



Innisfail State School

Student Code of Conduct

2021-2024

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

Innisfail State School is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Innisfail State School is committed to providing a safe and respectful learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

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Endorsement

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Principal Signature:	
Date:	
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Principal's Foreword

Introduction

Innisfail State School has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Innisfail State School has four expectations for all settings:

- | | |
|--------------------------|---|
| I Show Respect | use appropriate language by choosing clean words, treat others as you want to be treated and wear school uniform |
| I Act Responsibly | look after our school environment by keeping it tidy, own your own behaviour, solve or report problems using the High 5 Strategy. |
| I Learn | participate at school five days a week, arrive on time with correct equipment |
| I Act Safely | follow adult directions, keep hands and feet to self, leave toys and valuables at home |

These expectations have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. More information can be viewed in The Behaviour Matrix on page 17-18. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Innisfail State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Innisfail State School Student Code of Conduct together. This document provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of the Innisfail State School P&C Committee, I am proud to support the new Student Code of Conduct.

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Innisfail State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying.

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

Consultation

Student Code of Conduct for Students was collaboratively developed by the Positive Behaviour for Learning (PBL) Committee which has representation from all stakeholders in our school community. This includes teachers (an upper and a lower school representative), the Principal, the Head of Curriculum and the Community Liaison Officer. The PBL committee meets fortnightly to review and respond to school data. Lessons are developed and implemented according to the identified needs.

Review Statement

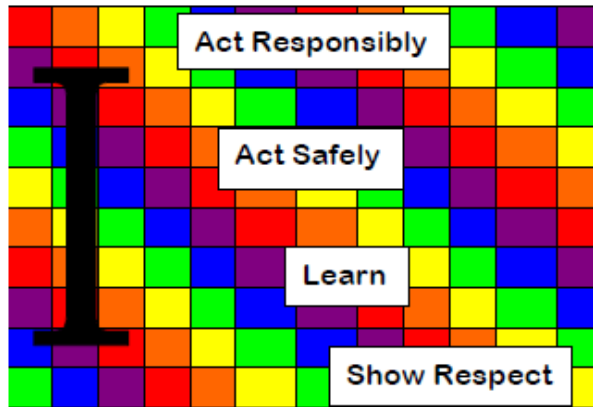
The Innisfail State School Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

We aspire to our motto – LABORATI MELIORA; *WORKING TOWARDS GREATER THINGS*. This applies to personal development and academic achievement. Essential to effective learning is a safe, supportive and disciplined environment that respects the rights of students to learn; teachers to teach and safety for all. This is demonstrated through responsible behaviour which is respectful of self, others, property and the environment. Classroom learning requires high levels of cooperation between staff and students.

Our School Expectations are:

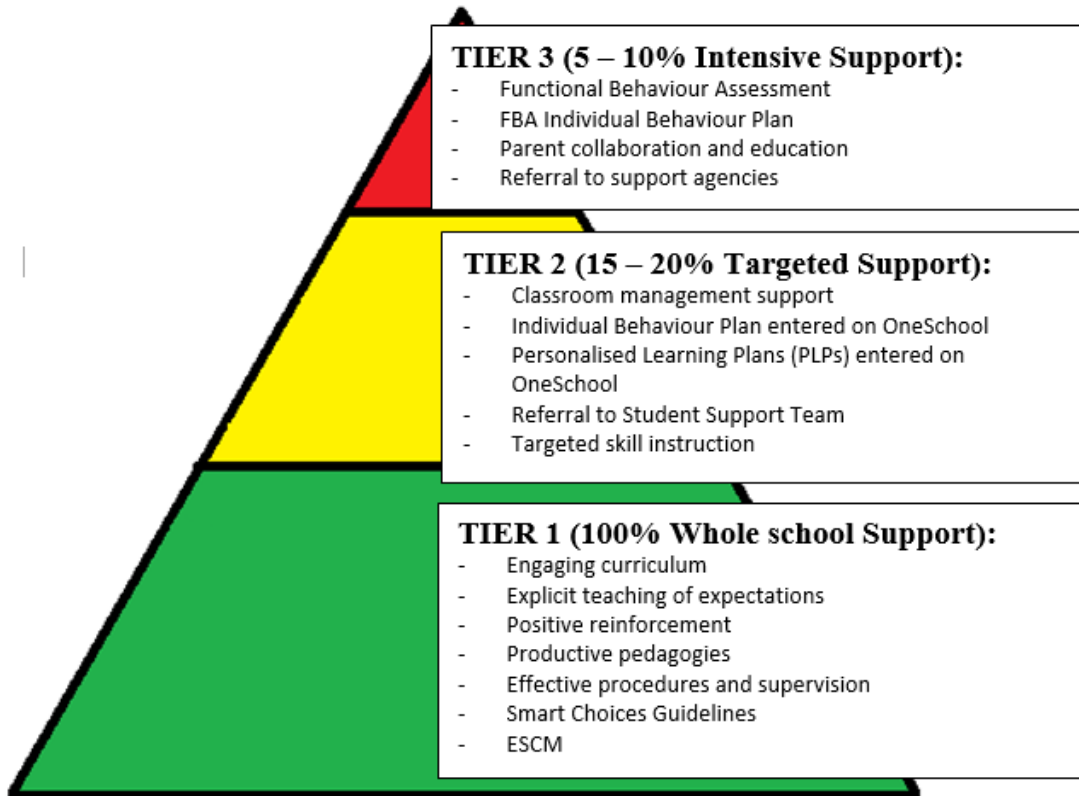
At Innisfail State School *I Make Smart Choices.*



