



Toogoolawah 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 2020-2024

Purpose

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

The Student Code of Conduct 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.

The Code of Conduct empowers Toogoolawah State School to establish and sustain positive and effective environments, where a research-based, multi-tiered behavioural framework is implemented with fidelity and equity for all students.

Contact Information

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Contact Person: Garry Hutchinson, Principal, Toogoolawah State School

Endorsement

Principal Name:

Principal Signature:

Date:

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

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

Date:

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Principal's Foreword

At Toogoolawah State School we provide relevant and engaging learning for all students, whilst maintaining a strong focus on expected behaviours and the positive development of the whole student.

Our school is a safe, enjoyable, focused and supportive place of learning. The school takes pride in having high expectations in terms of student behaviour and learning achievement. We recognise we are preparing students for varied and ever changing futures.

Our School works together with the local community to create a vibrant and productive learning establishment for all residents of the Toogoolawah area.

Our Motto

"Success through effort"

Our Culture

At Toogoolawah State School we "make a difference". Our school is a teaching and learning environment in which every student is valued, engaged and successful, going on to live a life of choice not a life of chance.

Vision

Our vision at Toogoolawah State School is to challenge and inspire all of our students to value learning. As a school community, in partnership with our parents and carers, we engage in teaching the necessary academic and life skills that will support our students to be responsible and productive citizens. These skills will empower them to participate in and contribute to society, demonstrating our school's core values of being safe, respectful, lifelong learners.

Values

Be Safe, Be Respectful, Be a Learner.

Learning and Behaviour Statement

All areas of Toogoolawah State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Toogoolawah State School is a Positive Behaviour for Learning School developing systems using an evidence-based framework for all students.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to inappropriate behaviours. Shared expectations for student behaviour are clear to everyone, assisting Toogoolawah State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:

- Be Safe
- Be Respectful
- Be a Learner

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They align with the values, principles and standards outlined in Education Queensland's Code of School Behaviour.

Student Wellbeing and Support Network

Toogoolawah State School takes a broad approach to student wellbeing that recognises the importance of Psychological, Physical, Personal, Social and Cognitive elements to Wellbeing.

We recognise the roles of School Leaders, Teachers, Students and the importance of strengthening connections with parents, support services and the wider community to provide this. The links between learning, school attendance and engagement and student wellbeing is recognised and our approach to whole school wellbeing includes:

- Creating Safe Supportive and inclusive environments.
- Building the capacity of Staff, Students and the school community
- Developing strong systems for early intervention.



Whole School Approach to Discipline

Toogoolawah State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- Continually support staff members to maintain consistent school and classroom improvement practices.

At Toogoolawah State School, we believe discipline is about more than punishment. Discipline is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Toogoolawah State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

The Toogoolawah State School Student Code of Conduct reflects upon inclusive and positive interactions with students, orderly and workable routines, negotiating clear expectations with students and addressing discipline issues responsibly, promptly and fairly. The student code of conduct ensures student wellbeing and safety within school, as well as promoting the safe, responsible and ethical use of ICT in learning and teaching.

Consideration of Individual Circumstances

At Toogoolawah State School, the individual circumstances of students are considered by staff when providing support and determining appropriate consequences for disciplinary matters. In managing discipline at Toogoolawah State School we take into account circumstances, such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour and applying a disciplinary consequence.

All managed incidents are dealt with in accordance with our confidentiality obligations and the sharing of information to others.

