



# TALARA PRIMARY COLLEGE

## Student Code of Conduct

# 2023-2026

### *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

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## Endorsement

Principal Name: STEPHEN ADAMS

Principal Signature:

Date:

*Stephen Adams*  
6/Sept/2023

P/C President Name: BETH BONNEY

P/C President Signature:

Date:

*B Bonney*  
6/Sept/2023

School Council Chair Name: JEFFREY TENNANT

School Council Chair Signature:

Date:

*Jeffrey Tennant*  
6/9/23



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## Purpose

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

The Talara Primary College 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

### Introduction

Talara Primary College has a very good reputation in our local community which has been built on the values, standards and behaviours past and present students demonstrate on a daily basis.

As Principal, I am incredibly proud of the outstanding students who make up our unique learning community and in particular the very evident caring culture embraced by all.

The *Talara Primary College Code of Conduct* has been developed over time and in consultation with many stakeholders. This policy is an evolving document as it remains responsive to continuous improvement and effectiveness. It is our accountability to our stakeholders to ensure learning outcomes are maximised and a supportive environment is nurtured.

Our whole-school approach is reviewed regularly and changes that are identified have been endorsed by the staff and P&C., ensuring we have a consistent, well-known and fair process for all. Ongoing induction and training for all staff is made available. Parents also undertake an induction at the enrolment interview.

It is with an unrelenting commitment to maintain these high standards and only by following and supporting these guidelines consistently between staff and parents, our students will continue to thrive and be engaged in a caring, learning environment.

### **Talara Inclusion Credo - We Welcome. We Embrace. We Include.**

We are passionate about creating a sense of school connectedness and belonging by respecting and accepting others.

We believe that enthusiasm and innovation toward learning are the pinnacles of success in creating life long learners.

We recognise that our community comes from diverse social, cultural and family backgrounds and are of many identities and abilities.

We provide a consistent whole school approach to learning and wellbeing.

The students, staff, parents and carers of TPC are a community that is committed to inspiring children to become the greatest version of themselves.

## P&C Statement of Support

As parents we are very proud of the outstanding behaviour displayed by students of our school every day. The strong values of care and respect are evident and actively demonstrated by students. The staff of Talara Primary College have high expectations of behaviour standards for each student and as a parent association we actively support this.

The *Talara Primary College Code of Conduct* clearly articulates these high standards while emphasising the importance of our students, staff and community working together in an inclusive and caring culture. Talara Primary College demonstrates the importance of having active partnerships with every student's family and as such our committee reinforces the value of parents and staff working consistently together to guide these young students to achieving their best.

The P. & C. Association welcome the opportunity to be consulted and provide feedback on this document each year at our Annual General Meeting and to formally endorse these expectations for that year of learning.

## Consultation

The *Code of Conduct for Students* has been adapted from the original *Responsible Behaviour Plan for Students* and in consultation with many stakeholders. This policy is an evolving document as it remains responsive to continuous improvement and effectiveness. It is accountable to our stakeholders to ensure learning outcomes are maximised and a supportive environment is nurtured.

Our whole-school approach was originally negotiated between teaching staff and a representative body of parents. Similarly, changes that have been indicated from the annual review process, have been ratified by the staff and P&C. Thus we have a consistent, known and fair process for all. Ongoing induction and training for all staff is made available. Parents are also inducted at the enrolment interview.

### Review Statement

The Talara Primary College Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

## Data Overview

Our school's behaviour management is overseen by our School Wellbeing and Inclusivity Team, comprising of representatives from each of the teaching teams. This group meets through a rotating staff meeting timetable where student behaviour is reviewed, the effectiveness of our Code of Conduct for Students is constantly referred to with revised interpretations of policy to maintain consistency. Student behaviour data is also analysed, discussed and responded to using OneSchool behaviour statistical reports to determine priorities, implement proactive strategies and influence whole school strategic planning.

### School Opinion Survey

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2019	2021	2022
this is a good school (S2035)	96%	98%	99%
their child feels safe at this school* (S2002)	98%	96%	97%
teachers at this school expect their child to do his or her best* (S2005)	98%	99%	98%
student behaviour is well managed at this school* (S2012)	95%	99%	98%

#### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2019	2021	2022
they feel safe at their school* (S2037)	98%	97%	96%
their teachers expect them to do their best* (S2039)	100%	97%	97%
teachers treat students fairly at their school* (S2041)	95%	96%	93%
student behaviour is well managed at their school* (S2044)	97%	94%	90%

#### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2019	2021	2022
they feel that their school is a safe place in which to work (S2070)	100%	98%	99%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	99%	98%
student behaviour is well managed at their school (S2074)	100%	99%	99%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Behaviour Data

Data below is reflective of students who have received a Full Blue Slip and is classified as a Major behaviour on OneSchool and lost their Gold Pass for a period of time.

Individual Student Behaviour resulting in Loss of Gold Pass			
	2020	2021	2022
Term 1	26	41	34
Term 2	21	38	26
Term 3	51	30	41
Term 4	36	50	56

Multiple Student Behaviour resulting in Loss of Gold Pass for Term			
	2020	2021	2022
Term 1	7	18	7
Term 2	7	12	10
Term 3	12	7	8
Term 4	10	15	16

## School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

TALARA PRIMARY COLLEGE SCHOOL DISCIPLINARY ABSENCES			
Type	2020	2021	2022
Short Suspensions – 1 to 10 days	13	9	23
Long Suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0

## Learning and Behaviour Statement

At Talara Primary College, our *Code of Conduct for Students* does not exist in isolation; rather it is an integral part of every aspect of school life.

The policy has five levels of behaviour which covers two approaches.

The first is a proactive and positive approach, our Universal Green Zone that ensures all students receive a curriculum and learning environment that meets their needs, values them and engenders success, pride and a feeling of belonging. We strive for a partnership approach for the *Code of Conduct for Students* and celebrate good behaviour through initiatives such as student Gold Passes, Gold Pass Day, Good Ones, Student of the Week and Behaviour Reports. As well as behaviour incentives, good attendance is acknowledged in weekly Awesome Attendance awards.