Multi-Tiered Systems of Support

Targeted behaviour support:

EFFECTIVE LEARNING IN A POSITIVE, SOCIALLY JUST ENVIRONMENT



Student Wellbeing and Support Network

Innisfail State School offers a range of programs and services to support the wellbeing of students in our school. These include Chaplain Corner 5 days a fortnight, Friendship Club every lunch hour, Individual Playground Plans, and Pause Program. We encourage parents and students to have daily communication with all teachers. Innisfail State School also has a Community Liaison Officer engaging with families and students. Guidance Officer referrals are also available for all families. As a school we have adopted the PAUSE program to teach the students about wellbeing. We also have a Wellbeing Framework for students. This framework is developed collaboratively with the Wellbeing Committee and school staff.

Innisfail State School 'Working Towards Greater Things' Student Learning & Wellbeing Framework



Vision/Mission Statement

Innisfail State School's philosophy is that our attitudes and actions are a result of our thinking and choices. All members of Innisfail State School are committed to a school environment that values every individual and engages happy, resilient learners in life-long learning. Community involvement and support is considered essential for positive engagement. This school highly values inclusive, safe and supportive environments and positive relationships. These foster emotional and physical wellbeing to ensure quality learning opportunities. At Innisfail State School, academic success and emotional and behavioural wellbeing are engendered through the Positive Behaviour Support Program which is enhanced by school-wide behaviour support lessons. The school culture fosters the link between social, behavioural and emotional wellbeing and academic success with the four foundations of Positive Behaviour for Learning (PB4L):

- Act Safely
- Act Responsibly
- Show Respect
- Learn

These 'Smart Choices' are at the heart of the Innisfail State School's culture and vision.



Wellbeing – our measures for success

We monitor culture and student wellbeing and engagement through:

- Attendance rates
- Behavioural data in accordance to the 'Smart Choices' PB4L guidelines
- Student engagement in learning
- School Opinion Survey responses
- Referrals to Principal and/or Guidance Officer

In the future, Innisfail SS will use the department's standardised measure of wellbeing after its development is complete.

Our approach to student learning and wellbeing across the school



1 Creating safe, supportive and inclusive environments

We do this by:

- providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised.
- developing an approach to wellbeing that supports the collective action of parents, support services and the wider community.
- demonstrating and communicating positive respectful relationships between staff, students, parents and members of the community.
- explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing.
- making sure the physical environment and school policies and practices are accessible and inclusive of students and families.
- planning for opportunities and environments that promote healthy lifestyle choices.



2 Building the capability of staff, students and the school community

We do this by:

- providing health and wellbeing learning opportunities for students through curriculum focussed on mental health, relationships, food and nutrition, benefits of physical activity, and safety.
- identifying opportunities to build the capabilities of teachers and school leaders to support a whole school approach to student wellbeing and its connection to learning.
- communicating information and advice on the benefits of supporting young people to be health, confident and resilient.
- responding positively to the needs of different groups within the school community.
- strengthening connections with parents to support early intervention for students whose wellbeing is at risk.
- increasing visibility of local support services to families whose children have higher levels of need.
- supporting staff health and wellbeing and recognising the resulting benefits for students.
- committing to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas.



3 Developing strong systems for early intervention

We do this by:

- planning and documenting school processes to support staff to respond appropriately to students at risk.
- recognising the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring, planning.
- sharing responsibility for supporting students at risk by:
 - seeking support from the Guidance Officer and leadership team as first responders.
 - encouraging students and families to access support services.
 - using a wrap-around approach for students involving parents, school support services, health professionals and other agencies.



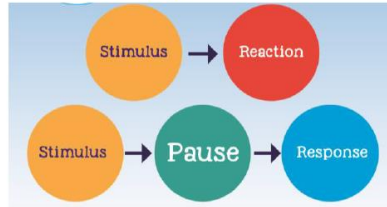
What is The Pause Program?

Definition of Pause:

Verb

To stop doing something for a short time. Example: He paused and thought for a moment.

From Cambridge English Dictionary <https://dictionary.cambridge.org> › dictionary › english › pause



The Pause Program is:

- designed to deliver improvements in teacher wellbeing as a direct result of students being able to emotionally self-regulate their behaviour.
- implemented through processes which involve staff, students' and parents learning about Neuroscience, Mindfulness and Positive Education.
- implemented and supported by a set of lessons delivered in a similar manner to the lessons associated with the Department of Education Positive Behaviour for Learning (PBL).

The Pause Program is embedded weekly in all classroom to support students with thinking, emotions and long term memory.



Why use The Pause Program?