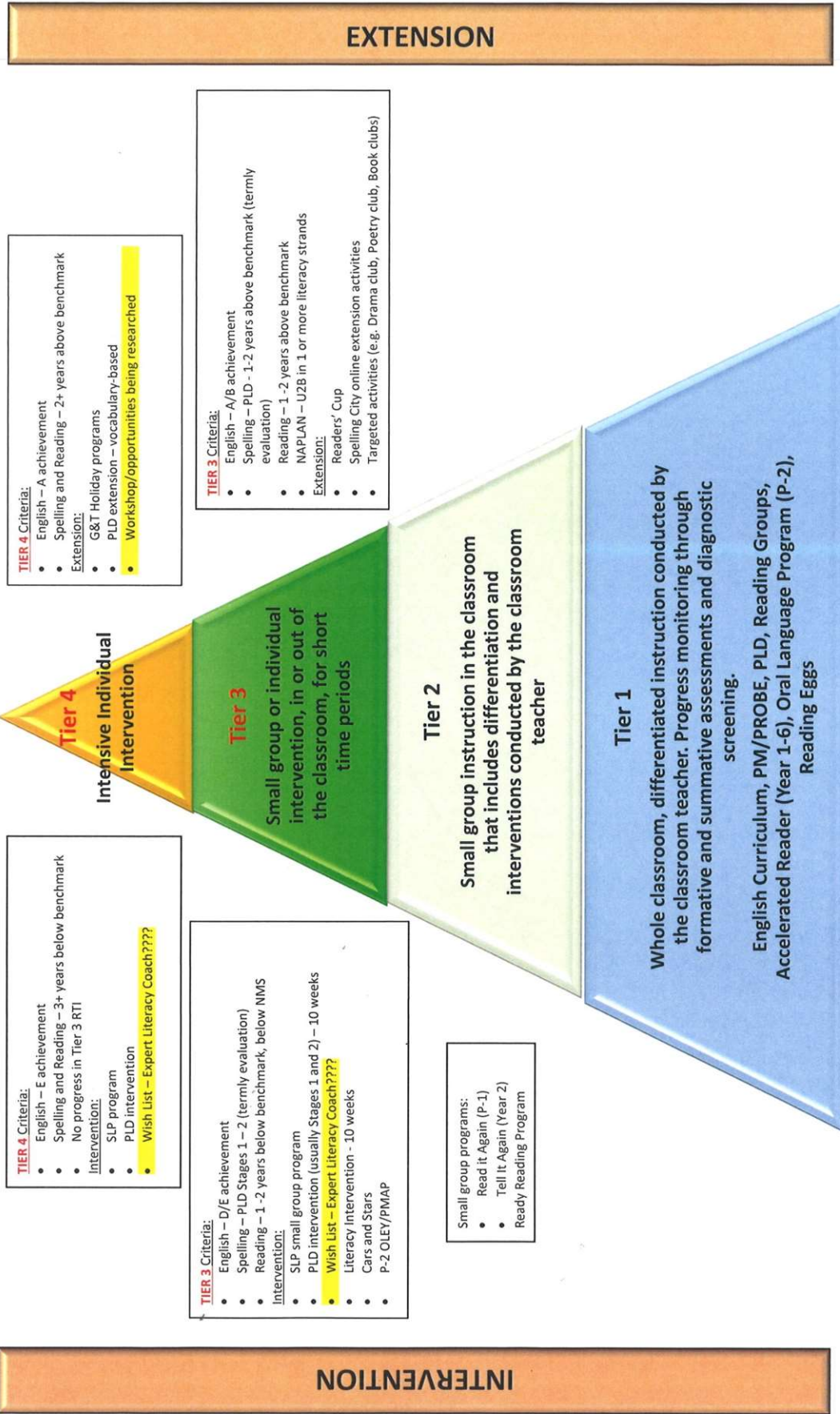
Differentiated and Explicit Teaching

At Toogoolawah State School teaching is focussed and explicit. We believe that students who have learning experiences targeted at their individual level will not only be better learners but will demonstrate behaviours in line with our PBL expectations.

Our Toogoolawah State School Academic Support Model clearly outlines a whole school approach to differentiation that supports the individual needs of students allowing for reasonable adjustments to teaching, curriculum and assessment. The PBL behavioural expectations are explicitly taught weekly.



Academic Support Model - LITERACY



Academic Support Model - STEM



EXTENSION

TIER 4 Criteria:

- Maths, Science, Technologies – A achievement
- NAPLAN – U2B (Yr 3- Bands 5/6, Yr 5 – Bands 7/8)

Extension:

- Qld Virtual STEM Academy programs
- Science Centre
- Special interest projects
- G&T Holiday programs
- External Lego robotics challenges

Tier 4
Intensive Individual Intervention

TIER 3 Criteria:

- Maths, Science, Technologies – A/B achievement

Extension:

- Lego robotics
- Maths competitions (cluster/ICAS)
- Science/numeracy small group programs/challenges
- Problem-solving, higher order thinking activities (e.g. Chess club, local school environment projects)

Tier 3
Small group or individual intervention, in or out of the classroom, for short time periods

TIER 4 Criteria:

- Maths, Science, Technologies – E achievement
- No progress in Tier 3 RTI

Intervention:

