy will have rules that:

  - Protect and reinforce students' right to learn and the teacher's right to teach
  - Are formulated by teachers with their students to promote ownership
  - Are modelled by the staff members of the school
  - Are visually displayed in the classroom and are frequently referred to and reinforced
  - Are reviewed when necessary

- **Classroom Environment Plans** are based on a functional approach to promote positive learning behaviours and respond to inappropriate behaviours. Each classroom teacher develops their own Classroom Environment Plan (CEP) including the classroom rules (as outlined above); the environmental, curricula and practical measures that are put in place to increase the likelihood of positive behaviour; how these behaviours are reinforced; and how inappropriate behaviours are responded to. Teachers are supported by a member of the school leadership team to develop and implement their CEP.

- **Recognising and reinforcing positive behaviours** is a crucial component of Positive Behaviour for Learning. It is the acknowledgment and recognition of students' positive behaviours, either on an individual or on a group level. The form this will take will vary from classroom to classroom, although all staff will ensure that such recognition is age appropriate and is achievable for all students. Examples at the Tropical North Learning Academy - TBSS can include:

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FREQUENCY	STRATEGY
Daily	Descriptive encouragers for students, verbal and non-verbal feedback on behaviour and learning.
	Trinity Dollars are given to students during playtime and class time for displaying positive behaviour. Students bank their dollars fortnightly and can spend at the Trinity Dollar Shop.
	Individual classroom reward systems (e.g. marble jar, raffle tickets).
	Attendance charts displayed in each classroom.
Weekly/ Fortnightly	Whole school newsletter includes our *'every day counts'* message displaying school attendance data.
	Students who reach increments of $100 are awarded at parade with Trinity Dollar certificates (e.g. Bronze $100, Silver $200, Gold $300 and Platinum $400).
	You Can Do It! Keys to Success awards are presented on fortnightly sector parades to students who have been acknowledged for displaying our five keys to success – resilience, organisation, persistence, confidence and getting along. Students rewarded with these certificates also receive a matching coloured wristband encouraging them to gain all five keys to become a TBSS YCDI! Champion.
Throughout each term	Positive messages with families can include informal discussions, notes, SMS, emails, postcards and phone calls.
	100% attendance certificates rewarded to students at the end of term
	Parent-teacher interviews/meetings related to information sessions, academic progress (if requested by teacher or parent), learning journeys and community events.
Per semester	End of semester report cards are sent home via email to families reporting on students' academic and behaviour progress.
End of year	100% attendance for the year. Eligible students receive a certificate on the final parade and have a party with the Principal.

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TIER 2: Targeted Intervention

Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations.

The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- There is a clear connection between the skills taught in the interventions and the school-wide expectations.
- Interventions require little time of classroom teachers and are easy to sustain
- Variations within each intervention are limited
- Interventions have a good chance of working (e.g. they are "evidence-based" interventions that are matched to the student's need).

Trinity Beach State School: Tropical North Learning Academy responds to students requiring additional support through the following processes:

- In-school referral process (**Student Education and Wellbeing Process - SEWP**) for teachers needing assistance to support students with targeted-level needs
- Team approach to supporting students on targeted programs
- Making adjustments as required to address individual students' needs e.g. adjusting curriculum tasks, routines, etc.
- Range of targeted support strategies such as behaviour tracking, adult mentoring with Youth Support Workers, targeted/small social skills groups, check in and check out (CICO) cards, supervised and alternative play.

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

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TIER 3: Intensive Intervention

Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to:

o PREVENT problem behaviour
o TEACH the student an acceptable replacement behaviour
o REINFORCE the student's use of the replacement behaviour
o MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Teachers can make a formal referral to the **SEWP** team with supporting documentation. Assigned members of the SEWP Team (e.g. Guidance Officer, Support Teachers, HOSES, School Leadership Team representatives) discuss the referral with the class teacher. Priority will be determined by a number of factors, principally the perceived impact on educational and social/emotional outcomes of the referred student and any existing support network. Each student referred to SEWP will be appointed a Case Manager (a member of SEWP). This Case Manager works collaboratively with all major stakeholders (student, classroom teacher, parents/carers, leadership staff and any relevant external agency personnel) to inform the development of the student's *Individual Behaviour Support Plan (IBSP).* The outcome of the official referral may include some of the following interventions:

Classroom Environment	Student-Centred
Modification to classroom practices	Formal assessment
Support for the teacher to implement modified/revised Classroom Environment Plan	Counselling support
	Individualised social-skill program
	Alternative / modified timetable
	Development of an Individual Behaviour Support Plan

Consideration of Individual Circumstances

Staff at Trinity Beach State School: Tropical North Learning Academy take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

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

If you have concerns about the behaviour of another student at the school, in the first instance, make contact with your child's class teacher. If you remain concerned about the way our staff have responded to their behaviour, please make an appointment through the office with the Deputy Principal/Principal to discuss the matter.

Student Wellbeing

Trinity Beach State School: Tropical North Learning Academy offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy
Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Trinity Beach State School: Tropical North Learning Academy, we provide the social and emotional program, You Can Do It! Program Achieve. This program focuses on five key social and emotional skills (persistence, organisation, getting along, resilience and confidence) and 12 positive habits of mind that lead to success and happiness. Additionally, students also engage in learning around 12 negative habits of mind, developing strategies on how to change their ways of thinking to prevent and combat social and emotional blockers.

Policy and expectations
Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention
Trinity Beach State School: Tropical North Learning Academy implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs
Trinity Beach State School: Tropical North Learning Academy works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications
Trinity Beach State School: Tropical North Learning Academy requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.

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Trinity Beach State School: Tropical North Learning Academy maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health
Trinity Beach State School: Tropical North Learning Academy implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention
Staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Trinity Beach State School: Tropical North Learning Academy staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention
In the case of a suicide of a student that has not occurred on school grounds, Trinity Beach State School: Tropical North Learning Academy enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Trinity Beach State School: Tropical North Learning Academy staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Trinity Beach State School: Tropical North Learning Academy is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Trinity Beach State School: Tropical North Learning Academy to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

The school is able to access support both through the community resources and with the Department of Education and Training. These include:

Table 1:

Services based at the school:	Regional Services:	Community Services:
- Guidance Officer - Youth Support Workers - Student Engagement and Wellbeing Process (SEWP) - Twice per term school-based Paediatrician Clinic	- Far North Qld Non Engaged Students (FNQNES) - Regional office staff	- Department of Child Safety - Queensland Health Services - General Practitioners, Specialist health practitioners, Paediatricians. - Police Liaison Officer - Marlin Coast Community Centre - Child Youth & Mental Health Service (CYMHS) - Family and Child Connect (FACC)

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Whole School Approach to Discipline

Trinity Beach State School: Tropical North Learning Academy uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all areas of the school, 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 Trinity Beach State School: Tropical North Learning Academy we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Trinity Beach State School: Tropical North Learning Academy Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Setting students up for success is a shared goal of every parent, school staff member and stakeholder within our community.

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

Consequences for Unacceptable Behaviour

Alongside the need for the targeted support noted above, staff at Trinity Beach State School: Tropical North Learning Academy also advocate the need for clear, reasonable and logical consequences for inappropriate behaviour. We also recognise however, that individual circumstances and actions need to be taken into account when following-up on inappropriate behaviour and implementing appropriate consequences.

This section details the proactive and corrective strategies frequently utilised by teaching and leadership staff, as well as the types of consequences implemented if students continue to use inappropriate behaviour (or engage in behaviour that warrants immediate corrective measures).

Ensuring consistent responses to problem behaviour
At Tropical North Learning Academy – TBSS, staff members authorised to issue consequences for problem behaviour are provided with appropriate Positive Behaviour for Learning professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school that takes into account individual circumstances.

In the early stages of correction, the general aim is to modify inappropriate behaviour with minimal disruption to the learning environment (the 'least intrusive' approach). However, there are occasions when student behaviour must be dealt with through the application of a logical and appropriate consequence.

The individual circumstances of each student and situation are taken into account when applying consequences. Typical considerations include:
- The year level of the student
- The developmental stage of the student
- The severity of the behaviour
- The amount of reliable evidence
- The degree of provocation
- The statements given by students during the interview process
- OneSchool behaviour records

Students also receive explicit teaching on how to respond appropriately when other students display problem behaviour, and the respectful way to respond when a staff member re-directs or applies consequences for their own problem behaviour.