- Pause teaches the three key parts of the brain that are responsible for thinking, emotions and long term memory.
- Pause teaches the importance of recognising the signals in our body that the brain sends us.
- Pause encourages self-regulation by taking notice and acting on the signals received from our brain in a positive way.
- Pause improves both teachers and students wellbeing by learning about and using the knowledge of neuroscience and mindfulness strategies in our daily lives.

Whole School Approach to Discipline

Innisfail State School uses a multi-tiered system to support discipline in the school. This is the foundation to the Positive Behaviour for Learning that underpins our core belief: Our Smart Choices include: Act Responsibly, Act Safely, Learn and Show Respect. These expectations are consistent within the school environment and to all excursions and events within the community.

Multi-tiered system is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal behaviour support:

Resilient children have social competence; problem solving skills; autonomy; the ability to self-reflect and a sense of purpose and hope for the future.

Effective Classroom Management relies on the consistent and constant:

- Establishment of high expectations and clear boundaries.
- Display of School Expectations in every classroom.
- Use of the Essential Skills for Classroom Management (ESCM) see Appendix 1
- Use of Coaching Feedback Model. Reflection by:
 - Teachers on our teaching practices – profiling.
 - Students on their behaviour and learning, through Classroom Reflection activities.
- Rewards for positive behaviour such as: Class Awards, Postcards, RockIt! Awards System, Medals
- The Principal and Class Teacher to conduct early liaison with the home environment

- Building Positive Relationships through lunchtime interactions such as other activities offered e.g. Friendship Club, Robotics, STEM
- Use of community resources such as Mamu, Hospital, Community Support Centre, IFS, CYMHS, PCYC, Police – Adopt a Cop
- Explicit teaching of targeted behaviour lessons fortnightly and review lessons daily
- Explicit teaching of the 'Behaviour Matrix' and 'Smart Choices Guidelines'
- Following of the 'Smart Choices Guidelines' (Thinking First Table, Buddy Room, Turn-A-Round 180) page.23
- Use of High 5 hand to solve problems in a respectful manner.(See Appendix 6)
- End of Year Awards Night –Prep – Year 6 Medals for most rockets throughout the year

Rewards for Positive Behaviour	Frequency	Procedure
Post card	Every student once per semester	Record on OneSchool under positive behaviour. Send postcard home in the mail.
Class Awards	2 Students from each class weekly on Parade	Record on OneSchool under positive behaviour. Print out award and write the students' names in the parade book
Classroom Behaviour Chart	Daily	Students move up a level when demonstrating the classroom expectation. The students receive a reward when they reach the top of the chart
RockIt Awards	Often	Students receive a learning, safety, responsibility or respect RockIt. They write their name on the RockIt and put it into the classroom RockIt box. One student's name is draw out on Parade to receive a prize.
RockIt Certificates	each term	Children need to receive 40 rockIts by: week 5 to earn Gold Award. week 7 to earn Silver Award week 9 to earn Bronze Award
Celebration Day	once per term	Children earn RockIt awards and need to receive 40 Rockits for the term to be able to attend Celebration Day.
End of Year Medals	once per year	Highest achiever of RockIts in each year level P-6 will receive a medallion at the Awards Night.

Consideration of Individual Circumstances

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 consequences 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.

School Response to inappropriate student behaviour considers both the individual circumstances and actions of the student and the needs and rights of the school community members.

We believe that responses to inappropriate student behaviour must consider the circumstances of the student(s) as well as the needs and rights of all school community members.

We therefore use a team approach to gain greater awareness and understanding of the personal history of the student. This team may consist of the class teacher, parents and caregivers, Community Liaison Officer, the Student Support Committee, the Guidance Officer and representatives from other community agencies. A variety of consequence options may be taken, depending on the child and his/her circumstance. Children who require special consideration are identified within the Behaviour Support Process and have Individual Behaviour Support Plans. These plans allow for individual circumstance to guide the application of the consequence. Although it is expected that every member of our school community abide by our Responsible Behaviour Plan, it deliberately allows some flexibility in the choice of consequence applied, in order to cater for individual circumstance.

Students who may require special consideration include:

- Children with a disability.
- Children for whom English is a Second Language.
- Children in Care.
- Children targeted with challenging behaviours.
- Children with trauma

Social Justice is not about treating everyone the same. It is about giving people what they need. Individual students require individual consideration.

Intensive behaviour support:

Innisfail State School responds to unacceptable behaviour on a continuum of behaviour support along which students are provided with the opportunity and learning to make smart choices. Early notification and involvement from the Principal to parents/ carer agencies is crucial to improve outcomes for all students. Consistency of expectations and consequences and co-support are essential.

Staff members identify students with recurring behaviour and refer their case to the weekly Student Support Meetings. Response to individual student needs is recorded on Oneschool under the Support Tab. Individual Behaviour Plans are developed in consultation with key stakeholders and are recorded and uploaded to OneSchool. Student Disciplinary Absences are to be used after consideration has been given to all other responses. The time that the student is suspended will be utilised to develop a support team to enable the student to successfully re-enter the school.

Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. **Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

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).

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).

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).

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).

Debrief

(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).

