

# STUDENT CODE OF CONDUCT



## **Equity and Excellence: Realising the potential of every student**

Equity and Excellence outlines the government's vision for a progressive, high- performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

*Queensland Department of Education, 2022*

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## Endorsement

Principal Name: Monica Thornton

Principal Signature:



Date: 15 August 2025

P&C Executive Name: Jade Cooper

P&C Executive Signature:



Date: 15 August 2025

## Version History

Version	Date	Approved By	Comments
V1	15/8/25	M.Thornton	
V2	25/08/2025	M Thornton	For clarity, re-aligned text in Targeted Teaching diagram.

# Contents

Purpose.....	4
A Linville Learners' Code of Conduct.....	5
Whole School Approach: Linville Learners.....	6
PBL Expectations .....	7
Consideration of Individual Circumstances.....	8
Targeted Teaching.....	9
Disciplinary Consequences.....	10
School Disciplinary Absences .....	11
School Policies .....	12
Temporary Removal of Student Property.....	13
Temporary Removal of Student Property: Responsibilities.....	14
Use of Personal Electronic and Other Devices by Students.....	15
Preventing and Responding to Bullying .....	16
Preventing and Responding to Cyberbullying.....	17
Appropriate Use of Social Media .....	18

# Purpose

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

The Linville State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to behaviour support.

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

# A Linville Learners' Code of Conduct

## Student-Friendly Language

At Linville State School, we know that everyone has the right to learn, feel safe and be treated with respect. Our school rules and behaviour expectations help us work and play well together.

We are all Linville Learners! That means we try our best to:

- Be Respectful
- Be Responsible
- Be Safe
- Be Active Learners

### What Do These Expectations Look Like?

Here's how we follow our school rules in different places.



### Everyone Is Different

Some students might need more help with learning or behaviour, and that's okay! We all get the support we need to do our best.



### How Teachers Help

Teachers teach the school rules like any subject. They show, help you practice, and give reminders. Families are part of the team too.

	Respectful	Responsible	Safe	Active Learners
At all times	<ul style="list-style-type: none"> <li>Use kind words and actions</li> <li>Respect personal space and belongings</li> </ul>	<ul style="list-style-type: none"> <li>Follow school rules</li> <li>Be honest and do your best</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to yourself</li> <li>Report unsafe behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Be curious and open to learning</li> <li>Show pride in your efforts</li> </ul>
In learning areas	<ul style="list-style-type: none"> <li>Listen to the speaker</li> <li>Wait your turn to talk</li> <li>Care for equipment</li> </ul>	<ul style="list-style-type: none"> <li>Be organised and ready to learn</li> <li>Stay on task</li> </ul>	<ul style="list-style-type: none"> <li>Use furniture correctly</li> <li>Walk indoors</li> <li>Keep walkways clear</li> </ul>	<ul style="list-style-type: none"> <li>Try new strategies</li> <li>Ask questions</li> <li>Work towards your goals</li> </ul>
In outdoor areas	<ul style="list-style-type: none"> <li>Take turns and share</li> <li>Include others in games</li> </ul>	<ul style="list-style-type: none"> <li>Look after equipment</li> <li>Play by the rules</li> <li>Use bins</li> </ul>	<ul style="list-style-type: none"> <li>Stay in bounds</li> <li>Wear a hat</li> <li>Be aware of others</li> </ul>	<ul style="list-style-type: none"> <li>Practise new skills</li> <li>Be a team player</li> </ul>
Online	<ul style="list-style-type: none"> <li>Use respectful language and tone</li> <li>Respect others' privacy</li> </ul>	<ul style="list-style-type: none"> <li>Use digital tools for learning</li> <li>Follow teacher instructions</li> </ul>	<ul style="list-style-type: none"> <li>Keep personal information private</li> <li>Report inappropriate content</li> </ul>	<ul style="list-style-type: none"> <li>Stay focused on the task</li> <li>Participate in online learning activities</li> </ul>
In eating areas	<ul style="list-style-type: none"> <li>Use good manners</li> <li>Speak politely to others</li> </ul>	<ul style="list-style-type: none"> <li>Eat your own food</li> <li>Put rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>Stay seated while eating</li> <li>Keep your area clean</li> </ul>	<ul style="list-style-type: none"> <li>Try new foods</li> <li>Finish eating before play</li> </ul>
In the toilet block	<ul style="list-style-type: none"> <li>Respect others' privacy</li> <li>Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>Flush the toilet</li> <li>Wash and dry hands</li> <li>Use time wisely</li> </ul>	<ul style="list-style-type: none"> <li>Walk safely</li> <li>Keep the area clean and dry</li> </ul>	<ul style="list-style-type: none"> <li>Return promptly to learning or line up area</li> <li>Take responsibility for hygiene</li> </ul>