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PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students – *Be Safe, Be Respectful, Be a Learner.*

Students
Below are *examples* of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Trinity Beach State School: Tropical North Learning Academy.

Be Safe
- Keep hands, feet and objects to myself
- Use equipment for its intended purpose
- Wear our school uniform which includes shoes and a hat
- Ask permission to leave
- Move safely around our school (e.g. being in the correct area, walking on the concrete)
- Play by the rules
- Participate in school approved games

Be Respectful
- Show respect to myself, peers, staff, parents and visitors
- Follow teacher/staff member instructions
- Allow my teacher to teach and students to learn
- Use polite and appropriate language
- Look after property – my own, others and school
- Care for the environment - put rubbish in the bins provided
- Keep areas neat and tidy – desk, classroom, play areas
- Play fairly – share, take turns and include others
- Hand in items you find to the teacher
- Accept consequences that are given for inappropriate/unacceptable behaviour
- Be honest
- Support your peers – look for opportunities to help and encourage others

Be a Learner
- Model appropriate behaviours
- Use whole body listening when our teacher or peers are talking
- Be prepared for class – have the right equipment, be in the right place at the right time
- Attempt all tasks and ask for help if needed
- Actively participate
- Complete tasks on time
- Learn from your mistakes

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

Be Safe

What we expect to see from you	What you can expect from us
You leave and collect your child from the designated areas at school.	We will give clear guidance about designated areas for parents to leave and collect students.
Your child is dropped off and collected from school **after** 8:15am and **before** 3:30pm. If you are running late or changes of travel arrangements from school, you contact the office to inform your child of the new arrangements.	We will provide supervision of students from 8:15am in the appropriate designated areas. We will inform your child promptly if there are any changes to travel arrangements.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Be Respectful

What we expect to see from you	What you can expect from us
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.

Be A Learner

What we expect to see from you	What you can expect from us
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about classroom and school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.

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Differentiated and Explicit Teaching

Trinity Beach State School: Tropical North Learning Academy is an inclusive
school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers monitor and reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

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

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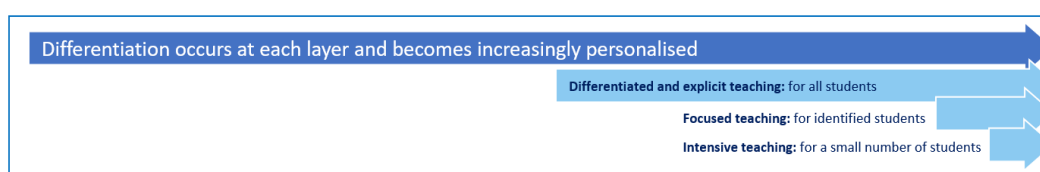
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a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

Every classroom in our school uses the PBL Expectations Matrix as a basis for developing their behaviour standards *(See Appendix 1).* Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. Weekly focus skill lessons are developed from the school behaviour matrix and are used as the basis of teaching expectations throughout the year and are revisited regularly to address any new or emerging issues.

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Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Trinity Beach State School: Tropical North Learning Academy to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:
- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, functional behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues. This will be done in colloaboration with carents and take into consideration individual circumstances.

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

Legislative Delegations

Legislation

In this section of the Trinity Beach State School: Tropical North Learning Academy 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

The disciplinary consequences model used at Trinity Beach State School: Tropical North Learning Academy follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. Some examples 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 (e.g. focus skills program)
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil,thanks")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom – buddy class, loss of play)
- Class detention

Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Individual Behaviour Support Plan)
- Targeted skills teaching in small group
- Class detention
- Referral to the Re-Think Room by Deputy Principal
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

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Intensive

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

- Functional Behaviour Assessment based Individual Behaviour Support Plan
- Complex Case Management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student whom has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

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

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

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

Re-entry following suspension

Students who are suspended from Trinity Beach State School: Tropical North Learning Academy will be invited to attend a re-entry meeting on the day of their scheduled return to school. The 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 is 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/or in writing. Re-entry meetings are short and kept small with only the Principal or their delegate attending with the student and their parent/s and at times, the classroom teacher.