Record keeping

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

- incident report on OneSchool
- [Health and Safety incident record](#) (link)

Consequences for unacceptable behaviour

At Innisfail State School we operate within a framework for setting appropriate consequences for unacceptable behaviour. The consequences are outlined within the Smart Choices Matrix. (see page 20) There is an expectation that all consequences are logically or naturally linked to the behaviour. The most natural consequence is a service in reparation. Service may be to others, the school or self. We work to keep all students safe and engaged in learning at our school. In all cases the school follows The Department of Education and Training's policy on suspension and exclusion.

Innisfail State School has an expectation that students will maintain a high level of appropriate behaviour both within school grounds and when representing the school outside of the school grounds. Students who have not demonstrated responsible behaviour which is respectful of self, respectful to others, property and the environment will be unable to attend activities outside of the school, these activities may include: camps, excursions and sporting activities including curriculum based swimming.

Consequences for negative Behaviour	Frequency	Procedure
Turnaround 180	P-3 <4 per term 4-6 <3 per term May be negotiated	Record on OneSchool. Behaviour Plan may need to be put in place if they exceed the frequency. A referral will need to be made to Student Support. Possible exclusion from Celebration Day.
Suspensions	P-6 <2 per term	Record incident on OneSchool. Students will not move up the Rocket if they attend more than the number outlined. Note: Homework must be provided for students who have been suspended within 24hrs. It will be made available for parents or guardians to collect from the front office.

Re-entry to school after a Suspension

The focus of the re-entry process is welcoming the student back to school and providing clear guidance on the supports available to assist their success in moving forward.

The suspension period gives the school time to review the circumstances, which contributed to the student's behaviour, discuss strategies that may be effective in preventing a reoccurrence of the problem and work with the family to develop an appropriate plan.

The school will arrange a meeting to plan for a successful re-entry into the school setting.

To support rebuilding and maintaining a positive relationships the school will:

- Request a re-entry meeting with the student and parents
- Provide a time for the re-entry meeting on the day of return to school
- Provide provisions of One School records to parents about student behaviour
- Support provided to prevent reoccurrence of problem behaviour
- Opportunities for ongoing monitoring and communication between the school and family
- A plan for support, with the class teacher

Communication:

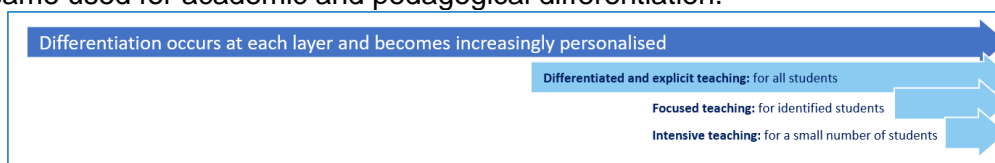
At Innisfail State School it is essential to maintain positive relationships both with students and parents. The first point of contact for parents who wish to discuss their child's behaviour is the classroom teacher. The classroom teacher has the most knowledge about the students' in their class and will be able to discuss how the student is progressing within the classroom and strategies that have been put in place to support the student to meet the behaviour expectations at Innisfail State School.

Differentiated and Explicit Teaching

Innisfail State School 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.

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

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



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

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

INNISFAIL STATE SCHOOL BEHAVIOUR MATRIX

	All Settings	Classroom	Bus	Eating Area	Play Areas	Toilets
Learn	<p>Participate at school 5 days a week</p> <p>Arrive on time with right equipment</p>	<p>Be ready for learning on time and with the correct equipment</p> <p>Have-a-go at all tasks</p> <p>Super 6</p> <p>Ask questions if you are not sure what to do</p>	<p>Be a good role model by demonstrating bus line expectations</p>	<p>Make healthy food choices</p>	<p>Play in designated areas</p> <p>Stop play and go to lunch area</p> <p>Know the game rules</p>	<p>Follow toilet block expectations</p>
Show Respect	<p>Use appropriate language by choosing clean words</p> <p>Treat others as you want to be treated</p> <p>Wear full school uniform</p>	<p>Raise your hand to speak</p> <p>Work collaboratively when instructed</p>	<p>Listen for your name and respond respectfully when it is called</p> <p>Super 6 during roll call</p> <p>Quiet talking when instructed</p>	<p>Sit peacefully when you are eating</p> <p>Talk quietly</p> <p>When the bell rings sit on a dot into line</p>	<p>Take turns</p> <p>Include others</p>	<p>Give others privacy</p> <p>Use of toilets, sinks and resources, including soap and paper towels, appropriately</p>

Act Responsibly	Look after our school environment by keeping it tidy	Before class line up/sit on a dot	Walk promptly to the undercover area	Eat your own lunch	Play school approved games	Use toilets for intended purpose
	Own your own behaviour	Allow others to learn by doing your job	Sit peacefully in your line	When the bell rings put your rubbish in the bin, go to the toilet and sit on a dot	Play according to the game rules	Keep toilets and toilet block area clean
	Solve or report problems	Be organised	Take all belongings with you	Sit quietly in class lines and wait for your teacher		
Act Safely	Follow adult directions	Use walking feet when entering or moving around your classroom	Walk in one line following expectations	When the bells rings walk to your eating area	Use play equipment appropriately	Follow the hand washing procedure
	Keep hands and feet on yourself		Remain seated and respectful whilst on the bus		Wear hats and shoes	Walk in toilet block area
	Leave toys and valuables at home	Use all equipment and furniture for its intended purpose			Walk on the concrete areas	

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Innisfail State School to provide focused teaching.

Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching conducted in Turn Around 180 and class

Innisfail State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Chaplain Program
- Pause Program
- Buddy Class Support Team
- Wellbeing Framework

For more information about these programs, please speak with the Guidance Officer or Community Liaison Officer.

Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

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

Legislative Delegations

Legislation

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

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

Delegations

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

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

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

Disciplinary Consequences

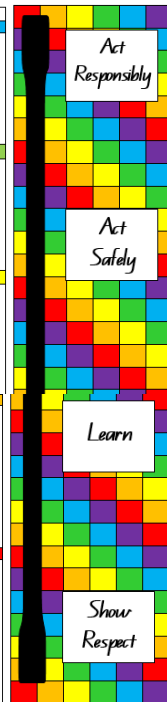
Consequences for unacceptable behaviour

At Innisfail State School we operate within a framework for setting appropriate consequences for unacceptable behaviour. The consequences are outlined within the Smart Choices Guidelines. There is an expectation that all consequences are logically or naturally linked to the behaviour.

Smart Choices Guidelines

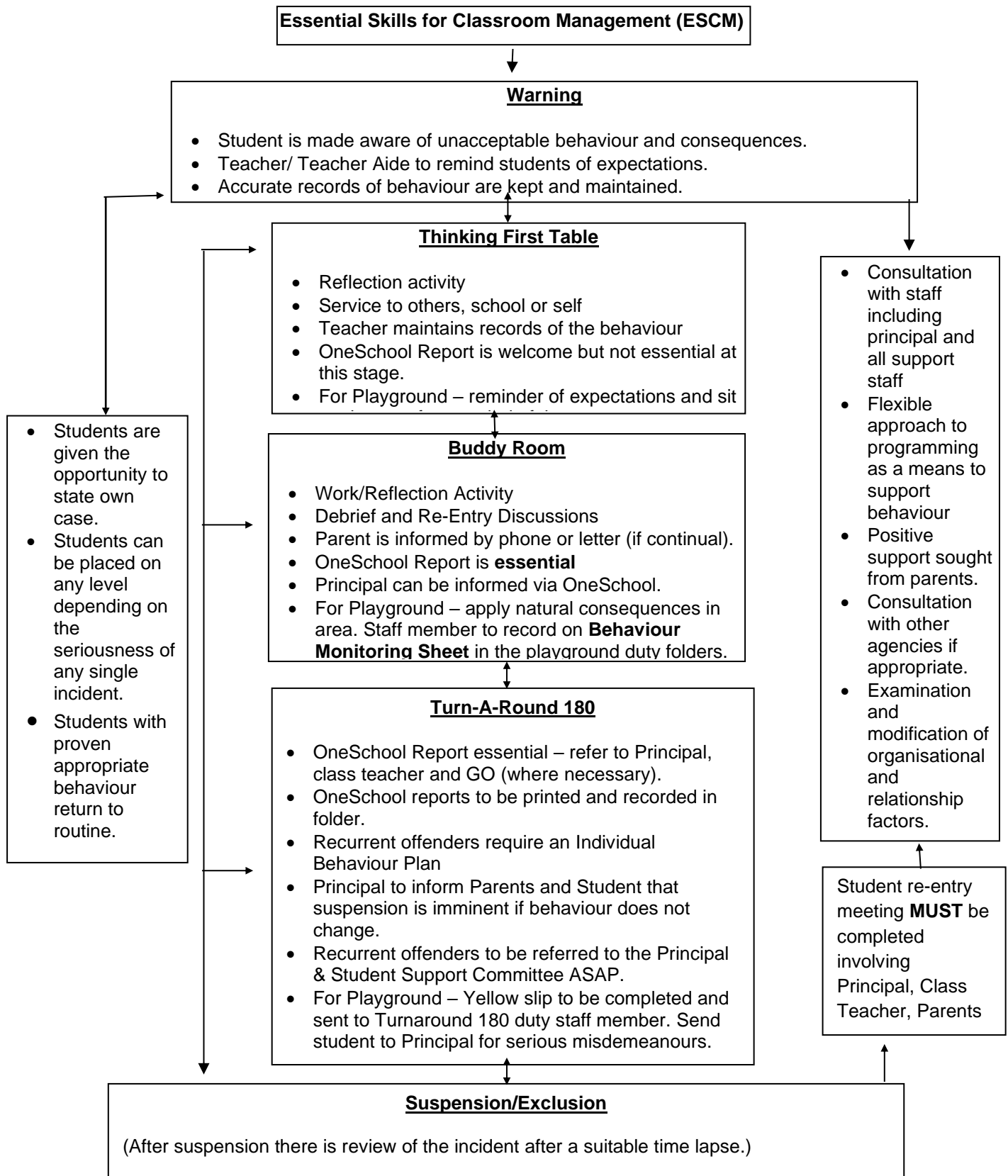


STUDENT BEHAVIOURS	CONSEQUENCES THAT MAY BE APPLIED
LEVEL 1 - Warning Unacceptable single incident student behaviours may include: <ul style="list-style-type: none"> - Failing to follow teacher instruction - Failing to prepare for class or activity - Inappropriate use of school or other equipment - No hat, running on corridors - Failing to meet schoolwork expectations - Playing / eating / drinking in non-designated areas - Chewing gum/lollies - Bringing personal objects to school - Possession and use of mobile phone - Minor arguments with students at playtime 	Consequences that may be applied could include: <ul style="list-style-type: none"> - Verbal warning - Reminder of Innisfail State School expectations - Request student to explain school expectations - If appropriate, temporary confiscation of personal items which will be returned to the student as negotiated. - Supervised lunch time service to class/school. - After repeated applications of the above consequences produce little or no improvement in the student's behaviour, then a Level 2 consequence may be applied
LEVEL 2 - Thinking First Table/Reflection Unacceptable single incident student behaviours may include: <ul style="list-style-type: none"> - Level 1 behaviours continued - Rudeness, disobedience, disrespect - Minor teasing - Inappropriate language - Refusal to participate in curriculum program as directed by teacher - Interrupting the learning of other students in class, playground, sporting activities or excursions - Continued incompletion of homework or assignments - Rough play and handling 	Consequences that may be applied could include: <ul style="list-style-type: none"> - Thinking First Table where student completes a reflection sheet - Return to class after discussion between student and adult - Teacher keeps reflection sheet on file - Discussion with teacher about the appropriate behaviours in the playground and classroom - Assign student to accompany adult on playground duty - Supervised lunch time service to class - Withdrawal of privileges - One school report can be made - If repeated applications of the above consequences produce no improvement in the student's behaviour, then a Level 3 consequence may be applied
