Linville State School

Student Code of Conduct 2020-2024

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

Postal address: 15 Wells Street Linville Queensland 4314	
Phone: 07 54247201	
Email: admin@linvilless.eq.edu.au	
School website address: https://linvilless.eq.edu.au/Pages/default.aspx	
Contact Person: Jane Dean (Principal)	

Endorsement

Principal Name: Jane Dean	
Principal Signature:	*Dean*
Date: 9-12-2020	

P/C President and-or School Council Chair Name: Melissa Carseldine	
P/C President and-or School Council Chair Signature:	*M. Carseldine*
Date:	9-12-2020

Contents

Queensland
Government

Purpose

Students of all ages learn best when the school that they attend is a safe, supportive and disciplined environment. For this reason, Linville State School use the Beyond Blue's Be You program which includes the Respectful Relationships Program and develops students ways of thinking through our Growth Mindset program. Linville State School aims to develop a whole-school approach to student discipline a growth.

Pro-social behaviours that assist students to be safe and respectful learners are explicitly taught and reinforced in our framework in much the same way as academic skills. Students are likewise clearly acknowledged for meeting our expectations of positive behaviour, and provided with appropriate feedback. Teaching students the expected social behaviours and routines and then acknowledging them when they use these same behaviours is by far the most effective way to prevent management problems. Furthermore, if students use inappropriate behaviour, an array of consequences is utilised with the aim of teaching and reinforcing what we want the student to be able to demonstrate instead. Our framework values the voice and feedback of staff, students and parents, together we have developed a whole school approach responsive to our school needs.

Consultation

Linville State School reviewed and updated this plan in collaboration with the whole of staff at staff meetings and with the elected representatives of the P&C.

Data regarding the effectiveness of the Student Code of Conduct has been drawn from:

- ➢ School Opinion Surveys
- ➢ School Review Findings
- ➢ The relevant gathered data for example - attendance, school disciplinary absences, and behavioural incidents.
- ➢ Staff meeting minutes

This Student Code of Conduct was endorsed by the Principal, the President of the P&C, and the Assistant Regional Director – State Schooling.

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

Queensland
Government

Learning and Behaviour Statement

All areas of Linville 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. Linville State School's school-wide framework for managing behaviour is the Be You program which includes Respectful Relationships and promoting a Growth Mindset.

Linville State School's Student Code of Conduct outlines our systems for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan all school community members have clear and consistent expectations and understandings of their role in the education process creating a positive and productive learning and teaching environment.

An integral facet of Linville State School is the explicit teaching of expected behaviours. Our clearly defined expected behaviours (School Rules) are designed to teach and promote high levels of learning and responsible behaviour.The school expectations based on these values are detailed across all school contexts within the Behaviour Expectations.

Linville State School's rules to teach and promote our high standards of responsible behaviour are as follows:

- Be an active learner
- Be safe
- Be responsible
- Be respectful

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

Student Wellbeing and Support Network

Learning and wellbeing are inextricably linked – students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

Linville State School values open communication between students, parents and staff. Further external support can be accessed through the school's Chaplain and Education Queensland Guidance Officers. Every day practises at Linville State School promotes immediate responses to situations which may arise. Small altercations will be resolved through individual consultation. Larger conflicts may require mediation involving multiple stakeholders. If required, community consultation and restorative practises are enacted to ensure positive outcomes for all involved.

Queensland
Government

Linville State Schools program aligns to the Australian Curriculum personal and social capabilities. It supports and provides a strong foundation on which students can develop social and emotional skills that helps them find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them.

The program also has links with the Australian Curriculum Health and Physical Education which introduces the students initially to the body parts such as the brain and then in the higher primary year levels provides self regulation and/or strategies to assist with emotional stressors that develop in teen years. The Growth Mindset component of our program reinforces these strategies for students to practise and use.

SU QLD chaplains, or 'chappies', provide spiritual and emotional support to school communities as needed. They are in the prevention and support business: helping students find a better way to deal with issues ranging from family breakdown and loneliness, to drug abuse, depression and anxiety.

They provide a listening ear and a caring presence for children and young people in crisis, and those who just need a friend. They also provide support for staff and parents in school communities.

Guidance officers are specialist teachers who deliver a broad range of services to school community members. They contribute to the development of a comprehensive student support and wellbeing program that is responsive to the needs of the school community.

Guidance officers may work directly with students in addition to working with a student's teachers, school support personnel, family, other specialists or external support providers.

Support offered by guidance officers includes providing advice and counselling on educational, behavioural, vocational, personal, social, family, and mental health and wellbeing issues.

Linville State School uses a combined program as a system of support for discipline in the school. Classroom rules and consequences are developed and agreed to by students and staff. These rules and consequences are displayed in the classroom and referred to when necessary. This is a whole-school approach, used in our classroom and programs offered through the school, including Instrumental Music, Auslan, sporting activities and excursions.

