

Tagai State College

# 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 Strategy 2020-2024*

## Purpose

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

The Tagai State College Student Code of Conduct details the whole school approach to discipline.

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

## Acknowledgement of Country

Tagai State College acknowledges all the Traditional Custodians of the land in which each campus is located throughout the Torres Strait region and pays respect to our Elders past and present.

## Executive Office Contact Information

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Contact Person:	Stephanie Savage, Acting Executive Principal

## Endorsement

Executive Principal:	Stephanie Savage
Date endorsed:	11 December 2020
TSIREC Chair:	Ned David
Date endorsed:	11 December 2020

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## Executive Principal's Foreword

Maiem. Sew ngapa. Welcome to the Tagai State College Student Code of Conduct.

The Tagai State College Student Code of Conduct outlines the frameworks and policies that support our commitment to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

It also articulates the high expectations we have of all students in our school community, and the consequences of not meeting those expectations.

Positive Behaviour for Learning (PBL) is our college-wide approach to encouraging positive behaviour in every area of the school. For a sense of what PBL looks like in practical terms, I encourage you to review the PBL behaviour expectations on page 8.

I would like to acknowledge and thank Ms Zoe Molgaard, Head of Special Education Services, for leading the development of our Student Code of Conduct, including consultation with college leaders and P&C Associations.

We all want Tagai State College campuses to be great places to learn, work and visit. By working together, the Yumi Way, we can accomplish this goal.

## TSIREC Statement of Support

Torres Strait Islanders' Regional Education Council (TSIREC) recognises the importance and is pleased to support the publication of the new Tagai State College Student Code of Conduct.

Yumi must encourage all our parents and leaders to familiarise themselves with the Tagai State College Student Code of Conduct. It is so important that we all take time to talk with our children, families and community about the expectations in the Student Code of Conduct and discuss any support they may need.

The Student Code of Conduct outlines key policies which support the running of a safe and functional school in which all young people can learn, interact and enjoy their education.

Any parents who wish to discuss the Tagai State College Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact the TSIREC representative for your community or to join your local campus P&C Association.

It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to reach their potential.

# Whole School Approach to Discipline

Tagai State College uses Positive Behaviour for Learning (PBL) as a whole-school approach that aligns to the Yumi Way of working.

PBL takes a teaching approach to behaviour, recognising that schools need to teach students the expected behaviours for success at school and beyond.

PBL is a framework for schools to:

- be a positive place to learn
- teach students how to behave at school
- tell students when they do the right thing
- help students when they make mistakes
- work together with parents.

At Tagai State College we believe discipline is about more than punishment. Discipline 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 Tagai State College Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain 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, to work together to set students up for success.

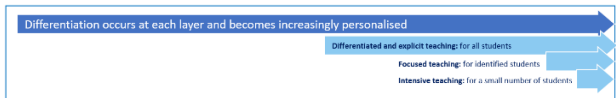
Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the Head of Campus.

## PBL Expectations

### *Tagai State College Behaviour Expectations*

At Tagai State College we are  
**PROUD LEARNERS** who are **RESPECTFUL**,  
**RESPONSIBLE** and **SAFE**.

# PBL Tiers and Disciplinary Consequences

Positive Behaviour for Learning	Disciplinary Consequences
<p>Our staff are committed to delivering a high quality of education for every student, the Positive Behaviour for Learning framework takes a teaching approach to behaviour, recognising that schools need to teach students the expected behaviours for success at school and beyond.</p> <p>The PBL framework is a three-tiered approach to intervention - the differentiated, targeted and intensive layers of service and support wrap-around the student in this student-centred approach.</p> <p>This model is the same used for academic and pedagogical differentiation.</p>  <p>These behaviour expectations are explicitly taught to students across the school day through planned skill-focussed lessons, SEL lessons, PBL parade lessons etc</p>	<p>The disciplinary consequences model used at Tagai State College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.</p> <p>The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, support and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.</p> <p>Some students will need additional support, time and opportunities to practise expected behaviours</p> <p>For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations.</p> <p>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.</p>