### What Happens if Rules Are Broken?

Teachers might give reminders, talk with you, or help you fix your choices. If it keeps happening, there might be playtime consequences or family meetings. For serious things, the principal might ask you to stay home for a bit.



### What Not to Bring

Leave phones and smartwatches at home. If you bring them, give them to a teacher in the morning and collect them later. Don't use them at school.

Never bring things like:

- Knives
- Drugs, cigarettes or vapes
- Fireworks
- Inappropriate pictures

These are not allowed at school.



### What Is Bullying?

Bullying is when someone is mean on purpose and keeps doing it to hurt you. If someone hurts your feelings once, that's not bullying. Always tell a teacher if something is wrong.



### Cyberbullying

Being mean online is serious. It can happen at night or on weekends. Our school will still help if this happens.



### Be Smart Online

Be kind online, don't share personal stuff, don't be mean, and tell an adult if something feels wrong.

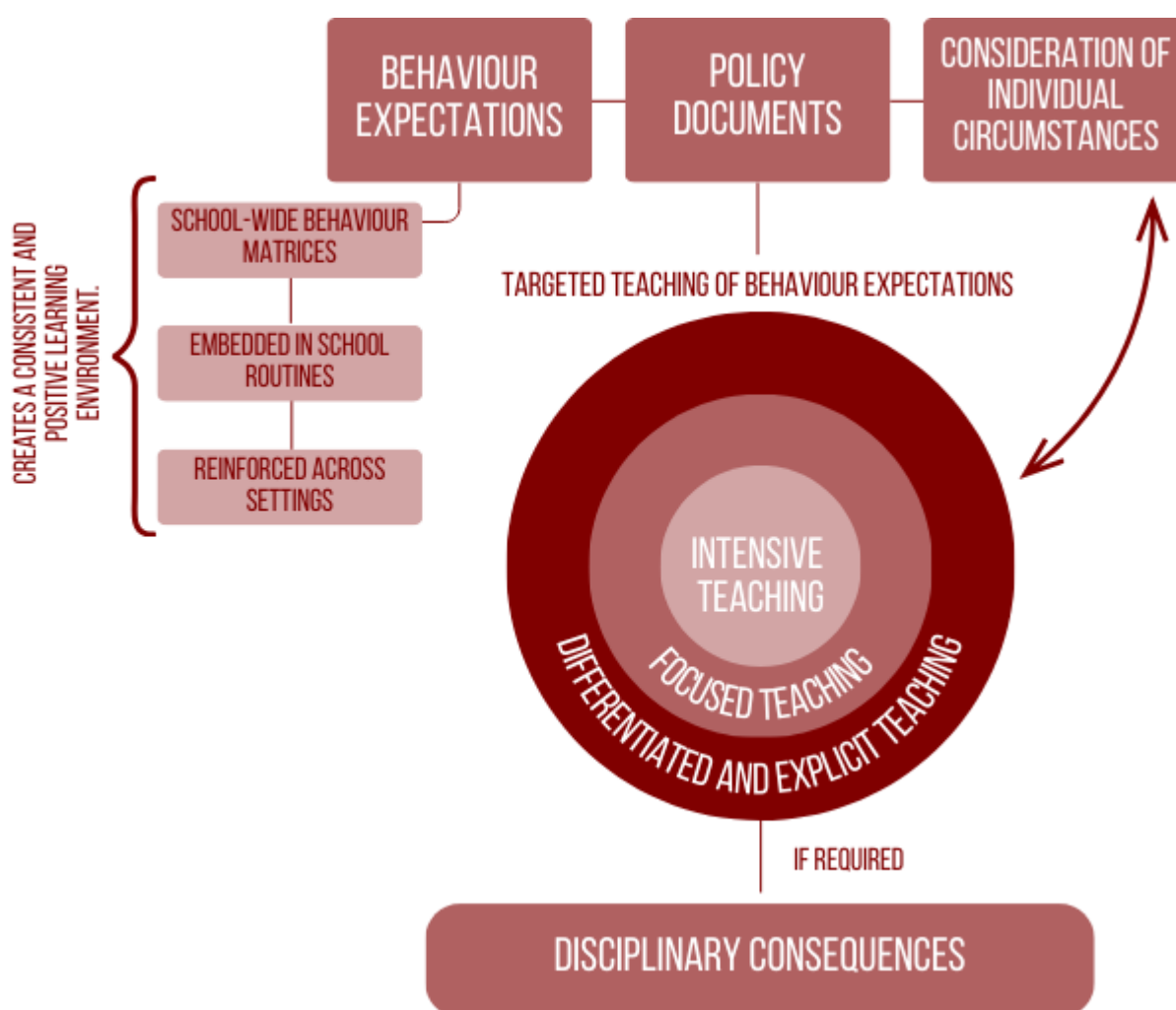


### Using Social Media

Think before you post! Be kind and helpful. If something's wrong, talk to a teacher or principal, not the internet.

# Whole School Approach: Linville Learners

At Linville State School, we take a consistent, whole-school approach to supporting positive behaviour. All students are taught clear behaviour expectations, which are reinforced regularly across all school settings and built into daily routines. Staff use a tiered model of support to meet individual needs—this includes differentiated teaching for all, focused support for some, and intensive teaching for a few students who need it. Our approach is guided by school policies and always considers each student's circumstances. Disciplinary consequences are used only when necessary, as part of a broader strategy to maintain a safe, respectful, and productive learning environment.