An agreed set of Rights and Responsibilities and *Code of Conduct* set the expectations. Level 1 of the *Code of Conduct for Students* is active when these expectations are being met and Level 2 signals to the students that they are at risk of not meeting these expectations. At this point, students refocus on achieving Level 1 behaviour with school support.

The second approach is the reactive approach which is activated when these expectations are not met. This area is divided into two zones, with Levels 3 and 4 our Targeted Yellow Zone and Level 5 our Intensive Red Zone. The strategies within this approach range from least to most intrusive, i.e. Levels 3 to 5, and are aligned with a range of support options. Levels 3, 4 and 5 involve support from parents to help students choose more socially acceptable behaviour. If a child's behaviour sits within the Intensive Red Zone, they would be accessing behaviour support through a variety of networks as listed later in this policy.

At Talara Primary College we believe that:

- students, parents, staff and the wider community are all part of the Talara Team
- relationships are at the heart of all learning. Teachers modelling respect will have students also showing respect
- supporting students whose behaviour is in breach of the school's *Code of Conduct* must be fair and equitable and the process must be known and implemented by all
- staff and students have the right to teach and learn in an environment that is free from disruption and safe from bullying and harassment
- the right of an individual to develop differently in intellect, socially, emotionally and physically while maintaining that the rights of individuals must also contribute to a positive, safe learning community
- the best behaviour support is proactive with emphasis on the positive aspects of behaviour
- peaceful and responsible behaviours are expected to be used to resolve problems
- our *Code of Conduct for Students* does not exist in isolation; rather it is an integral part of every aspect of school life.



## Student Wellbeing and Support Network

Talara Primary College 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](#).

The Attributes of Lifelong Learners are core values of our school and explicitly taught from Prep through to Year 6.

Talara Primary College acknowledges the importance of developing lifelong learners, with a focus on experiencing positive wellbeing.

The need to build the social, emotional and motivational capability of our students is essential. Talara's use of **Program Achieve—You Can Do It Education** strongly supports these. The main purpose of Program Achieve is to identify the social and emotional capabilities which each student needs to be successful, experience well-being, enjoy positive relationships both in and around the community. '**You Can Do It**' encourages prevention, promotion and intervention to build the social and emotional strengths of every student across the campus.

At Talara Primary College we employ a team approach when supporting students, which include:

- The school's teaching and support staff
- Principal and Deputy Principals
- Parents
- School Guidance Officer
- Regional Senior Guidance Officer
- Regional Behaviour Support Coordinator and Team
- Student Services Committee
- School Welfare Strategic Team
- SWELL Committee (including CYMHS Psychologist)
- School Chaplain

## Whole School Approach to Discipline

Talara Primary College uses a holistic approach to school-wide behaviours. Students, Staff and Parents are key to demonstrating and maintaining positive behaviours across the campus.

Talara's Student Code of Conduct clearly identifies the common expectations required by all members of the school to ensure a consistent approach to teaching appropriate behaviours. Common language is used across the campus to be used both in school and at home. Teachers and students both own the rules in the and out of the classroom.

Our school's goal is to ensure all students received the skillsets of being Life-Long Learners who can abide by clear and fair rules to set them up for future successes.

Talara's four school rules; Care for Yourself, Care for Others, Care for your Learning and Care for your School are the basis of all positive learning.

Our school's *Code of Conduct* informs all processes:

### Care for Yourself

Care for your  
School



Care for  
Others

Care for your  
Learning

## Expansion of our Code of Conduct

At Talara Primary College we have school rules known as the Code of Conduct. We constantly seek commitment to a *Code of Conduct* in the quest for self-management.

(Level 1- Universal Green Zone Behaviour).

Code of Conduct	Rules
<p><b>1. Care for yourself</b></p> <p>Maintain suitable dress standard (uniform)            Use toilets in a clean manner            Play where it is safe            Remain in school grounds unless permitted to leave            Protect yourself from the sun's harm            All movement in the school grounds is done with safety in mind            Use computers safely</p>	<p><b>1. Rules guiding you to care for yourself:</b></p> <p>The wearing of full uniform is expected at all times, especially for excursions            Use the toilet block for its purpose, not as a playground            Bike and road safety must be practised at all times, this includes the correct wearing of a helmet            The climbing of trees, buildings and walkways is not permitted            No school hat, no outside play            Sit down to eat in the correct area at all times            No running in inappropriate areas eg. classrooms and paths            All use of ICTs will be done using school ICT policy guidelines</p>
<p><b>2. Care for others</b></p> <p>Resolve conflict peacefully            Use polite and decent language            Exercise 'Stop, Think and Do' strategies where necessary            Leave dangerous items alone            Follows classroom rules and routines            Play sensibly            Be aware of and actively stop cyber bullying</p>	<p><b>2. Rules guiding you to care for others:</b></p> <p>Harassment of any kind is not permitted. This includes bullying (including cyber bullying), name-calling, swearing, etc.            Line up quietly at bell time            Rough play is not permitted. Tackling, fighting, kicking, wrestling and contact games are not permitted            Move quietly around the school at all times</p>
<p><b>3. Care for your school</b></p> <p>Protect our gardens, trees and buildings            Protect all furnishings, buildings and learning resources            Adhere to the school uniform policy            Represent your school well on excursions and camps</p>	<p><b>3. Rules guiding you to care for your school:</b></p> <p>Students are only to enter classrooms with a teacher present            Found items are to be handed into the teacher or office            All school property must be cared for and used properly            Gardens are to be cared for and respected            All litter is to be placed in a bin            Walk on concrete paths</p>
<p><b>4. Care for your learning</b></p> <p>Be on time for class with learning commencing at 8.45am            Complete homework with care and on time            Come to school prepared with all necessary items            Keep your work area and classroom tidy            Observe the rules of your classroom            Take pride in your work and strive for excellence</p>	<p><b>4. Rules guiding you to care for your learning:</b></p> <p>Make contact with the school explaining your absence            Observe classroom rules - as defined in individual rooms            If arriving to school after 8.50am ensure a late slip is collected from the front office</p>

## Rights and Responsibilities

At Talara Primary College, students have certain rights and responsibilities.