## Tier 1

Differentiated and Explicit Teaching	Differentiated Disciplinary Consequences
<p>Staff across Tagai State College are committed to the Yumi Way, which includes providing differentiated teaching to respond to the learning needs of ALL students.</p> <p>This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.</p> <p>Tier 1 is High Quality Teaching through a systematic approach to the differentiated and explicit teaching of behavioural expectations, personal and social skills.</p> <p>This systematic approach is informed by current data that includes:</p> <ul style="list-style-type: none"> <li>• Explicit teaching of behaviour expectations, personal and social capabilities, including specific strategies to respond and prevent bullying.</li> <li>• Ongoing monitoring and discussions with students and parents.</li> <li>• Teacher, student and parent collaboration in PET and JET goal setting processes</li> <li>• Classroom PBL</li> <li>• Essential Skills for Classroom Management</li> </ul> <p>Every classroom in each campus uses the College-wide PBL Expectations Matrix as a basis for developing their rules and procedures. Using this matrix, the class teacher works with all students to explicitly teach the four behaviour expectations of being Proud Learners who are Respectful, Responsible and Safe.</p>	<p>Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. Essential Skills for Classroom Management are used to support class PBL. This may include:</p> <ul style="list-style-type: none"> <li>• Pre-correction (e.g. "Remember, walk quietly to your seat")</li> <li>• Non-verbal and visual cues (e.g. posters, hand gestures)</li> <li>• Whole class practising of routines</li> <li>• Ratio of 5 positive to 1 negative commentary or feedback to class</li> <li>• Corrective feedback (e.g. "Hand up when you want to ask a question")</li> <li>• Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")</li> <li>• Explicit behavioural instructions (e.g. "Pick up your pencil")</li> <li>• Revised seating plan and relocation of student/s</li> <li>• Class-wide acknowledgement systems such as, gotchas / class dojo</li> <li>• Individual discussion with student about expected behaviour</li> <li>• Reprimand for inappropriate behaviour</li> <li>• Warning of more serious consequences (e.g. removal from classroom)</li> <li>• Detention</li> </ul>

## Tier 2

Focussed Teaching	Focussed Disciplinary Consequences
<p>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.</p> <p>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.</p> <p>Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:</p> <ul style="list-style-type: none"> <li>no longer require the additional support</li> <li>require ongoing focussed teaching</li> <li>require intensive teaching.</li> </ul> <p>Students requiring focused support will be referred to the Head of Campus or delegate and a formal referral process to the Campus Educationally At Risk Students (CEARS) committee for case management is initiated. Parent/Carer consent and consultation is required at all stages of this referral process.</p> <p>In addition, the school uses a number of evidence-based programs to address specific skill development for some students.</p>	<p>Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:</p> <ul style="list-style-type: none"> <li>Functional Behaviour Assessment</li> <li>Individual student behaviour support strategies (e.g. Individual Behaviour Improvement Support plan)</li> <li>Targeted skills teaching in small group</li> <li>Acknowledgement systems, such as, tokens/ rewards/ gotcha's /class dojo</li> <li>Detention</li> <li>Behavioural contract</li> <li>Individual Behaviour Support Plan</li> <li>Behaviour Risk Assessment Tool</li> <li>Counselling and guidance support</li> <li>Self-monitoring plan</li> <li>Check in Check Out strategy</li> <li>Teacher coaching and debriefing</li> <li>Referral to Campus Educational At Risk Students (CEARS) for case-management support</li> <li>Stakeholder meeting with parents and external agencies</li> </ul>

## Tier 3

Intensive Teaching	Intensive Disciplinary Consequences
<p>Research evidence shows that 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.</p> <p>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.</p> <p>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 impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.</p> <p>Staff work in consultation with Student Support Services, which may include Guidance Officer, Student Welfare Officers, Speech Pathologists, Head of Special Education Services, to address persistent or ongoing serious problem behaviour.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>Functional Behaviour Assessment based Individual Behaviour Support Plan</li> <li>Behaviour Risk Management Assessment tool</li> <li>Intensive and extensive interventions</li> <li>Complex case management and review</li> <li>Stakeholder meeting with parents and external agencies including regional specialists</li> </ul>	<p>School leadership team work in consultation with Student Support Services to address persistent or ongoing serious problem behaviour. This may include:</p> <ul style="list-style-type: none"> <li>Functional Behaviour Assessment based Individual Behaviour Improvement Support plan</li> <li>Complex case management and review</li> <li>Stakeholder meeting with parents and external agencies including regional specialists</li> <li>Temporary removal of student property (e.g. mobile phone)</li> <li>Short term suspension (up to 10 school days)</li> <li>Long term suspension (up to 20 school days)</li> <li>Charge-related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)</li> <li>Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate about their exclusion from school)</li> <li>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)</li> <li>Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.</li> </ul>