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Linville State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

	All Areas	Classroom / library / praise parade	Playground / toilets / eating area	Travel / camps Off campus
Be an active Learner	• Listen actively and participate fully • Ask questions / contribute • Ask a peer or teacher if unsure what to do • Value contributions • Encourage & assist others • Keep your belongings organised • Whole body listening • Commit to work to the best of your ability in all activities • Take responsibility for your own learning and experiences • Make appropriate choices to enhance learning	• Listen to directions • Follow directions quickly & be ready to continue • Ask for help when you can't go on without it • Have a positive attitude to lessons • Ask for and respond positively to feedback from others	• Show sportsmanship and follow rules of the game in the playground	• Take responsibility of my own learning and experiences • Make appropriate choices to enhance learning
Be Respectful	• Use equipment appropriately • Keep hands, feet and objects to yourself • Follow the school's dress code policy • Use polite language • Greet adults • Follow instructions at all times	• Walk quietly and orderly so that others are not disturbed • Sit still • Enter and exit room in an orderly manner • Bookwork to be neat and tidy with margins and dates	• Participate in school approved games • Wear shoes and socks at all time • All rubbish to be put in bins • Be mindful of others when playing	• Follow all safety instructions and directions from adults • Show care and awareness when visiting other locations. Eg rubbish and noise

	• Allow others' their personal space	• Books to be free of scribble and drawings • Raise your hand to speak • Respect others' right to learn	• Follow sports shed rules • Respect the privacy of others • Wait outside toilets if there are two people waiting in there	
Be Responsible	• Ask permission to leave the classroom • Be on time • Be in the right place at the right time • Follow instructions first time every time • Look after your belongings	• Be prepared • Complete set tasks • Take an active role in classroom activities • Keep work space and classroom tidy • Be honest • Keep computer areas neat and tidy – put your headphones and login details away each time after use • Homework to be handed in on time • Stay in your seat when people are talking • Move peacefully in single file • Moving on the left side of the stairs and ramp	• Be a problem solver • Return equipment to appropriate place at the end of break bell • Care for the environment • Use toilets at the end of breaks andbefore lining up. Wash hands thoroughly • Toilets are not for playing in	• Look after your own travel clothing and equipment • Be considerate of other people. Eg noise and environment
Be Safe	• Respect others' personal space and property • Care for equipment • Clean up after yourself • Wait your turn • Sit quietly on the bench seats downstairs and wait for instructions • Walking on paths • Keep hands and feet to yourself • Wash hands before lunch and after tending to garden and chooks • Stay on school grounds at all times.	• Be a good listener • Students not to be in classroom unsupervised • Sit in your chair as intended • Rails are for hands • Walk one step at a time • Carry items • Keep passage ways clear at all times	• Play fairly – take turns, invite others to join in and follow rules • Walk with objects/equipment • Walk on pathways • Sit on chairs correctly • Be sun safe; wear a school hat • Wash hands with soap	• Listen to all directions and instructions • Stay together • Ask teacher if you require to go somewhere

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted weekly by the classroom teacher;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Consideration of Individual Circumstances

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

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

Privacy

Linville State School respects the privacy of students, consistent with the Information Privacy Act (2009). Therefore, communication about incidents will only pertain to the parent/carer's own child. This means that **school staff are unable to share information about consequences for other students**.

Personal information that may be a relevant consideration when responding to incidents (e.g. disability, history of significant trauma, immediate context of grief) will also not be shared beyond the child's parent/carer.

The Linville State School community is asked to respect the school's need for privacy and be compassionate and understanding about the possible personal circumstances that may be evident for students.

Differentiated and Explicit Teaching

Linville 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 practice.

Staff at Linville 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 teaching and 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.

Queensland
Government
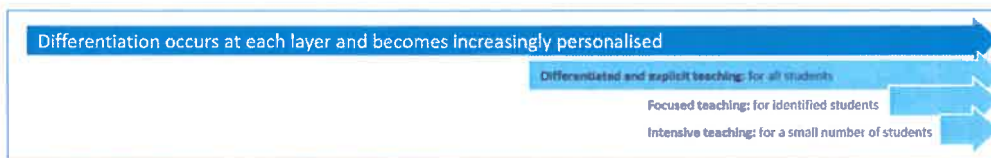
Multi-Tiered Systems of Support Desciption	
Tier 1 **Differentiated and explicit teaching** for all students.	**All Students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of the Australian curriculum version 8 and the Be You program which encompases Respectful Relationships and Growth Mindset This involves: • teaching behaviours in the setting they will be used. • Being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account. • Providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them.
Tier 2 **Focused Teaching** for individual students	Targeted instruction and supports for **some students** are more intense than Tier 1 services, providing more time and specialisation in 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 opportunites to practise skills and multiple opportunites to achieve the intended learning and expected behaviour. Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. The types of interventions offered at this level will vary according to the needs of each student, but all have certain things in common: • There is a clear connection between the skills taught in the interventions and the school-wide behaviours expectations matrix. • Interventions requires little time of classroom teachers and are easy to sustain.
Tier 3 **Intensive teaching** for a small number of students	Individualised services for **few students** who require the most intensive support a school can provide. For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment (FBA) and support plans and multi-agency collaboration may be provided to support the student.