Rights	Responsibilities	In other words
Students have the right to be happy and to be treated with understanding, respect, politeness and trust.	Students have the responsibility to treat others with understanding, respect and politeness, not to tease others or to hurt their feelings. Students also have the responsibility to be honest, sincere and to seek the truth.	I will be polite. I will take notice of others' rights and wishes. I will be caring towards other people's feelings.
Students have the right to feel secure and safe.	Students have the responsibility to make the school safe by not threatening, bullying or hurting anyone in any way. They have the responsibility to observe the safe working and playing requirements which apply.	I will be kind to others at work and play. I will remember to work and play safely. I will use appropriate language.
Students have the right to expect their property to be safe.	Students have the responsibility to safeguard and treat with respect property with which they have been provided. They have the responsibility not to damage, destroy or steal the property of the school or of others.	I will look after the property of the school and of others. I will only use property that is mine or that I have been given permission to use.
Students have the right to learn. (Other students will not deprive them of this by their behaviour.)	Students have the responsibility to cooperate with teachers and other students, to make sure that lessons proceed smoothly, that they keep up-to-date with required work and pursue excellence in all areas of school life. They have the responsibility not to behave in a manner which interferes with other students' right to learn. They also have the responsibility to be punctual, to attend school regularly and to take part in activities.	I will complete work on time. I will work with my teachers and classmates. I will behave in an acceptable manner. I will come to school regularly and on time. I will join in activities. I will abide by the decisions made by the school.

Rights	Responsibilities	In other words
Students have the right to a healthy lifestyle and environment.	Students have the responsibility to care for their school environment, to keep it neat and clean and to be prepared to remove litter. They have the responsibility not to take harmful substances or encourage other students to do so, both within the school and on trips outside the school.	I will think and act in a healthy way. I will keep the school neat, clean and tidy.
Students have the right to earn the respect, support and pride of the local community.	Students have the responsibility to behave and dress in a manner which will bring credit to themselves and to the school.	I will behave in a reasonable way. I will dress suitably for school by wearing my full school uniform.
Students have the right to guidance in developing self-discipline.	Students have the responsibility to learn, and to model self-discipline.	I will develop my ability to manage my behaviour. If I abuse others' rights there will be a consequence. If my rights are abused I should report it to a teacher who will discuss further action.
Students have the right to medical attention when injured or unwell at school.	Students have the responsibility to report and care for others who are injured or unwell.	I will immediately report to a teacher if I or others are sick or injured.
Students have the right to be taught the school's <i>Code of Conduct</i> .	Students have the responsibility to obey the school rules at all times.	I will behave appropriately and follow the 4 C's. I will try to help others to do the same.

At Talara Primary College, parents and carers have certain rights and responsibilities.

<b>Rights</b>	<b>Responsibilities</b>
Parents have the right to have their children educated in a non-aggressive environment.	Parents have the responsibility to be good role models and teach acceptable behaviour.
Parents have the right not to have their children exposed to bad language.	Parents have the responsibility to use acceptable language in front of children.
Parents have the right to talk to teachers about their child's progress.	Parents have the responsibility to arrange a mutually acceptable time for parent/teacher conferences and to act on the information received.
Parents have the right to be informed about the curriculum and extra-curricular activities.	Parents have the responsibility to take an interest in these activities and to take note of school correspondence.
Parents have the right to have a say on school policies and procedures.	Parents have the responsibility to promote and support the school and its policies and follow its procedures. Parents have the responsibility to communicate concerns and questions directly to the school and not through social media.

At Talara Primary College, staff have certain rights and responsibilities.

<b>Rights</b>	<b>Responsibilities</b>
Staff have the right to perform their duties without undue disruption.	Teachers have the responsibility to advise parents of any concerns with student behaviour or school work.
Teachers have the right to explore a variety of pedagogical practices when delivering Talara's Curriculum Framework.	Teachers have the responsibility to endeavour to achieve maximum learning outcomes for each student while planning, teaching and assessing according to Talara's Curriculum Framework.
Teachers have the right to ensure high expectations are met in regards to Talara's Code of Conduct.	Teachers have the responsibility to follow the School's Code of Conduct.
Staff have the right to be respected by the school community.	Teachers have the responsibility to be good role models as per the Professional Standards for Teachers and EQ's 'Standards of Practice'.
Staff have the right not to be abused by parents, students and other staff members.	Staff have a responsibility to conduct themselves in a very professional and orderly manner which reflects the Education Queensland Code of Conduct.

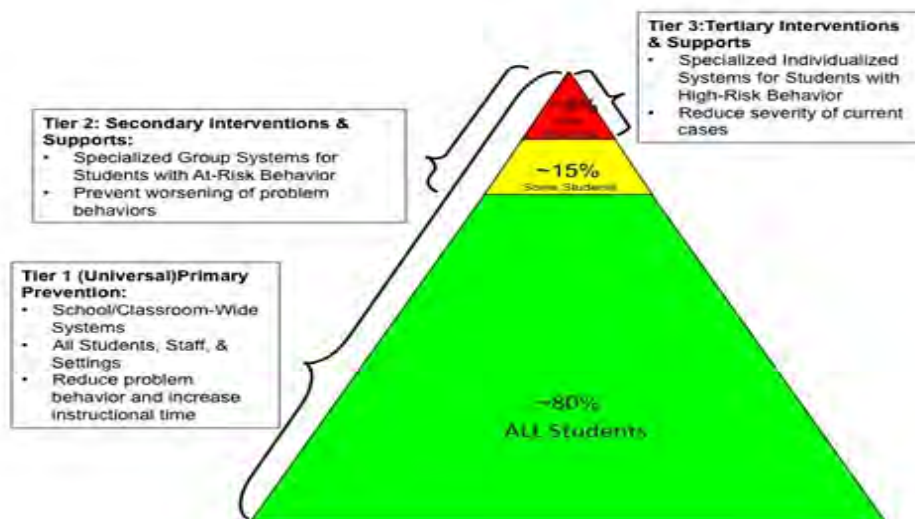
## Differentiated and Explicit Teaching

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

Talara Primary College strongly uses Essential Skills for Classroom Management which emphasises teacher's language, both verbal and non-verbal to focus students' attention, as well as the importance of positive teacher– student relationships developed through the learning process.