## PBL Behaviour Expectations Poster

Tagai State College

# PBL Behaviour Expectations

**SETTING:**

	I am a Proud Learner	I am Respectful	I am Responsible	I am Safe
<b>All Settings</b>	<ul style="list-style-type: none"> <li>✓ I come prepared for school</li> <li>✓ I represent my school with pride</li> <li>✓ I report any problems</li> <li>✓ I wear the correct uniform</li> <li>✓ I use devices at the right time</li> </ul>	<ul style="list-style-type: none"> <li>✓ I use positive language</li> <li>✓ I am respectful and tolerant of others</li> <li>✓ I respect other people's property</li> <li>✓ I keep all areas of the school tidy</li> <li>✓ I remove my hat when asked</li> </ul>	<ul style="list-style-type: none"> <li>✓ I take responsibility for my actions</li> <li>✓ I seek assistance when required</li> <li>✓ I care for the environment</li> <li>✓ I follow travel safety rules</li> <li>✓ I am in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>✓ I follow instructions</li> <li>✓ I ask permission to leave any setting</li> <li>✓ I keep my hands and feet to myself</li> <li>✓ I cooperate with others</li> <li>✓ I wear safe clothing at the right time</li> </ul>
<b>Inside</b>	<ul style="list-style-type: none"> <li>✓ I participate in all classroom activities</li> <li>✓ I try my best in every learning situation</li> </ul>	<ul style="list-style-type: none"> <li>✓ I listen to the person who is talking</li> <li>✓ I raise my hand to speak</li> <li>✓ I use an inside voice</li> </ul>	<ul style="list-style-type: none"> <li>✓ I ask questions when needed</li> <li>✓ I use materials responsibly</li> <li>✓ I listen and follow directions</li> <li>✓ I encourage others to behave correctly</li> </ul>	<ul style="list-style-type: none"> <li>✓ I sit properly on my chair</li> <li>✓ I help keep my classroom organised</li> </ul>
<b>Outside</b>	<ul style="list-style-type: none"> <li>✓ I am a good team member</li> <li>✓ I move to class promptly and quietly</li> <li>✓ I model appropriate behaviours</li> <li>✓ I make healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>✓ I include others in activities</li> <li>✓ I use the toilets appropriately</li> <li>✓ I walk quietly so others can continue learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ I sit quietly in my class group</li> <li>✓ I report inappropriate behaviours to an adult</li> <li>✓ I am courteous to others when using walkways</li> </ul>	<ul style="list-style-type: none"> <li>✓ I walk safely</li> <li>✓ I stay in approved areas</li> <li>✓ I move promptly and in an orderly way</li> <li>✓ I play safely</li> <li>✓ I stay to the left when walking</li> <li>✓ I am a Sun Smart student</li> </ul>

**Follow the High 5: 1. Ignore 2. Talk Friendly 3. Walk Away 4. Talk Firmly 5. Report**

**High 5**

## Consideration of Individual Circumstances

Staff at Tagai State College 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. Our teachers and Heads of Campus consider, with each individual student, 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 disciplinary action another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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



## School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal or Head of Campus 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 Tagai State College, the use of any SDA is considered a very serious decision. It is typically only used by the Principal or Head of Campus when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

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

### 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, provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as Guidance Officers or SWD teachers, Student Welfare Officers, may also offer important advice to ensure a successful outcome to the re-entry meeting.

# School Policies

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

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

## Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the Head of Campus or 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 Head of Campus or 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 Tagai State College and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

\*\* The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

## Responsibilities

### Staff at Tagai State College:

- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

### Parents of students at Tagai State College:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Tagai State College Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Head of Campus or school staff that the property is available for collection.

### Students of Tagai State College:

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

## Use of mobile phones and other devices by students

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

Tagai State College has determined that mobile phones, smart watches and other devices brought from home interfere with teaching and learning and positive social and active engagement for students.

At Waybeni Koey Ngurpay Mudh (Thursday Island Secondary Campus), mobile phones, smart watches and other devices need to be switched off or on silent and kept in school bags during learning times, unless otherwise directed by the teacher for specific learning experiences. If mobiles phones, smart watches and other devices are used during learning times they will need to be handed into the office until the end of the school day.

At all Tagai State College primary campuses, mobile phones and other devices need to be handed in to the school office at the beginning of the school day and collected at the end of the day.

If required, parents/carers are able to call the campus office to get in contact with their child at any time.

## Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Tagai State College to:

- use mobile phones, smart watches and other devices when specifically directed to by the teacher
- be courteous, considerate and respectful of others when using a mobile device
- switch off and keep mobile phones and other devices in school bags during learning times
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Tagai State College to:

- use a mobile phone, smart watches or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

## Preventing and responding to bullying

At Tagai State College 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.