Our whole-school approach to behaviour places students at the centre of everything we do. The overarching expectations of being safe, respectful, responsible and active learners guide how all members of our school community behave and interact. These expectations are explicitly taught, modelled and reinforced across all settings to create a consistent and supportive environment. We use a tiered model of support to meet the needs of every student, providing differentiated, focused and intensive teaching where needed. Disciplinary responses are applied fairly and only, when necessary, with careful consideration of individual circumstances. This approach promotes student wellbeing, reduces disruption and helps all students engage positively in their learning.

# Behaviour Expectations

The staff at Linville State School are committed to delivering high quality education for every student, and believe all adults in the school, whether visiting or working, should meet the Positive Behaviour for Learning (PBL) expectations in place for students, being:

- Respectful
- Responsible
- Safe
- Active Learners.

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Linville State School.

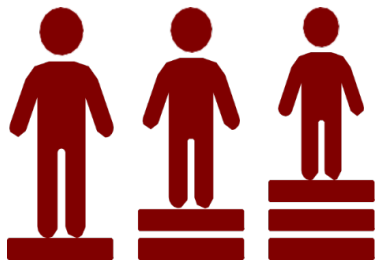
	Respectful	Responsible	Safe	Active Learners
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Every classroom in our school uses this PBL Expectations Matrix as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each 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.



# Consideration of Individual Circumstances

Staff at Linville State School consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.



In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful.