LEVEL 3 - Buddy Room/Natural Consequence Unacceptable single incident student behaviours may include: <ul style="list-style-type: none"> - Level 2 behaviours continued - Intentional and continued disobedience - Use of seriously inappropriate language or actions - Abusive language - Verbal threats to students and intimidation of students - Vandalism including damage to school property - Inciting others to behave inappropriately - Unexplained absence from class or service 	Consequences that may be applied could include: <ul style="list-style-type: none"> - Direct student to Buddy Room - One school report to essential - Kept in the classroom by class teacher - Walk with teacher on duty - Resolution between affected parties - Time Out from playground activity or sport activity - Class or school community service with teachers on duty - Exclusion from attending camps, excursions or district sport events - If repetition of the above actions show no improvement in behaviour, Level 4 consequence may be applied - Referral to Student Support Team for assessment or support (if recurring)
LEVEL 4 - Turn-A-Round 180 Unacceptable single incident student behaviours may include: <ul style="list-style-type: none"> - Repeated behaviours of the above three levels. - Intimidation of staff - Minor theft e.g. taking classroom resources - Physical aggression not including fighting - Significant verbal threats to students and intimidation of students - Leaving school grounds without permission 	Consequences that may be applied could include: <ul style="list-style-type: none"> - Turn-A-Round 180 - Referral to Student Support Team for assessment or support (if recurring) - Implementation of Individual Behaviour Management Plan including use of Daily Behaviour Record - Phone call to parent - Restitution - Positive FBA fact sheet to be completed - Turnaround 180 letter to be sent home - Teacher to contact parent to communicate behaviours when 2nd letter is sent. Teacher to inform parent of consequences if behaviour at school continues - After the 3rd Turnaround 180 letter class teacher to develop an IBMP and present this to parent/student/Principal at a scheduled meeting within three days of incident - If repeated applications of the above actions produce no improvement in the student's behaviour, then a Level 5 consequence may be applied
LEVEL 5 - Send to Principal Unacceptable student behaviours may include: <ul style="list-style-type: none"> - Level 4 behaviours continued in frequency and intensity - Injury to others caused by physical fighting - Abusive language directed at staff - Racist remarks directed to another - Possession, use and/or supply of illegal drugs - Possession and / or use of a weapon - Physical misconduct and / or assault directed at staff and / or students - Serious misconduct outside the realms of school authority to address or modify - Dabbing - Smoking cigarettes and / or possession of tobacco products - Possession and / or consumption of alcohol - Gross indecency - Sexual harassment/misconduct - Pornography - All forms of bullying - Truancy - Cyber Bullying - using internet or personal technology devices to direct abusive language or make threats to others - Major vandalism - Major theft - Arson 	Consequences that may be applied could include: <ul style="list-style-type: none"> - Suspension in line with Department of Education, Training and Employment Policy SM-16 Student Disciplinary Absences (1-5 days) - Parent to be notified of suspension by principal - On point of suspension, re-entry meeting must be organised for 8am or 8.15am by Principal and parent and class teacher notified - Re-entry meeting to be attended by student, parent/guardian, classroom teacher and Principal - (Follow the Hierarchy of School Leadership only when Principal is not on campus) - Student cannot attend school without parent/ guardian attendance at re-entry meeting - When parent and student do not attend before 8.30 they will be sent home to re-enter the next day - As negotiated, development of Individual Behaviour Management Plan - As negotiated, counselling sessions with the Guidance Officer - Recommendation for exclusion in line with Department of Education, Training and Employment Policy SM-16 Student Disciplinary Absences - Outside agency referral - Police notification