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 Tagai State College our staff will work to quickly respond to any matters school raised of this nature in collaboration with students and parents.

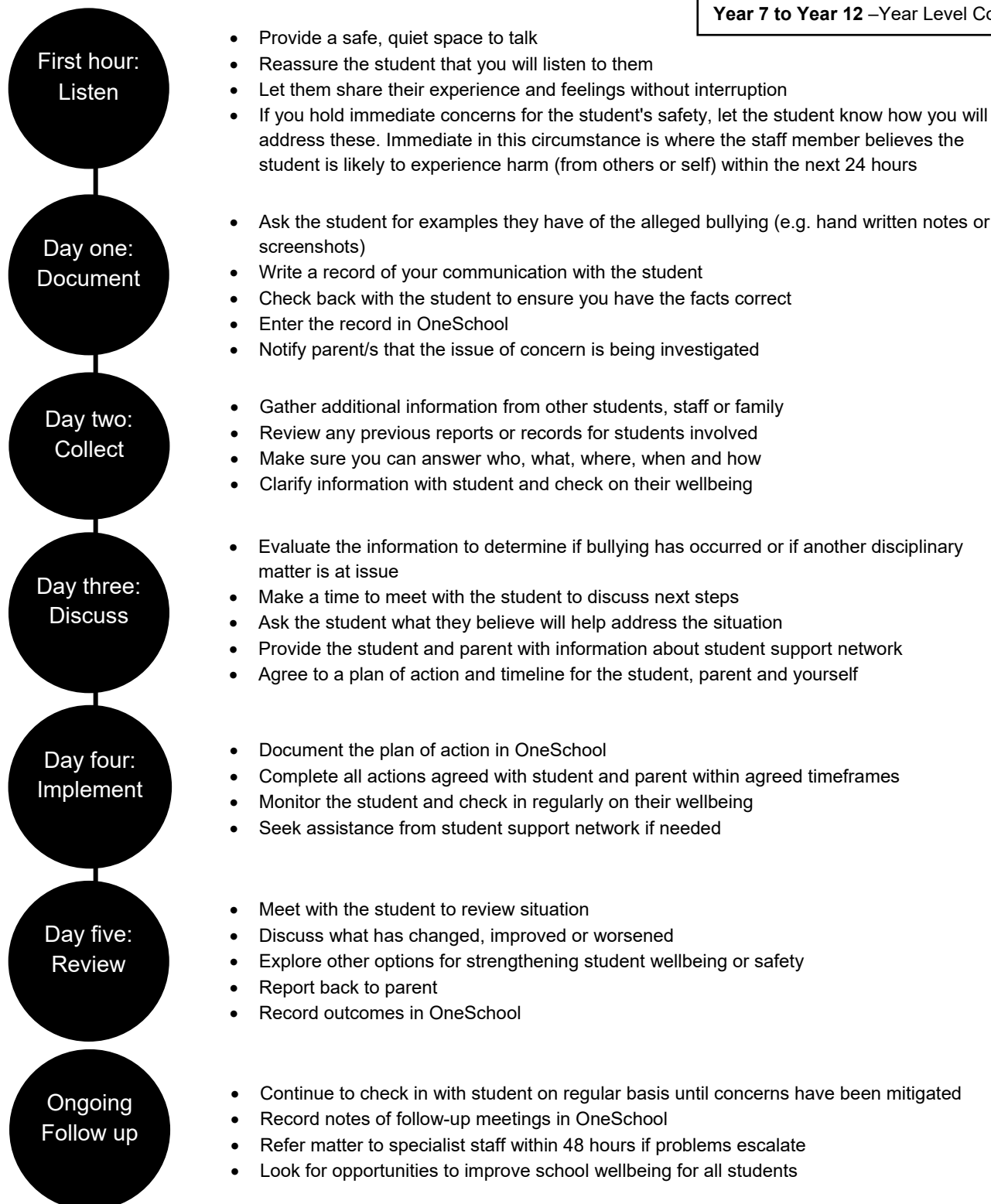
The following flowchart explains the actions Tagai State College teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting, when these matters impact on the good order and management of the school.

## Bullying response flowchart for teachers

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

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.

**Key contacts for students and parents to report bullying:**  
**Kindy to Year 6** – Class teacher  
**Year 7 to Year 12** – Year Level Coordinator



## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the class teacher (for students in primary year levels) or the Year Level Coordinator (for students in secondary year levels).

It is important for students, parents and staff to know that school principals and Heads of Campus 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 Tagai State College 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 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.

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. 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 Head of Campus or Executive Principal.



# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

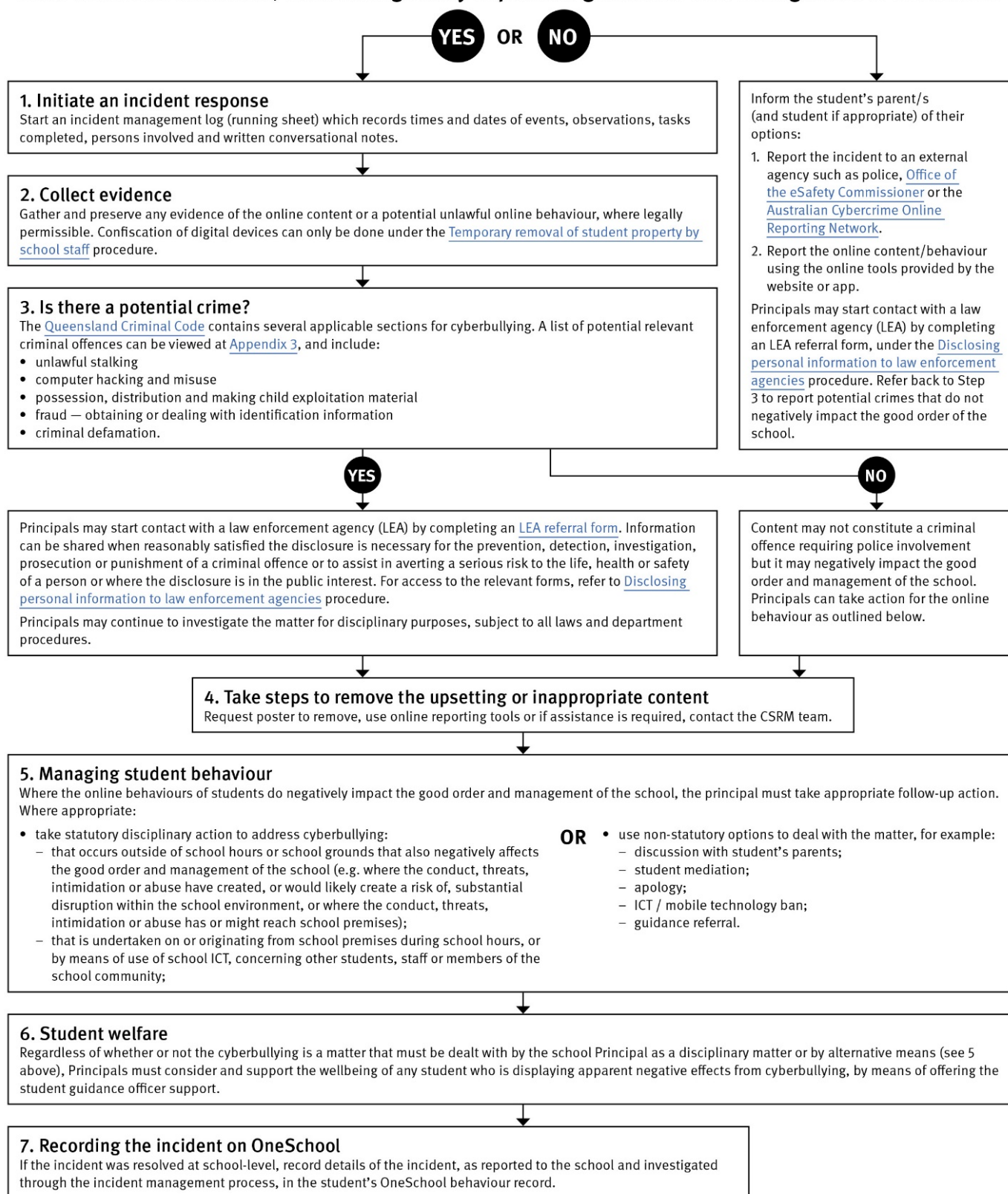
### Explicit images

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

### Help

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

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

### 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?
- 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.
- 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.

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 Head of Campus.

### **Possible civil or criminal ramifications of online commentary**

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

### **What about other people's privacy?**

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

### **What if I encounter problem content?**

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the Head of Campus, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

## **Restrictive Practices**

School staff at Tagai State College 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 regulation and behaviour.

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

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

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

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

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

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

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

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

## Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

- 1. Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- 2. Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- 3. Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
- 4. Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
- 5. Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

# Complaints

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

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

**The Department of Education may not proceed with your complaint if your conduct is unreasonable.**

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

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

**1. Early resolution:** discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Head of Campus. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

**2. Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

**3. External review:** contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).