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

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

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

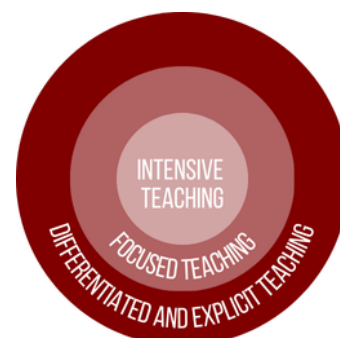
# Targeted Teaching of Behaviour Expectations

## Differentiated and Explicit Instruction

Linville State School maintains a structured and supportive learning environment that embraces a differentiated approach to teaching, ensuring the diverse learning needs of all students are met. This includes explicitly teaching expected behaviours, providing opportunities for students to practice these behaviours, and delivering timely feedback and correction.

As part of this approach, teachers at Linville State School adapt what is taught, how it is taught, and how students demonstrate their understanding. These decisions are informed by data and ongoing monitoring of student behaviour and engagement. This enables teachers to plan intentionally and implement a range of strategies to foster student participation, support achievement of behaviour goals, and provide meaningful opportunities for students to demonstrate their progress.

This diagram illustrates the inner circles of the whole-school model for curriculum provision and differentiated teaching, which is consistently applied across both academic and behavioural learning at Linville State School. It outlines a continuum of support that increases in intensity to meet the diverse needs of students, ensuring high-quality, evidence-based teaching practices are embedded throughout the school.



Behaviour expectations at Linville State School are explicitly taught through a whole-school approach, guided by clear, school-wide behaviour matrices. These expectations are embedded in school routines and reinforced across settings to create a consistent and positive learning environment.

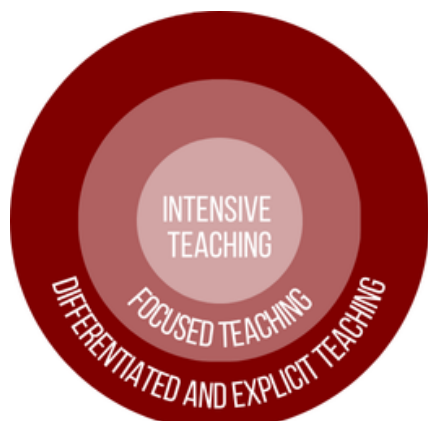
Teachers deliver differentiated and explicit behaviour instruction, adjusting strategies to suit the developmental stages and social-emotional needs of their class. This includes modelling, guided practice, and feedback to support all students in meeting expectations.

For students requiring additional support, focused behaviour teaching provides targeted intervention aimed at addressing specific skill gaps, reinforcing appropriate choices, and promoting self-regulation.

At the core of this model is intensive teaching—highly individualised, data-informed instruction designed for students with complex or persistent behaviour challenges. This level involves close collaboration with families, support staff, and external specialists to build the skills needed for success at school.

Through ongoing monitoring and reflection, staff use this framework to make informed decisions that enhance learning outcomes for every student.

# Disciplinary Consequences



At Linville State School, the disciplinary consequences model mirrors the same tiered approach as the targeted teaching model. This consistent, whole-school framework enables staff to respond to behaviour with increasing levels of support and intervention, depending on the nature and frequency of the behaviour.

Differentiated and Explicit Teaching forms the first and broadest tier of support. All students receive clearly defined behavioural expectations that are explicitly taught, regularly reinforced and consistently modelled.

The majority of students respond positively to these strategies. When minor behaviours occur, classroom teachers apply a range of focused, proactive, in-class strategies, which may include:

- Pre-correction and corrective feedback (e.g., “Remember, walk quietly to your seat”)
- Non-verbal and visual cues such as posters or hand gestures
- Individual positive reinforcement and class-wide incentives
- Reminders of class rules and goals
- Discussions with students
- Detention, when appropriate

Focused Teaching represents the second tier, targeting students who require additional support beyond differentiated classroom practices. These students may display recurring low-level behaviours or struggle to meet expectations consistently. In these instances, classroom teachers are supported by other staff, including the Student Support Network. Targeted interventions may include:

- Letter sent to home to support a conversation with the student and their parent/carer
- Individual behaviour support plans
- Targeted skills instruction in small groups
- Behaviour contracts and self-monitoring tools
- Counselling and guidance support
- Referral to student services for further problem-solving
- Stakeholder meetings involving parents and external agencies

This level of support is designed to intervene early and reduce escalation, ensuring students are given every opportunity to adjust and succeed in a supported environment.