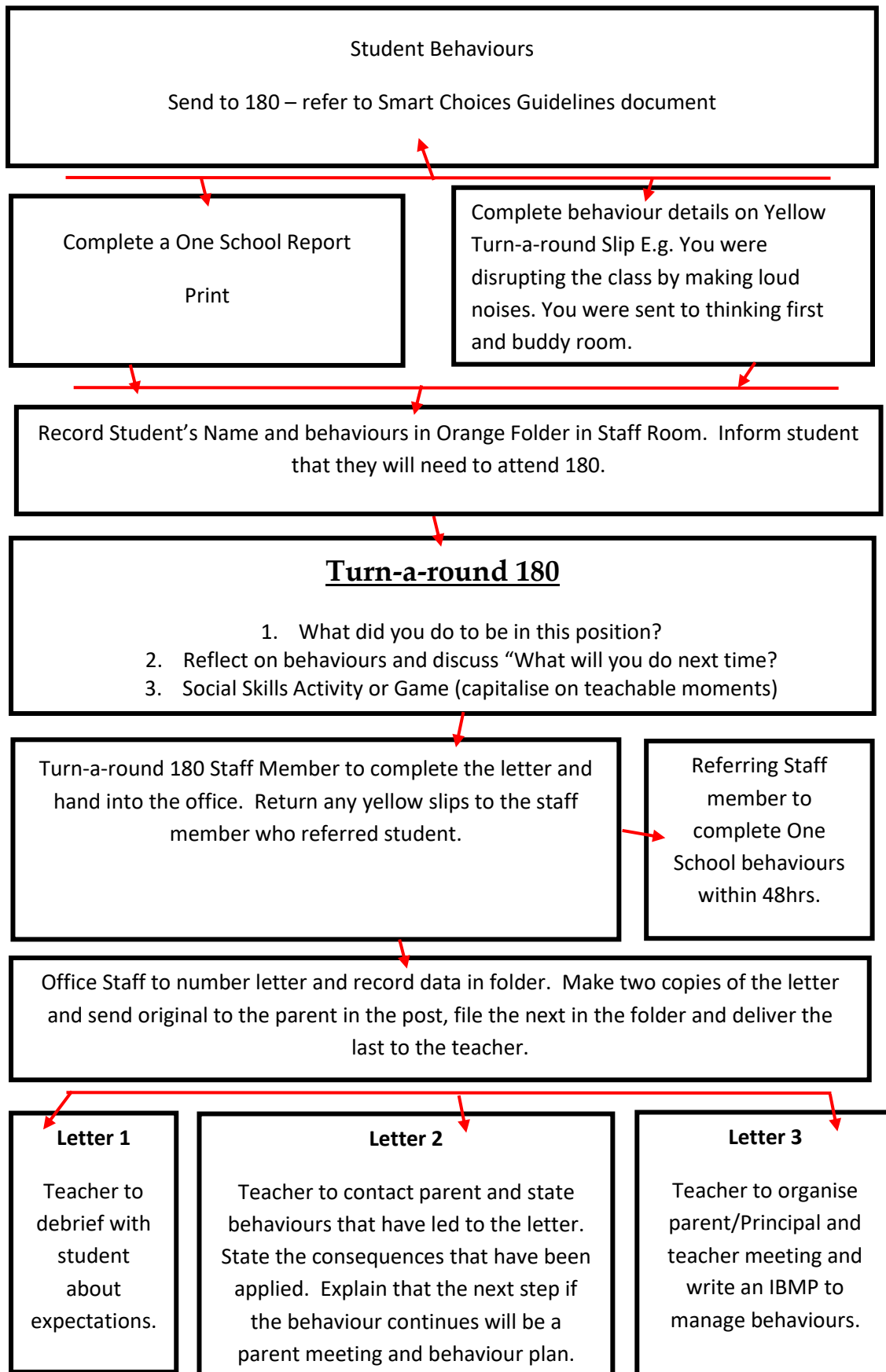


Innisfail State School Behaviour Process

- **NOTE: In all Year Levels, after each lunch break the process restarts, this provides students with an opportunity to 'turn' their behaviour around**



TURN-A-ROUND 180 FLOWCHART



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 Innisfail State School and will be removed if found in a student's possession:

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. 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 Innisfail State School:

- 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 Innisfail State School:

- 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 Innisfail State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect 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 Innisfail State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Innisfail State School 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

The Use of Personal Technology Devices at Innisfail State School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, tablets, mobile phones, 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. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Innisfail State School. Students who use personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate among the student body or outside the school, by any means (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

Text communication

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

Assumption of cheating

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

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (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.

** Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

Preventing and responding to bullying

Procedures for Preventing and Responding to Incidents of Bullying (including Cyber Bullying)

Purpose

Innisfail State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Innisfail State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Innisfail State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At Innisfail State School, there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Innisfail State School are an addition to our already research-validated Positive Behaviour for Learning processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide positive behaviour support practices will be maintained at all times. This will ensure that:

- Our positive behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.

A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Innisfail State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. Timeframes should be clearly discussed and agreed with student and family.

Template timeframes to be adopted/adapted as necessary to address local context

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – Mrs Tania Kaitara, 07 4061 0333

First hour
Listen

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

Day one
Document

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

Day two
Collect

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

Day three
Discuss

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

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

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](#).

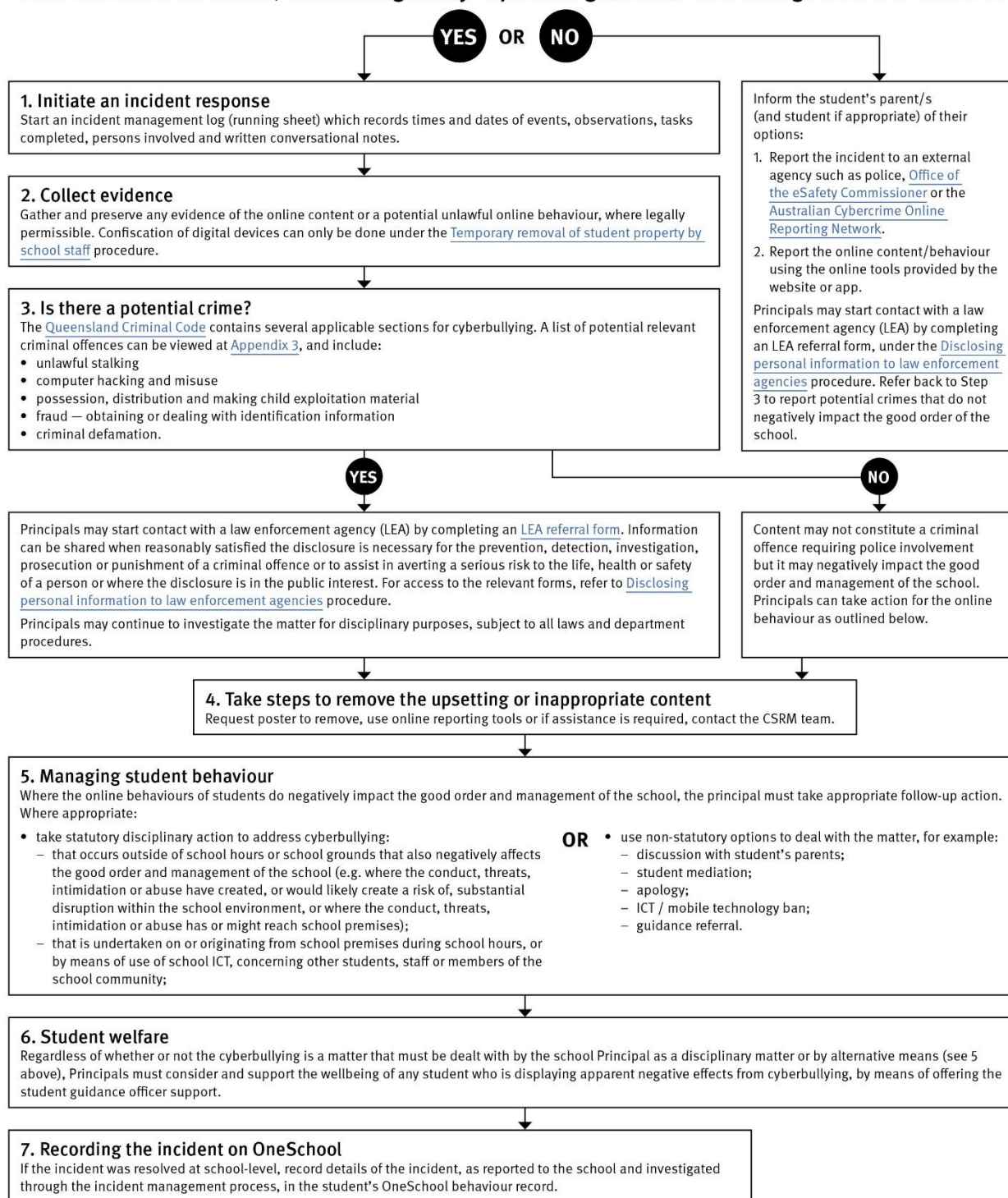
Explicit images

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 Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Appropriate use of social media

Appropriate use of social media

Innisfail State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Innisfail State School expects its students to engage in positive online behaviours.

Innisfail State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Innisfail State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Innisfail State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Innisfail State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Innisfail State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Innisfail State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Innisfail State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Innisfail State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Innisfail State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal Defamation

There are significant penalties for these offences.

Restrictive Practices

School staff at Innisfail State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some 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

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

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

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

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

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

Related Procedures and Guidelines

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

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

High Five Strategy

Remember to...
High 5



1. Ignore



2. Talk Friendly



3. Walk Away



4. Talk Firmly



5. Report



Conclusion

Innisfail State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue 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 principal. 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.

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](#).