- 5 weeks, 1-2 times per week, 30 min sessions
- Targeted concepts
- Referral to SSS/GO

TIER 3 Criteria:

- Maths – D/E achievement
- NAPLAN Numeracy – below NMS
- Teacher decision, based on pre-testing results

Intervention:

- Numeracy intervention – 4-5 week rotations - focus on specific unit concepts; 30 minute time-slots set per class

Tier 2
Small group instruction in the classroom that includes differentiation and interventions conducted by the classroom teacher

Tier 1
Whole classroom, differentiated instruction conducted by the classroom teacher. Progress monitoring through formative and summative assessments and diagnostic screening.
Maths, Science and Technologies Curriculum, Mathematics

INTERVENTION

Disciplinary consequences

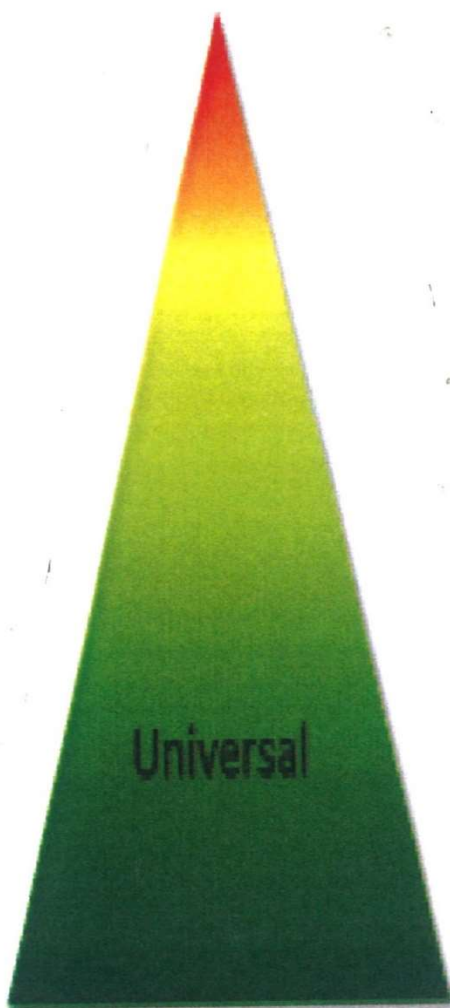
Supportive discipline is an important part of the work undertaken at Toogoolawah State School to assist students to develop and extend their capabilities in self-management and personal responsibility. Teachers implement proactive, preventative approaches that facilitate student growth.

Disciplinary consequences may be used as part of a student's educative process. The aim of disciplinary consequences is to assist students to understand behavioural expectations and to learn more appropriate ways of interacting and engaging with others.

Disciplinary consequences may include in-class responses managed by the teacher, such as verbal reprimands, restatement of rules or expectations, reminders and practise of routines, restriction or removal of in-class privileges, behaviour monitoring systems, time out and communication with parents.

For persistent or more serious behavioural incidents, other within-school disciplinary consequences may be implemented, such as temporary relocation to a 'buddy' classroom, individual review meetings with a nominated staff person (e.g. Guidance Officer, Head of Department) and/or intensive support options.