Intensive Teaching forms the innermost tier of the model and applies to a small number of students who require highly individualised, sustained and coordinated support. These students may exhibit complex or persistent behaviours that significantly impact safety or learning. In such cases, the school leadership team works in close consultation with staff, families, and external specialists to develop a comprehensive response. This may involve:

- Complex case management and regular review
- Multi-agency collaboration
- Long-term individualised support plans
- Adjustments to curriculum access and engagement strategies
- School Disciplinary Absences

# School Disciplinary Absences

In circumstances where behaviours pose a significant risk to others or cause serious disruption, more formal disciplinary consequences may be applied. These may include temporary removal of student property (e.g., mobile phones) or a School Disciplinary Absence (SDA), applied by the principal. It involves an enforced period of absence from school and may include:

- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

SDAs are only used when other strategies have been exhausted or the behaviour poses a risk to others' safety. All decisions are made in line with Departmental policy and individual student context.

## Appeals Process

Parents and students may appeal long suspensions, charge-related suspensions, or exclusions. Appeals are reviewed by the Director-General (or delegate) within 40 school days. This process considers all evidence from both the school and family. Students continue to access educational support during the appeal process.

## Re-entry Following Suspension

Students will be invited to a re-entry meeting on their return to school. The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the principal or their delegate attending with the student and their parent/s. The aim is to welcome the student and support their successful reintegration. It is not used to re-address the behaviour or the disciplinary decision. Attendance is optional but strongly encouraged.

### Suggested Agenda

- Welcome back
- Wellbeing check-in
- Share updates (e.g. routine/staff)
- Offer support contacts (e.g. Guidance Officer)
- Set follow-up date
- Thank attendees
- Escort student to class
- Additional concerns will be discussed separately if needed.

These steps ensure a supportive, inclusive return to learning.

# School Policies

Linville State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment.

Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary Removal of Student Property (page 13)
- Student Use of Personal Electronic and Other Devices (page 15)
- Preventing and responding to bullying (page 16)
- Appropriate use of social media (page 18)

# Temporary Removal of Student Property

The removal of student property may be necessary to maintain a respectful, responsible and safe learning environment, fostering mutual respect between staff and students. The procedure for temporarily removing student property outlines the processes, conditions and responsibilities for principals and staff in state schools.

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
- the safety of other students or staff members
- good management, administration and control of the school.

The principal or delegate will 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 Linville 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).*

# Temporary Removal of Student Property:

## Responsibilities

### Staff of Linville 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.
- require consent from the student or parent 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.
- may deem it necessary, in case of emergency, 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).
- will seek consent from the student or parent 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/Carers of Linville State School Students:

- will ensure their children 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 Linville 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
- 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 Linville State School:

- will not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Linville 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 their property as soon as possible when advised by the principal or state school staff it is available for collection.



# Student Use of Personal Electronic and Other Devices

Mobile phones and other **personal electronic devices** (such as mobile phones, smartwatches and tablets) are a part of everyday life, but at Linville State School, we have clear expectations to ensure a respectful, responsible, safe, and focused learning environment.

To ensure all students have access to a focused learning environment:

- All personal electronic devices should be left at home.
- In cases where these devices are required during travel time between home and school, they should be handed in to school staff on arrival in the morning and collected at the end of the day.



In consultation with the broader school community, Linville State School has determined that explicit teaching of responsible use of **other devices** (including school laptops and tablets) is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is **unacceptable** for students at Linville State School to:

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

Parents should be aware that:

- Students who misuse a school's ICT facilities and devices may be subject to disciplinary action by the school, which could include restricting network access.
- Despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- Teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.