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

Structure

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

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

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

Trinity Beach State School: Tropical North Learning Academy has tailored school discipline policies designed to ensure students, staff, parents/caregivers 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

Students must not bring valuable personal items and devices to school as there is a risk of damage or theft. Personal items are advised to be left at home. All risks for students who bring personal items to school relating to theft or loss is accepted by students and their families, the school accepts no risks or responsibility for loss, damage or theft.

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

The following items are explicitly prohibited at Trinity Beach State School: Tropical North Learning Academy 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).

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* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

** 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 Trinity Beach State School: Tropical North Learning Academy:
- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (e.g. 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 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/Caregivers of students at Trinity Beach State School: Tropical North Learning Academy:
- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  o is prohibited according to the Trinity Beach State School: Tropical North Learning Academy Student Code of Conduct
  o is illegal
  o puts the safety or wellbeing of others at risk
  o does not preserve a caring, safe, supportive or productive learning environment
  o does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Students of Trinity Beach State School: Tropical North Learning Academy:
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  o is prohibited according to the Trinity Beach State School: Tropical North Learning Academy Student Code of Conduct
  o is illegal
  o puts the safety or wellbeing of others at risk
  o does not preserve a caring, safe, supportive or productive learning environment
  o does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

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Use of mobile phones and other personal 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.

This policy reflects the importance Trinity Beach State School – Tropical North Learning Academy places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras, iPads, iPods or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Repeated breaches of this prohibition may result in further consequences (as deemed necessary by the principal).

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. As above, repeated breaches of this prohibition in relation to permitted devices may result in further consequences (as deemed necessary by the principal).
Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Personal Technology Devices
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if personal technology devices are brought to school they must be given to the administration staff on arrival at school, and then collected at 3:00pm. Misuse of personal technology devices outside the school which affects the good order and management of the school will be dealt with in accordance to Trinity Beach State School: Tropical North Learning Academy Student Code of Conduct.

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

In alignment with our school wide expectations that all students and staff will being treated with respect, we uphold the value of trust and the right to privacy. Therefore the use of personal technology devices to record inappropriate behaviours or incidents (e.g. vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) will potentially undermine this culture and appropriate consequences will be utilised.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless consent is provided by the class teacher.
A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by

personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in the following behaviours may be subject to discipline (including suspension and recommendation for exclusion):

- recording; and/or,
- disseminating material (through text messaging, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording.

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

Text communication

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

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat, plagiarise or violate copyright laws during exams or assessments.

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

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

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

Special circumstances arrangement

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

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  o access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  o the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  o schools may remotely access departmentally-owned student computers or technology devices for management purposes

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- o students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access. This can include:
- accessing programs/resources/information without teacher permission
- not following teacher instructions when using technology devices/equipment
- deliberately wasting printing and internet resources
- damaging technology equipment/devices
- knowingly downloading viruses or any other programs capable of breaching the department's network security
  - o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - o teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Personal technology devices include, but is not limited to, games devices (such as portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

DET does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

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Preventing and responding to bullying

The staff at the Trinity Beach State School: Tropical North Learning Academy strive to create an orderly, predictable and disciplined learning environment to enable all students to meet our key expectations – Be Safe, Be Respectful and Be a Learner.

Bullying behaviours (both verbal, non-verbal and cyber) constitute an infringement of these overarching expectations. Therefore there is no place for bullying behaviours at the Trinity Beach State School: Tropical North Learning Academy.   We acknowledge that students who are bullied and those who use bullying behaviours are at risk for ongoing behavioural, emotional and academic problems.

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

Bullying

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

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

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

At the Trinity Beach State School: Tropical North Learning Academy, we ensure that our students are clear about what constitutes bullying as opposed to other inappropriate behaviours (e.g. contact games involving rough play, teasing that is not intended to demean or hurt the feelings of others) and which safe responses they can use if they are being bullied.

We acknowledge that bullying behaviours therefore take many forms (verbal, physical and relational). This includes name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

It is also understood that the reactions of others who witness bullying behaviours are crucial in determining whether or not it continues. Negative reactions which reinforce bullying can include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Our approach therefore aims to ensure that those who bully are not socially reinforced by other students for using these hurtful behaviours.