A Continuum of Support for All



Behavioural Systems

Tier Three: 1 – 5 %

- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two: 5 – 15%

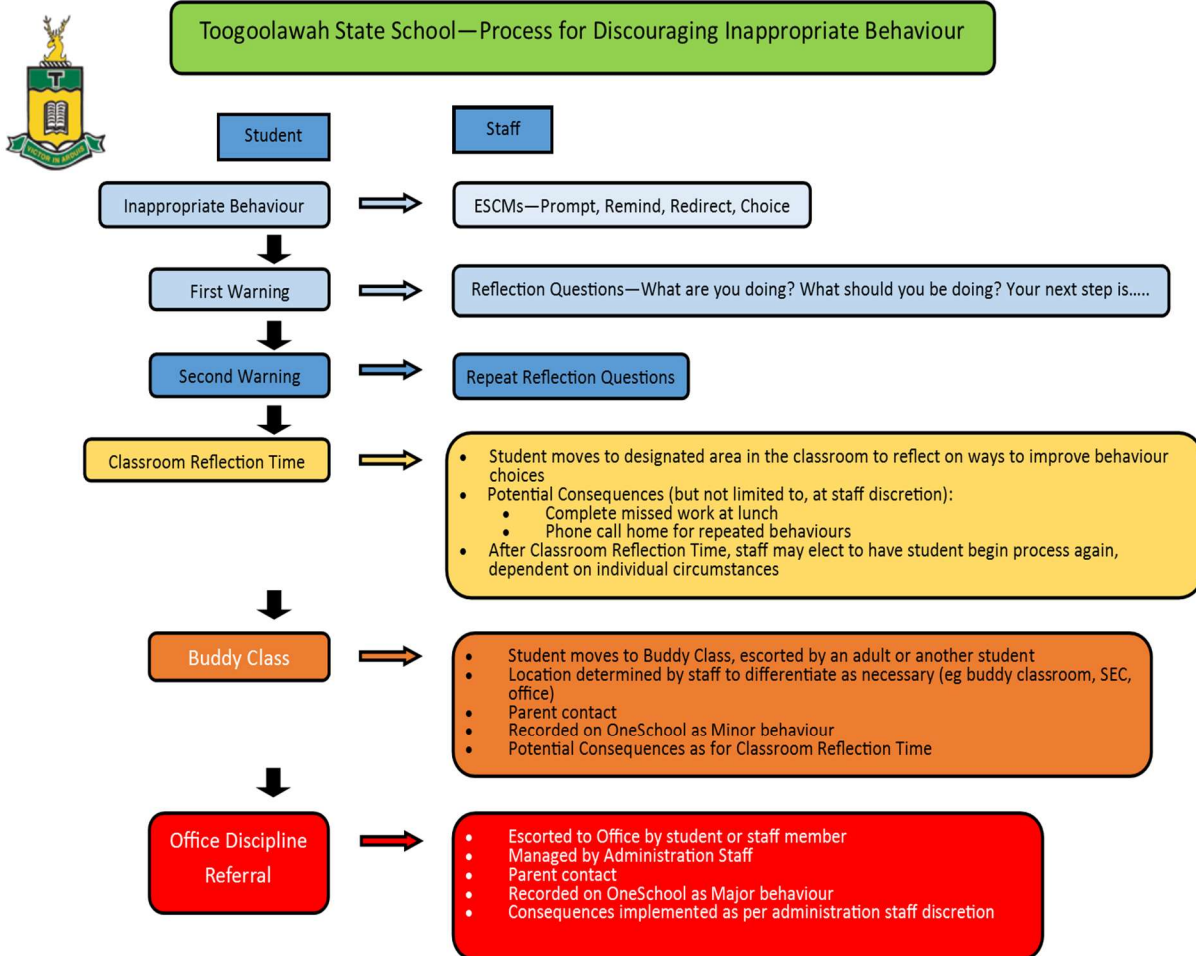
- Some students (at-risk)
- High efficiency
- Rapid response

Tier One: 80 – 90%

- All settings, all students
- Preventative, proactive

Toogoolawah State School		Behaviour Matrix						
	At All Times	Before School	Learning Area	Transitions	Eating Time	Break Times	Toilets	After School
Be Safe	<ul style="list-style-type: none"> Use High 5 Walk on concrete Use equipment for intended purpose Be in the right place at the right time Keep hands, feet and objects to self Ask an adult for permission to leave the space 	<ul style="list-style-type: none"> Sit in the designated line-up area Wait for an adult to release you to play If arriving late report to office 	<ul style="list-style-type: none"> Move appropriately as instructed by adult Sit safely 	<ul style="list-style-type: none"> Move quietly around the school Move in pairs When with your class, move in lines with the teacher at the back 	<ul style="list-style-type: none"> Eat your own food Stay seated Eat healthy choices first 	<ul style="list-style-type: none"> Wear school hat 	<ul style="list-style-type: none"> One person in a cubicle Wash hands Use toilet and paper as intended Report damage 	<ul style="list-style-type: none"> Know how you're getting home If leaving early, report to office Use correct gates Use pedestrian crossing Follow crossing supervisor's instructions Follow road rules Be on time to your bus line Sit in the correct bus line Remain in bus seat
Be Respectful	<ul style="list-style-type: none"> Use manners Listen to speaker Speak politely Use whole body listening Take turns Follow adult instructions 	<ul style="list-style-type: none"> Talk quietly with your friends 	<ul style="list-style-type: none"> Hand up to speak Use inside voice Ask permission to borrow others' equipment One speaker at a time Keep learning space tidy 	<ul style="list-style-type: none"> Return equipment when finished Line up quietly at the designated area 	<ul style="list-style-type: none"> Wait to be released by an adult Quiet voices Hold rubbish until released 	<ul style="list-style-type: none"> Play by agreed rules Encourage others to join in 	<ul style="list-style-type: none"> Respect others' privacy Get in, get out and don't muck about Keep space clean Straight there, straight back 	<ul style="list-style-type: none"> Wait silently during roll call for the bus Answer clearly and respectfully when roll is marked Wait quietly on the path for your bus Follow adult instructions
Be A Learner	<ul style="list-style-type: none"> Have a go Keep trying Be organised Accept feedback and support 		<ul style="list-style-type: none"> Have necessary equipment Set clear learning goals and aim high Work to achieve your goals Ask for help Be an active class member 	<ul style="list-style-type: none"> At the first bell, finish play, go to the toilet and get a drink Be lined up before the second bell 		<ul style="list-style-type: none"> Be a good sport Play appropriate games for school 		