# Preventing and Responding to Bullying

Linville State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

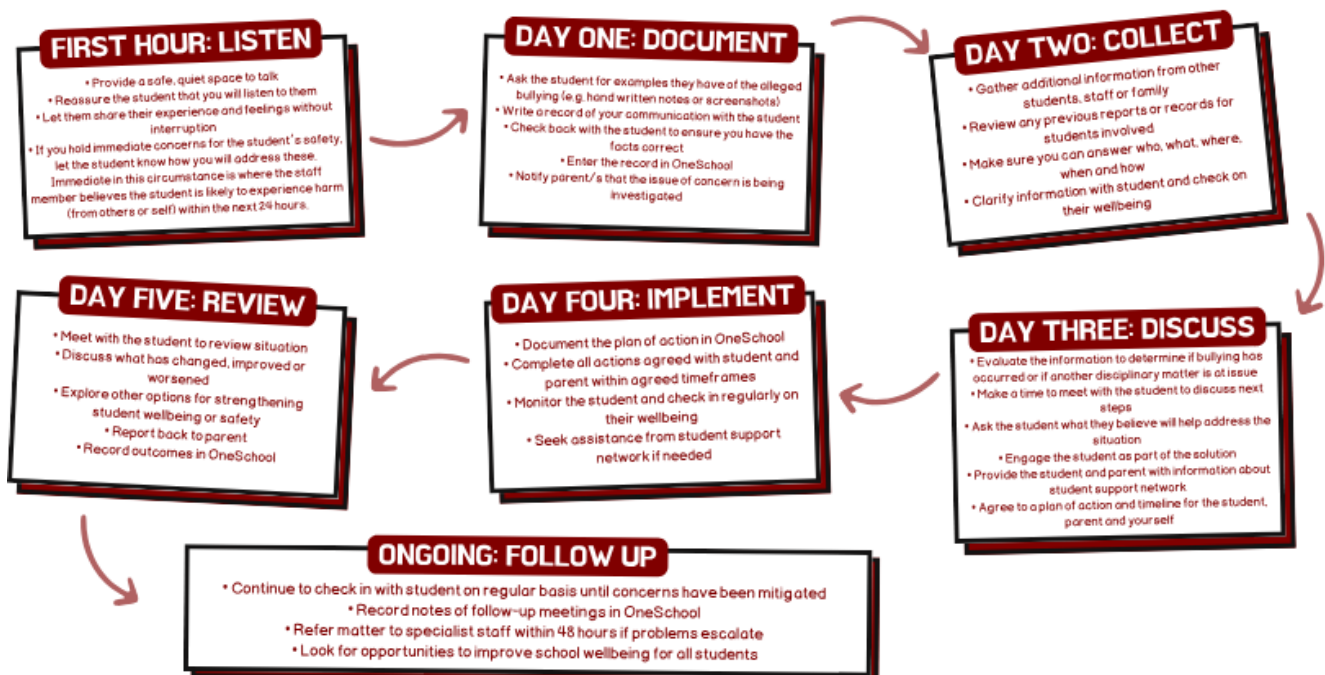
Bullying No Way, Australian Education Authorities / The State of Queensland 2025.

Behaviours that do not constitute bullying include:

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

These behaviours and conflicts are still considered serious and need to be addressed and resolved. At Linville State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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



# Preventing and Responding to Cyberbullying

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

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Linville State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