Our Tier 1 or whole school support processes constitute our primary strategy for preventing problem behaviour, including the prevention of bullying behaviour. This entails:

- All students knowing the expected behaviours in all areas of Trinity Beach State School: Tropical North Learning Academy, including the specific routines in classroom and non-classroom areas.
- All students receiving high levels of positive reinforcement for demonstrating expected behaviours.
- A high level of quality active supervision in the non-classroom areas.
- Duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision areas of the non-classrooms.
- The ongoing teaching and reinforcement of the school wide *High Five* strategy.
- The teaching of explicit lessons on expected behaviour as part of our roll-out of the Positive Behaviour for Learning (PBL) framework and You Can Do It! social and emotional learning program.
- Responses to repeated instances of inappropriate behaviour, including bullying behaviours, being dealt with in alignment with our agreed consequence system and provision of targeted/intensive support (see Whole School Approach to Discipline section). The individual circumstances of each case will be addressed in all instances of bullying behaviour.

The following flowchart explains the actions Trinity Beach State School: Tropical North Learning Academy 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.

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 the student and family.

Key contacts for students and parents to report bullying:

- Initial contact is always made with the class teacher.
- If bullying persist, class teacher will refer students and families to the Deputy Principal.

Step 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

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

Step 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

Step 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

Step 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

Step 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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Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. 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 Trinity Beach State School: Tropical North Learning Academy 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.

Trinity Beach State School: Tropical North Learning Academy - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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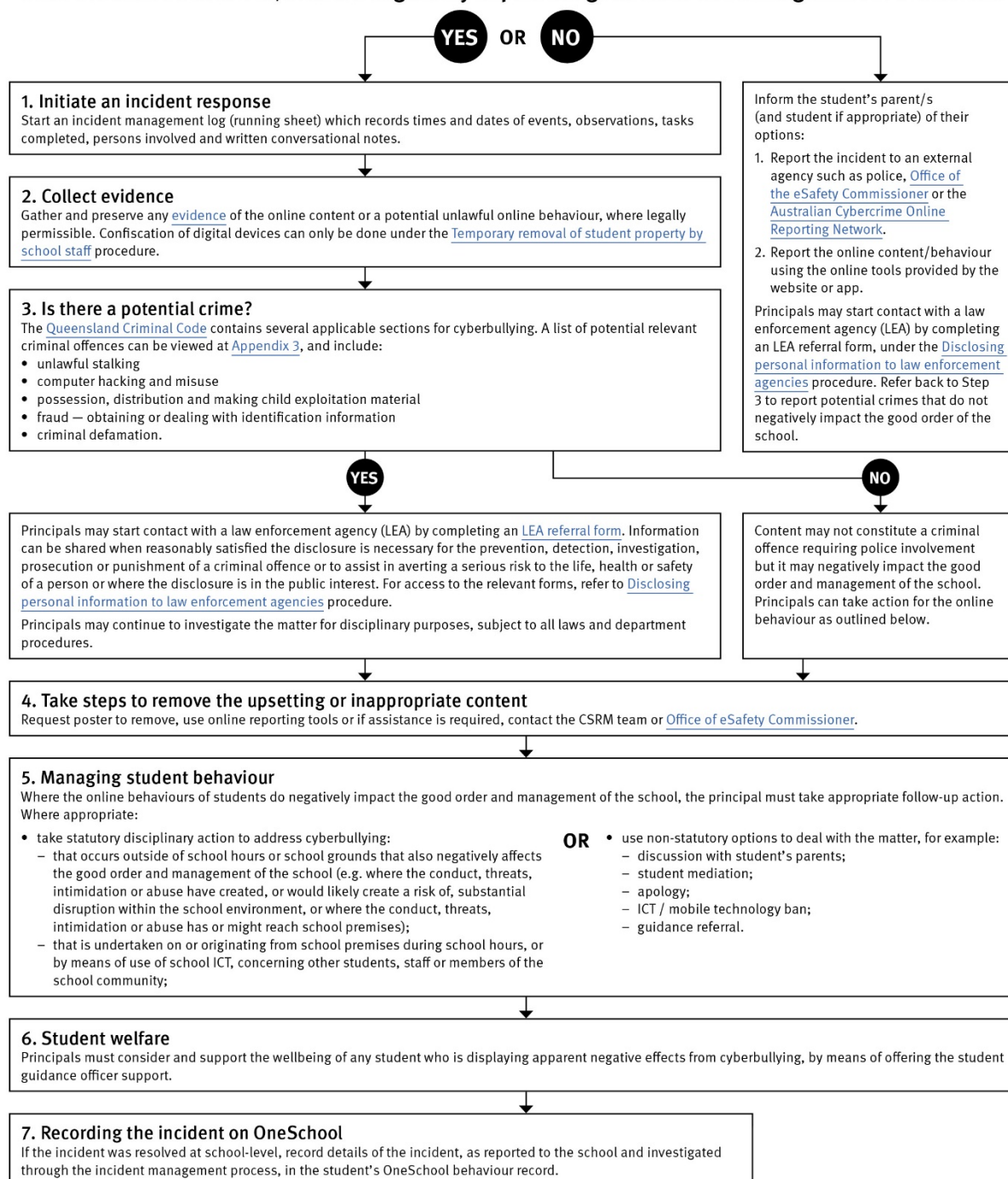
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process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