### Behaviour Triangle

The behaviour triangle forms the basis for the following 'Universal Zones of Support'.



### Universal (Green Zone) Behaviour Support

Our school has adopted the tenets of the 'You Can Do It' program to build capabilities that promote achievement, positive relationships and emotional well-being of young people. These 'Keys to Success' are modelled and explicitly taught by staff, as well as by our older students through a peer support program. Specific lessons are taught by the classroom teacher that focus on the school's *Code of Conduct* and the 'You Can Do It' program. Appropriate charts are then displayed in the classroom.

In addition, other school strategies include:

- Each family attends an enrolment interview where school expectations about behaviour and partnerships are made explicit and processes are described.
- Teachers are encouraged to make contact with parents as soon as unacceptable behaviour becomes evident.
- Classroom rules and expectations linked to the 4C's: Care for Yourself, Care for Others, Care for your School and Care for your Learning.
  - reflect the values of the wider school community
  - are developed at the beginning of each year by each class and their teacher/s
  - link directly to the procedures related to Gold Passes and Blue Slips

### **Anti-Bullying Lessons**

Lessons are conducted on an 'as needs' basis by classroom teachers, chaplain, deputy principals and our guidance officer. One strategy used is to get groups of children together to negotiate better ways of co-operating. Since 2008, whole school Positive Behaviour Performances, have been accessed to teach and promote anti-bullying in a variety of formats, including cyber tools. "Safe 5 High 5" strategies are used to support students.

### **Extra-Curricular Groups**

A number of extra-curricular groups and clubs are available at Talara from year to year. These may include clubs such as the TOMS, STEM Club, Tech groups, Robotics Club, Choirs, Dance Groups, Chess Club, TEAK, Skipping Squad, Art Club, Drama Group, Kilometre Club etc.

### **Student Awards**

We have an array of awards related to positive aspects of school life. These are:

- **Gold Passes** Each student has their gold pass displayed in the classroom at the beginning of each term. The Gold Pass enables the holder to attend Gold Pass Day activities held at the end of each term.
- **Good Ones:** When students are "caught" following the Code of School Behaviour they receive a Good One. A certificate is available for every 25 received, therefore tallies are required. The Good Ones can be placed in the weekly draw box on Parade. One winner is drawn for the P-1, 2/3, 4-5-6 groups per parade. The winner receives a certificate for a treat from the Tuckshop.
  - Good Ones can also be earned from 'Writing Wizard and Radical Reader Good Ones
- **Attendance:** A variety of strategies are implemented to monitor and respond to attendance issues. Awesome Attendance Awards are used as a point in time reward system. When a child has attended school for an entire week, they are given an Awesome Attendance award to enter a draw for free entry to the disco.
- **Student of the Week:** Each week the class teacher nominates a student whose behaviours and attitudes have been exemplary or shown pleasing improvements. This award is presented at Parade.

## **Focussed Teaching Targeted (Yellow Zone) Behaviour Support**

Teachers, while planning units, ensure the inclusion of explicit teaching of effective work habits and the opportunity to practise social skills in group work. Material used comes from the 'You Can Do It' program. Minor breaches of behaviour are dealt with in the classroom as needed. Targeted behaviour support occurs where students breach the *Code of Conduct* after several warnings. The first indication of moving to this level is an entry on a 'blue slip'.

When a 'blue slip' has three entries, dated within a five school day period (which is not necessarily a calendar week), it is considered "full" and that requires attendance at the 'Reflection Room'. Individual interaction with a Deputy Principal and assigned Senior Teacher enables the student to reflect on their behaviour and decide on what plans need to be put in place to effect the necessary changes.

If a student receives several part-completed (1-2 entries) Blue Slips within a Term, teacher to contact parent to advise that behaviour is below expectation. If the behaviour continues, student is referred



to DP for follow up conversations alongside their Blue Slips. Follow-up with parents to occur and behaviour entered in Oneschool.

Targeted behaviour support is also provided for instances of bullying. Specific lessons on “Safe 5 and High 5” may be conducted for each class.

The Student Services Committee meets each week to discuss referrals from teachers and support staff. The team will comprise a Deputy Principal, Support Teachers Literacy and Numeracy and the Guidance Officer as permanent members of the committee. The class teacher may attend on behalf of the student.

Deputy Principals and teachers will hold discussions regarding identified children in the ‘Yellow Zone’ with the Student Services Committee to construct some targeted alternate approaches to assist with any identified behaviour issues. This may involve some direct intervention from the Guidance Officer or other relevant staff.

## **Intensive Teaching**

### **Intensive (Red Zone) Behaviour Support**

Depending on the severity of the breach of the *Code of Conduct* the following options are available which can be applied at any times in the process:

#### **Kids Club**

Students who are referred by a member of Administration may attend Kids Club. This is a quiet playroom where games are supervised and the ‘rules’ of playing well with friends may be discussed. It is supervised and available both breaks each day.

#### **Reflection Room**

The Reflection Room is a whole school facility provided at first break each day. A Deputy Principal or Senior Teacher is on duty in the designated room and students are required to work on a reflection sheet and develop a plan to improve their behaviour. The purpose of the Reflection Room is to provide an opportunity for students to reflect on the management of their behaviour, plan alternative ways to behave in the future, and to act as a deterrent for inappropriate behaviours. Students will only attend the Reflection Room as a result of a decision of the Administration Team. Data is collected through OneSchool on the frequency and nature of inappropriate behaviours displayed per student. This data is analysed regularly by the School Welfare Team.

#### **Buddy Class**

When the teacher has utilised the steps of the classroom behaviour policy, another opportunity for the child to reflect is provided with the option of sending them to a prearranged ‘Buddy Class’ with some work to complete. The Buddy Class is used for a short period of time (15-20 minutes) and the child will return to their room when the time is completed. They are then expected to re-engage with the normal behavioural expectations of the class.