Toogoolawah State School		Positive Behaviour for Learning	
Minor and Major Behaviours			
<p>Minor behaviours are those that:</p> <ul style="list-style-type: none"> are minor breaches of the school expectations; do not seriously harm others or cause you to suspect that the student may be harmed; do not violate the rights of others in any other serious way; are not part of a pattern of inappropriate behaviours; and do not require involvement of specialist support staff or Administration 		<p>Major behaviours are those that:</p> <ul style="list-style-type: none"> significantly violate the rights of others; put others / self at risk of harm; are part of a pattern of inappropriate behaviours; and require the involvement of school Administration. 	
<p>For example:</p> <ul style="list-style-type: none"> Repeated acts of an annoying nature, without the intent to harm Refusing to participate/follow instructions Disrupting the learning of other students Wearing school uniform inappropriately, e.g. tights without shorts/skorts/skirt Changing settings/configuration of equipment or interfering with the equipment used by others Occasionally late to school or class (more than once) Cheating on a minor test/activity in the classroom or lying without the intent to harm Unintentionally causing minor injury to another with an object, damaging equipment with an object or using an object for other than its intended use. Refusal to participate in class routine Behaviour that impacts the learning or work of others Inappropriate physical contact without the intent to harm Possessing an item banned by the school, with intent to use during school time Refusal to complete a set task, despite redirection Attending another area of the school instead of appropriate class or destination Swearing or inappropriate language not directed at others. 		<p>For example:</p> <ul style="list-style-type: none"> Repeated verbal, physical or social abuse with intent to harm Refusing to follow instructions of staff, including instructions to go to reflection time/buddy class/office Being verbally abusive/threatening to staff Disrupting the learning of the whole class, intentionally disrupting others, or repeatedly disrupting the learning of other students Repeatedly out of school uniform Purposefully damaging IT equipment or using equipment inappropriately Consistently and/or deliberately late to school or class after break Pre-meditated and deliberate cheating, or lying about an incident Using an object to purposefully damage school equipment or injuring another Repeated refusal to participate in class routine or go to class Behaviour that prevents students and/or staff from their work/learning Inappropriate physical contact with the intent to harm, e.g. punching, spitting or projecting other bodily fluids, sexual contact Possessing an illegal item or weapon Consistent/persistent refusal to engage or complete set tasks Possessing, using, distributing, purchasing or being under the influence of an illicit substance Possessing, using, distributing, purchasing or being under the influence of tobacco or other legal substance. Third minor referral Threatening harm to others in any way Leaving classroom or school campus without permission or legitimate reason, or skipping school Swearing or inappropriate language directed at others in an aggressive manner. 	



Prior to making a decision about the suitability of any disciplinary consequence, the Principal will consider the individual circumstances of a student. This will include their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements. At Toogoolawah State School, we do not mandate consequences; each individual student case is considered and determined by the Principal based on the particular circumstances.

Suspensions, exclusions and cancellations of enrolment are used as a last resort option by the Principal. These decisions are made only after considering individual circumstances, the actions of the student and the needs and rights of other school community members.

School Policies

Temporary removal of student property

Purpose: This procedure outlines the processes, conditions and responsibilities for the Principal and staff at Toogoolawah State School when temporarily removing student property.