Report
Refer to the Online incident management guidelines for more details, or if assistance is required, contact the Cybersafety and Reputation Management (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.

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 (right column)

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.

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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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

Trinity Beach State School: Tropical North Learning Academy 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 Trinity Beach State School: Tropical North Learning Academy 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 social events or celebrations or more severe punishments such as suspension or exclusion from school.

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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 school about the matter, rather than discussing it in a public forum.

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

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

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

Possible civil or criminal ramifications of online commentary

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

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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.

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Restrictive Practices

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

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

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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 with the student after the event:** 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.

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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

- [Australian Professional Standards for Teachers](#)

- [Behaviour Foundations professional development package](#) (school employees only)

- [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](#)

Appendix 1: PBL Expectations Matrix

Positive Behaviour for Learning

Be Safe, Be Respectful, Be a Learner
Trinity Beach STATE SCHOOL

	ALL SETTINGS	TEACHING AREAS	OUTSIDE CLASSROOMS	TUCKSHOP & EATING AREAS	PLAYGROUND & OVAL AREAS	BEFORE & AFTER SCHOOL	TOILET AREAS
BE SAFE	• Follow instructions • Keep hands, feet and objects to self • Use equipment for its intended purpose • Wear shoes and hat • Ask permission to leave	• Enter and exit the room in an orderly way • Walk when inside • Computers: – keep password private	• Concrete and paths – walk – face forward – keep left	• Finish eating before going out to play • Keep areas clear by placing lunchboxes on seats when finished eating	• Participate in school approved games • Play by the rules	• Sit in bus line and walk to the bus when instructed • Keep belongings nearby when waiting for the bus or pick up • Follow crossing supervisor instructions • Walk only, around and outside the school • Walk bike/scooter to the gate – helmets for bikes	• Wash hands • Keep the toilets as a play-free zone • Use correct toilets
BE RESPECTFUL	• Follow instructions • Use polite language • Look after property – mine – others' – school's • Put rubbish in the bin	• Allow others to learn (appropriate volume; hand up; etc.) • Keep the classroom tidy • Computers: – use computers correctly – phones/devices belong in the office	• Line up quietly and wait for teacher • Walk quietly between classes	• Sit quietly when eating • Only eat own food • Queue for tuckshop	• Play fairly – share – take turns – include others • Monitor and support the 'Buddy Bench' • Care for the environment – walk on the paths – turn taps off	• Line up quietly in the correct area • Wait inside the gate until instructed to leave school grounds • Use own bike/scooter only	• One person to each toilet cubicle • Flush when finished • Allow others privacy
BE A LEARNER	• Follow instructions • Model appropriate behaviours • Be in the right place at the right time	• Have the right equipment • Show whole body listening • Attempt all tasks and ask for help if needed • Actively participate	• Transition promptly	• Eat in the correct areas	• Learn the rules • Return equipment	• Have your bus pass ready before boarding	• Use the toilet areas for their intended purpose • Use toilet at break time • Let an adult know if you see a problem