#### **Office Withdrawal**

When the teacher has exhausted all classroom strategies to manage the student’s behaviour within the class or they display behaviour of a serious nature, students may be referred to the office, via an “Immediate Assistance Required” card or phone call made directly to the office for support. Cooling off time in the office is not a punishment, rather a natural consequence for showing a lack of respect

for the rights of others to learn. A child will be returned to the classroom when he/she indicates that he/she is ready to behave more reasonably and when the relevant administrator believes this to be the case. A student exhibiting very inappropriate behaviour may be withdrawn from the classroom for a day or two and be required to complete supervised schoolwork in the office. On each of these occasions, parents will be notified.

### **Daily Behaviour Contract**

Students who find it difficult to self-manage expected behaviours are assisted to do so through behaviour contracts. The behaviour contract may be divided into the 3 classroom sessions of the day and two play breaks. A student is expected to self-evaluate at the end of each section of time and have this verified with the supervising teacher's signature. A deputy principal checks this each afternoon and it is taken home each evening.

### **Individual Behaviour Support Plan (IBSP)**

The IBSP is prepared when behaviour necessitates a team being involved. The plan follows a Region endorsed proforma and is negotiated amongst the adult stakeholders.

### **Student Welfare for Emotional Lifelong Learning (SWELL Committee)**

Talara's SWELL Committee case manages complex cases that require intensive, multifaceted supports for behaviour. This behaviour could be for a variety of reasons including (but not limited to) aggression, anxiety and depression. The SWELL Committee is chaired by a deputy principal with committee members from the Intensive Behaviour Support Team, Child and Youth Mental Health Services, school principal and school guidance officer.

### **Suspension and Exclusions**

Students may be suspended or excluded as a result of repeated failure to correct inappropriate behaviours and adhere to behaviour plans. Additionally they may have committed an incident requiring suspension or exclusion such as truancy, dangerous items (knives, weapons or other items accessed with the intent to cause harm), vandalism, drug-related incidents, significant physical, verbal or sexual abuse. Departmental guidelines are followed.

## Disciplinary Consequences

The disciplinary consequences model used at Talara Primary College 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.

The following table provides details of the support that may be required to ensure the behaviours meet our school expectations.

## Levels of Behaviour

Level 1 Universal Behaviour Support	One person is required to manage the student's behaviour	1. Student
<p><b>A Level 1 student has:</b></p> <ul style="list-style-type: none"> <li>demonstrated a commitment to TPC's <i>Code of Conduct</i> and the school's Rights and Responsibilities.</li> </ul>		
<p><b>At Level 1:</b></p> <ul style="list-style-type: none"> <li>students are permitted to participate in camps, excursions, interschool activities and other school functions;</li> <li>students are permitted to join the Gold Pass Day celebration of good behaviour in the last week of each term;</li> <li>upper school students requiring correction by the teacher may receive one warning regarding inappropriate behaviour. (Lower school varies from the upper school in that more warnings may be provided, especially early in the school year.) If these warnings are not heeded and inappropriate behaviour continues, a consequence deemed appropriate by the teacher will be applied.</li> </ul>		

Level 2 Universal Behaviour Support	Two people are required to manage the student's behaviour	1. Student 2. Teacher
<p><b>A Level 2 student has:</b></p> <ul style="list-style-type: none"> <li>continued with inappropriate classroom behaviour following the warning and classroom consequence and/or;</li> <li>breached the school's <i>Code of Conduct</i> within the school grounds.</li> </ul>		
<p><b>At Level 2:</b></p> <ul style="list-style-type: none"> <li>a Blue Slip is started. Incident is recorded as the first of three possible incidents for the week (a week equals any five consecutive school days)</li> <li>if the first citation is followed by further inappropriate behaviour within the same week, a second citation is made on the Blue Slip and a consequence deemed appropriate by the teacher will also be applied.</li> <li>If a student receives several part-completed (1-2 entries) Blue Slips within a Term, teacher to contact parent to advise that behaviour is below expectation and record contact on One School. If the behaviour continues, student is referred to DP for follow up conversations alongside their Blue Slips. Follow-up with parents to occur and behaviour entered in Oneschool.</li> </ul>		

<b>Level 3</b> Targeted Behaviour Support	<b>Three support mechanisms are required to manage the student's behaviour</b>	1. Student 2. Teacher 3. Deputy Principal
<b>A Level 3 student has:</b> <ul style="list-style-type: none"> <li>• continued to display inappropriate behaviours resulting in a third offence being entered onto their Blue Slip in a one week period, or</li> <li>• one serious incident entered onto a Blue Slip</li> </ul>		
<b>At Level 3:</b> <ul style="list-style-type: none"> <li>• the student will lose their Gold Pass for one week and will be returned to Level 2 after one week if no further incidents are recorded during this week</li> <li>• first offence 1 – 3 days in Reflection Room</li> <li>• a phone call may be forwarded to the student's parents/carers notifying them of the nature of the incident/s and the consequences</li> <li>• This is recorded in One School as a major incident under behaviour</li> <li>• where applicable, the student is advised that they are in danger of losing a position of office e.g. School Captain, School Councillor, Sports Captain, if their behaviour does not return to Level 2 within one week. Student office bearers will lose their position of office if they reach behaviour Level 3 twice during the school year</li> <li>• if a first time Level 3 occurs for the term during the week leading up to the Gold Pass Activity, the student may attend a proportion of the Gold Pass Activities held at school</li> <li>• a second time Level 3 incident within the one term may mean the student loses their Gold Pass for the term and is therefore ineligible to attend Gold Pass Day for that term.</li> </ul>		

<b>Level 4</b> Focussed to Intensive Support	<b>Eight support mechanisms are required to manage the student's behaviour</b>	1. Student 2. Teacher 3. Deputy Principal 4. Principal 5. Parents 6. SWELL Committee 7. Student Services Committee 8. Possibly Suspension
<b>A Level 4 student has:</b> <ul style="list-style-type: none"> <li>• continued to display inappropriate behaviours</li> <li>• has received a third Blue Slip in the term</li> </ul>		
<b>At Level 4:</b> <ul style="list-style-type: none"> <li>• the student may be ineligible to attend activities out of the school grounds. This includes such activities as excursions, some sporting activities, including representative sport out of school hours, and other specialised events. The reasons for this are: <ul style="list-style-type: none"> <li>○ students need to be able to demonstrate socially acceptable self-discipline and behaviour in public;</li> <li>○ student behaviour is expected to uphold the excellent name of Talara Primary College in the community;</li> <li>○ the higher degree of risk management involved in activities outside of the school.</li> </ul> </li> <li>• once the student returns to Level 3 they may be eligible to participate in activities outside of the school.</li> </ul>		

- a meeting is arranged between the parents/student, an administrator and other relevant staff
- the possibility of suspension or exclusion as a consequence of continued inappropriate activity is discussed
- an Individual Behaviour Support Plan may be designed to support student in collaboration with Guidance Officer recorded on One School Under Support Provisions
- a student may be placed on a Class or Lunchtime Behaviour Card to for one or more weeks- recorded on One School under the behaviour incident as a support
- any position of office held by the student is forfeited for the year
- the student's Gold Pass is automatically lost for the term
- three or more days in Reflection Room and possible withdrawal from the playground.