Overview: The removal of any property in a student's possession may be necessary to promote the safe and supportive learning environment of Toogoolawah State School.

Responsibilities – Principal: The Principal ensures all school staff are aware of the responsibilities outlined in this procedure that must be followed when temporarily removing student property, including that consent is not required to search school property such as lockers, desks or laptops that are supplied to the student through the school.

Consent is required from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, the Principal or Toogoolawah State School 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.

Where there is a suspicion that the student has a dangerous item (for example, a knife) in their school bag, the Principal or Toogoolawah State School staff should seize the bag immediately and remove it from the student's access prior to seeking search consent or calling the police. Under no circumstances should the students be permitted to go into the bag themselves.

Under normal circumstances, the Principal and Toogoolawah State School staff members are not permitted to search student property (e.g. a student's school bag) unless they have the consent of the student or their parent.

In emergency circumstances only, such as a need to access an Epi-Pen for an anaphylactic emergency, the Principal or Toogoolawah State School staff may need to search a student's property without the student's consent or the consent of the student's parents. The Principal or state school staff do not have the authority to search the person of a student. If a search is considered necessary, the police should be called to make such a determination.

Toogoolawah State School will ensure parents and students are informed of the procedure, which enables school staff to temporarily remove student property, and the expectations in relation to property students may bring to school.

Parents and students will be made aware of the right to refuse permission for Toogoolawah State School staff to search student property, and that police may be called if consent is not provided.

Use of mobile phones and other devices by students

Toogoolawah State School supports parents who wish their student to have a mobile phone for safety purposes with them whilst travelling to and from school.

Immediately on arrival, students are required to hand their phone to the front office for safe storage throughout the day. To support students and parents to reduce the risk of damage or theft, the school will provide the service of locking the phone in the strong room until completion of the school day. At Toogoolawah State School, we have overwhelming support from teachers, parents and community in ensuring mobile phones are not part of the classroom-learning environment.

The purpose of this policy is to maximise learning time and minimise distraction. Students do not need a mobile phone in the learning environment. There are clocks in each classroom, calculators are available for learning and a bank of iPads are available for students to access. Our school office has always and continues to accept messages from parents to pass on to students.

Parents may call the school office to pass on urgent messages to their student; otherwise, students will be able to check text messages at the end of the school day.

School wide Expectation

Be a Learner: Ensure my mobile phone is stored in the front office upon arrival at school and is not accessed between the first bell and the last bell of the day.

School staff can remove phones from students as per the policy for Temporary removal of student property. When a student's phone is temporarily removed, the phone will be stored securely in the office for collection at the end of the day.

Consequences for not meeting the school-wide expectation

1. In the first instance, the student will be directed to Administration and will have their phone temporarily removed. The phone can be collected at 3pm by student. The incident is to be recorded in one-school.
2. In the second instance of the same year, the student will be directed to Administration and will have their phone temporarily removed. A parent, who will be notified of the breach of school expectations, must collect the phone. The incident is to be recorded in one-school.
3. In the third instance, the student will be directed to Administration and will have their phone temporarily removed. A parent must collect the phone. The school will work with the parents to implement an Individual Student Mobile Phone Plan.

An **Individual Student Mobile Phone Plan** will be developed by meeting with the parent/s and discussing a range of options to support the student in meeting the School's expectations.

Examples of behaviours involving mobile phones that cause a major or significant impact on the safety or wellbeing of others, self and/or school community include:

- persistently disobeying the school policy for the use of mobile phones
- using the mobile device in an unlawful manner
- downloading, distributing or publishing offensive messages or pictures
- using obscene, inflammatory, racist, discriminatory or derogatory language
- using language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insulting, harassing or attacking others or using obscene or abusive language
- committing plagiarism or violating copyright laws
- knowingly downloading viruses or any other programs capable of breaching the department's network security
- using in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invading someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- using the mobile phone (including those with Bluetooth functionality) to cheat or take photos during class assessments
- sending text messages or posting statements to websites that contain obscene language and/or threats of violence which may amount to bullying and or harassment or even stalking.