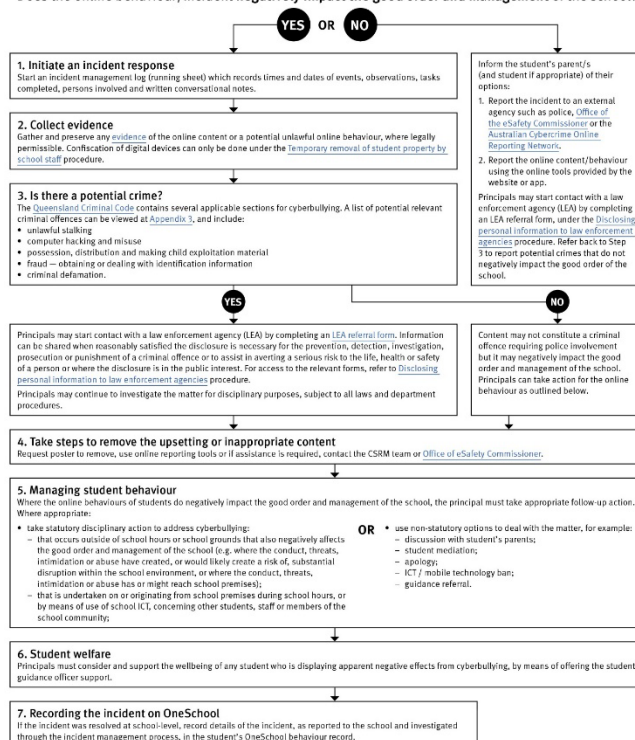
Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the principal.

The adjacent flowchart demonstrates the process that Linville State School staff will follow to manage online incidents that impact the students at our school.

## How to manage online incidents that impact your school

<b>Student protection</b> 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 <a href="#">Student protection procedure</a> .	<b>Explicit images</b> 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 <a href="#">Temporary removal of student property by school staff procedure</a> . This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the <a href="#">Online incident management guidelines</a> .	<b>Report</b> Refer to the <a href="#">Online incident management guidelines</a> for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or <a href="mailto:Cybersecurity.ReputationManagement@qed.qld.gov.au">Cybersecurity.ReputationManagement@qed.qld.gov.au</a> .
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Does the online behaviour/incident negatively impact the good order and management of the school?



# Appropriate Use of Social Media

## Information for Students and Parents

The internet, mobile phones, and social media help students connect and share ideas. These tools can be positive and fun. But they can also hurt people, groups, or whole communities.

Sometimes, negative posts about a school or its people do more harm than expected. This guide shares tips on how to use social media when talking about your school.

### SAFE, RESPECTFUL AND RESPONSIBLE SOCIAL MEDIA USE

#### Think before you post.

*Ask yourself: Does this need to be shared? Is it kind and helpful?*

#### What you post shows who you are.

*People may judge you based on what you write online.*

#### Be a role model.

*If a post makes you upset, log off. Take time to calm down before you reply.*

#### Don't name people.

*Try to keep comments general and avoid identifying others.*

#### Think before you share.

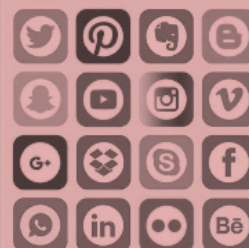
*Years ago, parents spoke at the school gate. Now, social media means your private comment can quickly become public.*

#### Take a moment.

*Thinking before posting can prevent hurt feelings, embarrassment, or legal trouble.*

#### Guide your child.

*Show them how to behave well online. Children learn from watching you.*



Feedback from parents and the community helps schools. But it's best to **speak directly to the school if you have a compliment, question, or concern**. Don't post about it publicly.

Although schools may share updates on social media, the Department of Education prefers private contact for serious matters. Think about how odd it would be if your doctor, accountant or banking institution tried to contact you about personal matters via Facebook.

If you or someone else has raised an issue, avoid talking about it on social media — especially if it involves naming people.

Stay polite and calm. Treat online messages like a phone call or email. If you see a post that harms your child's learning or the school's reputation, contact the school principal.

Posting harmful or offensive content online could be a crime. For example, using a phone or internet to threaten, harass, or offend someone may break the law (Criminal Code Act 1995, s. 474.17). Staff may also take legal action if posts damage their reputation (Defamation Act 2005).

Be careful when sharing photos of your child. Others in the background may not want to be seen online. If tagging or naming students, think about whether other parents are okay with that.

If you come across a post that worries you:

- Don't reply.
- Take a screenshot or print it.
- If the post is explicit or shows child abuse, save the page URL — do not copy or share the content.
- Block the user.
- Report the post to the platform.
- If it's serious, let the school principal or police know.