<b>Level 5</b> <b>Intensive Behaviour Support</b>	<b>Eight support mechanisms are required to manage the student's behaviour</b>	<ol style="list-style-type: none"> <li>1. Student</li> <li>2. Teacher</li> <li>3. Deputy Principal</li> <li>4. Principal</li> <li>5. Parents</li> <li>6. SWELL Committee</li> <li>7. Student Services Committee</li> <li>8. Possibly Suspension Legislation</li> </ol>
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**A Level 5 student has:**

- repeatedly failed to correct their inappropriate behaviours and adhere to their Individual Behaviour Support Plans
- committed an incident requiring suspension or exclusion such as truancy, dangerous items (knives, weapons or other items accessed with the intent to cause harm), vandalism, drug-related incidents, significant physical, verbal or sexual abuse.
- 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 Level 5:**

- parents are advised by phone and are called to the school as a matter of urgency
- after reviewing the findings of the incident the student may be placed on suspension and parents are asked to escort their child from the school, following a suspension meeting
- advisory suspension letters per Education (General Provisions) Act are completed

Students will return from suspension and enter at Level 4 with a revised behaviour plan.

- Students who are suspended from Talara Primary College may be invited to attend a re-entry meeting on the day of their scheduled return to 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.
- Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A recommendation for exclusion may be sought if serious incidents re-occur and/or Level 5 is reached on more than one occasion.

The Police will be called for incidents of a significant illegal nature.

## Points Of Note

- Teachers may move students between Levels 1 and 2 as a classroom management strategy.
- Levels 3 and 4 may only be applied by an Administrator.
- Level 5 may only be applied by the Principal.
- In cases of significant or serious incidents, the matter will be referred to the Principal or Deputy Principal who may:
  - assign Level 3, 4 or 5 as appropriate
  - refer to SWELL and or Student Services Committee for assistance with case management
  - contact the family on the same day where possible and deemed necessary
  - under take suspension or exclusion as per legislation.
- Student behaviour outside of the school environment, which affects the good order and management of the school will be assessed and responded to in accordance with Talara's Code of Conduct.
- Inappropriate behaviour incidents are **recorded in One School**
  - Minor Behaviour Incident used for tracking, documents a differentiated approach. Not losing Gold Pass for each of the behaviours but documenting differentiation and progress around target behaviours.
  - Major Behaviour Incident used for level 3 and above including loss of Gold Pass according to student Code of Conduct policy.
  - Behaviour Incident Support Tab used for recording behaviour contracts, flexible arrangement, risk assessments, etc
  - Individual Behaviour Support Plans to be stored in One School Support Tab- support provisions. Tracking sheets in relation to IBSP to be stored as attachments with current IBSP.
  - One School Complex Cases are created after consultation with the Guidance Officer and Principal for complex cases with support of external agencies, additional relevant documentation (IBSP, Risk assessment) added here. It will double with documentation recorded elsewhere on One School.

## Consideration of Individual Circumstances

All students are expected to adhere to our Code of Conduct. The individual circumstances and actions of the student will be considered alongside the needs and rights of the school community members, when deciding and applying consequences. Consistency will be achieved in responding to the behaviour, but not necessarily in the nature of the response.

Our staff 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.

Consequences for breaching our *Code of Conduct* may vary according to a number of factors:

- Age of the child and previous behaviour record for related incidents
- Quantity and reliability of evidence and the intent of the action
- Honesty and remorse shown
- Emotional well-being and safety of others
- Context of the incident
- Family circumstances and socio-economic situation

- Gender and culture
- Appraisal levels
- Disability, and within this, levels of need/category

## School Policies

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

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

### Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, 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 Talara Primary 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

**State school staff** at Talara Primary College:

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

**Parents** of students at Talara Primary 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 Talara Primary 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 Principal or state school staff that the property is available for collection.

**Students** of Talara Primary 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 Talara Primary 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 Principal or state school staff it is available for collection.



## Use of mobile phones and other devices by students

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

We encourage parents to discuss the use of communications technology regularly with their children. At Talara Primary College, we support parents to discuss issues of safety with their children through forums such as parent information nights. It is important for parents to know whom their child talks to online and find out if they ever speak with strangers.

A number of excellent resources exist to support parents and provide advice. These include:

- Bullying, No Way! <https://bullyingnoway.gov.au/support-and-advice/for-families>
- eSafety Office website <https://www.esafety.gov.au>
- ThinkUKnow Federal Police Website <http://thinkuknow.org.au/>

Additionally, teachers play an important role in improving internet safety through equipping students with a range of skills through the curriculum. We also run cyber safety presentations for our parents & students annually.

The school's **ICT Acceptable Use Agreement**, which are signed by students and parent upon enrolment, and again in year 3 are used as a means of ensuring students are aware that they:

- accept the consequences of breaching the agreement
- know what constitutes inappropriate sites and do not visit them
- do not publish personal information on the Internet and
- report all unacceptable material, conduct or behaviour they encounter on the Internet to their teacher.

### 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 Talara Primary College to:

- bring a mobile phone to school to ensure safety in travelling to and from home but not during the school day. Therefore:
  - phones are to be delivered, turned to off, to the office on arrival at school where they are checked in via a register.
  - they are to be collected and signed out at the end of the school day.
  - no student mobile phones are permitted to camp or on excursion as the children are in the direct care of the teachers.