Preventing and responding to bullying: Responding to targeted student

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. handwritten 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
- If a case of bullying has been established, assistance from the student support team is available. This includes the Guidance Officer, Youth Support Co-ordinator, Head of Student services, Special Education Teacher and Principal

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

Preventing and responding to bullying: Preventing

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

Day One: Document

- Ask the student about the alleged bullying incident
- 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 incident 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

Day Three: Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter needs to be addressed
- Make a time to meet with the student to discuss next steps; these could include behaviour consequence, behaviour plan, support from Student Support Team
- Provide the student and parent with information about proposed next steps and student support network
- Discuss and 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
- Further assistance from student support network is available: This includes the Guidance Officer, Youth Support Co-ordinator, Head of Student services, Special Education Teacher and Principal

Day Five: Review

- Meet with the student to review situation
- Discuss progress and any successes/difficulties
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis
- 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

Appropriate Use of Social Media

The purpose of this policy is to set standards and guidelines of behaviour for the students' use of social media to ensure they are consistent with the values and expectations of Toogoolawah State School.

This policy also aims to promote positive relationships with all members of the school community. Social media can be an effective social and educational tool when used correctly and appropriately. It is expected that students will uphold the expectations of the school in all social media exchanges and interactions.

Whilst enrolled at Toogoolawah State School, students will not act in a way that damages the values and ethos of the school by bringing it into disrepute. Students will not use social media to act in a way that causes offence or harm to others. We expect our students to use social media in a respectful, courteous and responsible manner at all times, using appropriate and inoffensive content and language. Social media should not be used to insult, offend or misrepresent Toogoolawah State School and its values.

Definition

Social Media means all social networking sites such as Facebook, Instagram, SnapChat, Twitter, LinkedIn, Google+, YouTube, MSN and includes all email and mobile devices. This list is not exhaustive and the policy is designed to cover all social network sites, including those developed in the future.

School community beliefs about the importance of using social media responsibly

It is important that students, staff, parents and caregivers have a shared understanding of the importance of the responsible use of social media at all times. Students are expected to respect the dignity of all members of the community, including members of the Toogoolawah State School community.

Students are expected to show respect for the reputation of Toogoolawah State School in all their dealings with each other and members of the broader community. Students are expected to comply with the lawful requirements of all social networking sites. Students are expected to accept responsibility for any damage to the school's reputation, self or others, as a result of social media misuse.

Responsibilities

Students should:

- Respect the rights and confidentiality of others
- Use social media safely and responsibly at all times
- Encourage parents to work in partnership to address this issue
- Use technology responsibly for learning during class times, following all class teacher directions

Students should not:

- Bully, intimidate, abuse, harass or threaten others;
- Make defamatory comments;
- Use offensive, threatening language or personal abuse towards each other or members of the Toogoolawah community;
- Post content that is considered disrespectful, hateful, threatening, pornographic or incites violence against others;
- Impersonate or falsely represent another person;
- Harm the reputation of Toogoolawah State School and those within its community;
- Film, photograph or record members of the School community without permission and do not use film, photographs or recordings without permission of members of the community.

Parents (or Guardians)

- Ensure their child follows of the School's *Appropriate Use of Social Media Policy*.
- Assist the school by monitoring problematic online and social media behaviour by students;
- Talk to their students about being a courteous, respectful and safe user of social media;
- Do not film, photograph or record members of the Toogoolawah State School community without permission and do not use film, photographs or recordings without permission of members of the community. To do so is in breach of the Invasion of Privacy Act 1971.

Toogoolawah State School will:

- Maintain a high level of digital security on the school network;
- Explicitly teach students safe and responsible digital and online behaviour;
- Monitor student use of digital technology at school and in class.

Text Communication and Social Media

The sending of text messages, social media messages or posts that contain obscene language and/or threats of violence, may amount to bullying, harassment or even stalking, and will subject the sender to discipline and possible referral to the Queensland Police Service.

Inappropriate Behaviour using Social Media outside School Hours

Whilst enrolled at the School, students may receive disciplinary consequences for cyberbullying or misuse of social media which results in inappropriate behaviour and breach of policy that occurs outside of School hours.

Breach of Appropriate use of social media Policy

A breach of the Student Code of Conduct and Social Media Policy may also involve a breach of other school policies and procedures, and should be read in conjunction. A breach of this policy will be considered by the Principal or delegate, and will be dealt with on a case-by-case basis. Cyber safety is paramount at the School and reports of cyberbullying and other technology misuses may result in a notification to police.

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.

Restrictive Practices

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 will restrictive practices be planned - 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 needs 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