- use a BYOx device at school when in Year 5 or 6 for :
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communication or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the departments eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- seek teacher approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for student at Talara Primary College to:

- bring valuable personal technology devices like smart watches, cameras, digital video cameras 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.
- use a mobile phone or other device in an unlawful manner
- 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 email)
- knowingly download viruses or any other programs capable of breaching the departments networks security
- use in-phone cameras
- invade someone’s privacy by recording personal conversations or daily activities and/or the further distribution (eg: forwarding, texting, uploading, Bluetooth use etc)

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 Talara Primary 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 departments 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 would 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.

## Confiscation

Permitted personal technology devices, as part of the BYOx program, including signed **Acceptable Use Agreement for use at school**, 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.

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.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

## 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 this 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 (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

# Preventing and responding to bullying

Talara Primary College uses the Talara Wellbeing Framework and Inclusion Policy to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Talara Primary College has a Student Council, with diverse representatives from each year level meeting regularly with the school staff to promote strategies to improve student wellbeing, safety and learning outcomes. The Talara Primary College Wellbeing Framework details the key programs and values that underlie our approach to bullying.

- 1. The 4 C's: Care For Self, Care for Others, Care for Learning, Care for School.**
- 2. Hands against Bullying: The High Five/Safe Five**
- 3. Program Achieve: You Can Do It!**
- 4. Attributes of Lifelong Learners**

A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. At Talara Primary College, we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

## **Bullying**

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

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

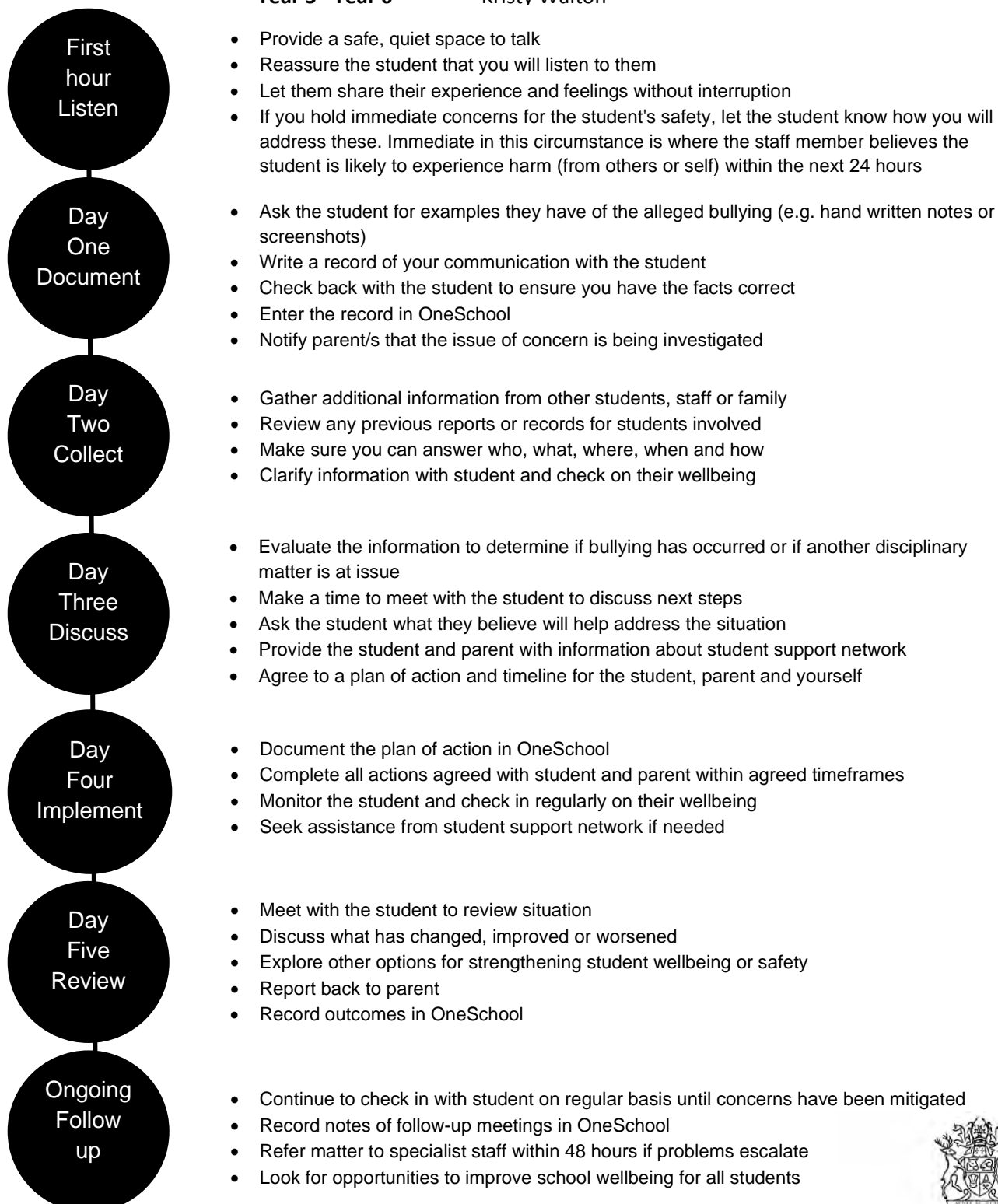
The following flowchart explains the actions Talara Primary College teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

## Bullying response flowchart for teachers

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

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

<b>Prep – Year 1</b>	Amanda Brewer
<b>Year 2 – Year 3</b>	Scott Butcher
<b>Year 4</b>	Paul Bathersby
<b>Year 5 –Year 6</b>	Kristy Walton



## Cyberbullying

Cyberbullying is treated at Talara Primary 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 regular class teacher or sector DP.

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 Talara Primary 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 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 your sector DP.

# Talara Primary College

## Cyberbullying response flowchart for school staff

Department of Education

### 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](#).

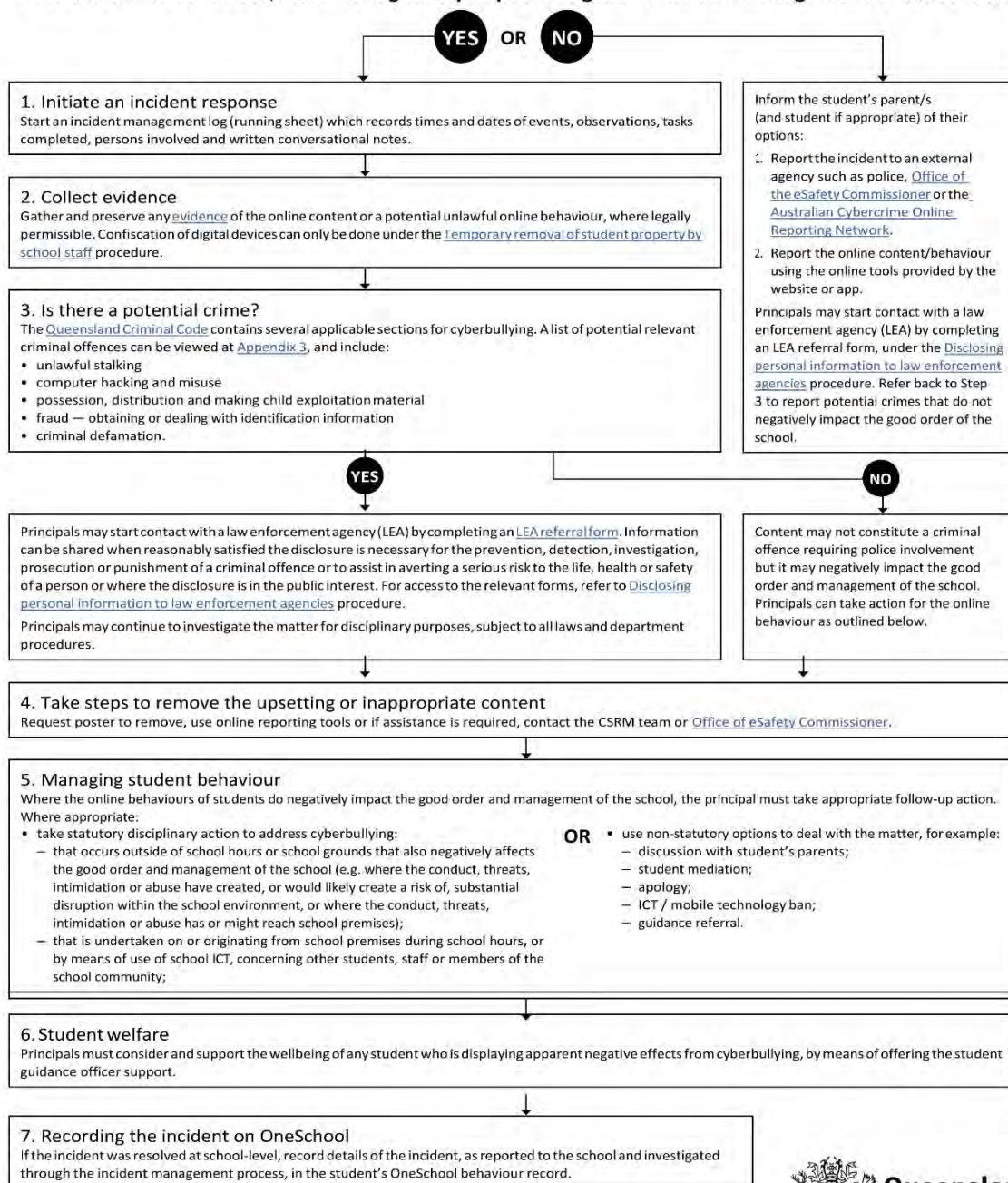
#### Explicit images

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 Cybersecurity 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 your sector DP.

## Student Intervention and Support Services

Talara Primary College 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 Services Committee 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 Talara Primary College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

## 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 or your sector DP.

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

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

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

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

## What if I encounter problem content?

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

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

## Restrictive Practices

School staff at Talara Primary 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 arousal and behaviour.

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

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

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

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

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

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

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider

whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

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

## Critical Incidents

In order to effectively manage a critical incident, the Principal or senior staff member present on the day will determine the magnitude and intensity of the situation so that appropriate action can be taken. The following will be considered:

- degree of life danger or threat
- amount of loss to family, friends or classmates
- immediacy of crisis
- duration of trauma
- amount of damage or destruction to possessions, homes or community
- potential for further crisis
- exposure to death and destruction
- amount of moral conflict (e.g. controversial issues)
- individuals affected (victim, perpetrator, witnesses)
- number affected by trauma
- possible long-term effects
- degree of rumour potential

### Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Talara Primary College's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where personal safety is at risk in which case, Non-Violent Crisis Intervention strategies are used to prevent injury.

Physical intervention may involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint. When there is a concern about a student possibly having unsafe items at school, Administration Staff reserve the right to inspect a student's property e.g. school bag.

It is important that all staff and members of our community understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

## Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Following any use of Physical Restraint in a school setting the Principal and School Staff must prepare an incident report using the template provided in the SSDSE procedure link (incident report): <https://intranet.qed.qld.gov.au/Services/HumanResources/Forms/Documents/myhr-whs-incident-data-collection-form.docx>
- Where a student has an individual plan that includes physical restraint as a planned response this plan should have been developed with a multidisciplinary team including: Relevant school staff, Allied service personnel e.g. psychologist, AVT, Disability Services and Parent/guardian. The plan should set out the way in which uses of restraint will be recorded, reviewed and their frequency reduced.
- Reports of the use of physical restraint need to be provided to the parents of the student(s) involved as well as being uploaded to OneSchool and attached to the student(s) profile.
- If the use of physical restraint has resulted in serious injury to the student(s) or staff involved in the incident the report must be uploaded as a File Attachment to the MyHR Workplace Health and Safety on-line reporting system.

## Debriefing Guidelines

Formal debriefing is generally led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes) and recorded on One School.

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

### Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

### Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

## 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. *This may include reference to:*

- [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](#)

# Legislative Delegations

## Legislation

- [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](#)
- [Instrument of Authorisation](#)

## Resources

- [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](#)