	Tier 3 supports continues to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive. Tier 3 supports are based on the underlying reasons for a student's behaviour (their Functional Behavioural Assessment) and would include strategies to:
	• **Prevent** problem behaviour
	• **Teach** the student an acceptable replacement behaviour
	• **Reinforce** the student's use of the replacement behaviour
	• **Minimise** the payoff for problem behaviour.

Legislative Delegations

Legislation

In this section Linville State Schools Student Code of Conduct are linked to relevant 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)

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.

Queensland
Government

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

The disciplinary consequences model used at Linville State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours (problem behaviours that are handled by staff members at the time it happens).

Some students will need additional support, time and opportunities to practise expected behaviours. Some students may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher/principal to enact an mmediatel disciplinary consequence.

For a small number of students a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

Queensland
Government

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

	Consequences	Procedure
Differentiated	- Pre-correction (e.g. "Remember, walk quietly to your seat") - Non-verbal and visual cues (e.g. posters, hand gestures) - Whole class practising of routines - Ratio of 5 positive to 1 negative commentary or feedback to class - Corrective feedback (e.g. "Hand up when you want to ask a question") - Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you") - Explicit behavioural instructions (e.g. "Pick up your pencil") - Proximity control - Tactical ignoring of inappropriate behaviour (not student) - Revised seating plan and relocation of student/s - Individual positive reinforcement for appropriate behaviour - Classwide incentives - Reminders of incentives or class goals - Redirection - Low voice and tone for individual instructions - Give 30 second 'take-up' time for student/s to process instruction/s - Reduce verbal language - Break down tasks into smaller chunks - Provide positive choice of task order (e.g. "Which one do you want to start with?") - Prompt student to take a break or time away in class - Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?") - Provide demonstration of expected behaviour - Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour) - Private discussion with student about expected behaviour - Reprimand for inappropriate behaviour - Warning of more serious consequences (e.g. removal from classroom) - Detention	Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviours. Recorded on OneSchool
Focused	- Functional Behaviour Assessment - Individual student behaviour support strategies (e.g. Student behaviour plan) - Targeted skills teaching in small group - Detention - Behavioural contract - Counselling and guidance support - Self-monitoring plan - Check in Check Out strategy - Teacher coaching and debriefing - Referral to Student Support Network for team based problem solving - Stakeholder meeting with parents and external agencies	Class teacher is supported by other school-based staff to address in-class problem behaviour. Recorded on OneSchool

Queensland Government

Intensive	• Functional Behaviour Assessment based individual support plan	School leadership team work in consultation with
	• Complex case management and review	Student Support Network
	• Stakeholder meeting with parents and external agencies including regional specialists	to address persistent or ongoing serious problem behaviour.
	• Short term suspension (up to 10 school days)	
	• Long term suspension (up to 20 school days)	Recorded on OneSchool
	• 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)	
	•	

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Linville State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Linville State School will be invited to attend a re-entry meeting prior to their scheduled return to school. The main purpose of this meeting is to

Queensland
Government

welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focused on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

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
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Linville State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*)
- 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, 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. 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 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;
- 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 Linville 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 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 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:
- 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 Code of Conduct
  - is illegal

- o puts the safety or wellbeing of others at risk
- o does not preserve a caring, safe, supportive or productive learning environment
- o does not maintain and foster mutual respect;
- o collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

Linville State School has a policy that if mobile phones or other devices are brought onto the school grounds then they will be handed into the office on entry of school and to be picked up at the end of the day. An exception to the rule is when a student is required to carry or have access to a mobile phone or other device during the day (example: Type 1 diabetic). Prior permission needs to be obtained by the Principal if this is the case. If a student is required to carry or have access to a mobile phone then the student needs to understand their responsibility as set out below.

Responsibilities

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

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

- use mobile phones or other devices for
- monitoring their health
- place the mobile device out of sight during classes, before and after school, and during lunch breaks.
- seek teacher's approval when they wish to use a mobile device under special circumstances.
- when monitoring health student to be supervised by a teacher/staff member.

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

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- not to access any social media
- 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

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

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

Preventing and responding to bullying

Linville State School uses the [Australian Student Wellbeing Framework](https://studentwellbeinghub.edu.au/educators/resources/) (https://studentwellbeinghub.edu.au/educators/resources/) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Linville State School utilises P & C meetins to have input and feedback to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each meeting are the core elements of the Australian Student Wellbeing Framework:

Queensland
Government

1. **Leadership**
   Principals and all members of the school community play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. **Inclusion**
   All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. **Partnerships**
   Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. **Support**
   School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for all members of the school community is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of all members of the school community in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report (https://campaigns.premiers.qld.gov.au/antibullying/taskforce/) in 2018, and at Linville State School we believe all members of the school community should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Queensland
Government

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At 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 judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Queensland
Government

Linville State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher

Before the end of the day

- 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

Queensland Government

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.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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 (https://www.esafety.gov.au/) 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.

Queensland
Government

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
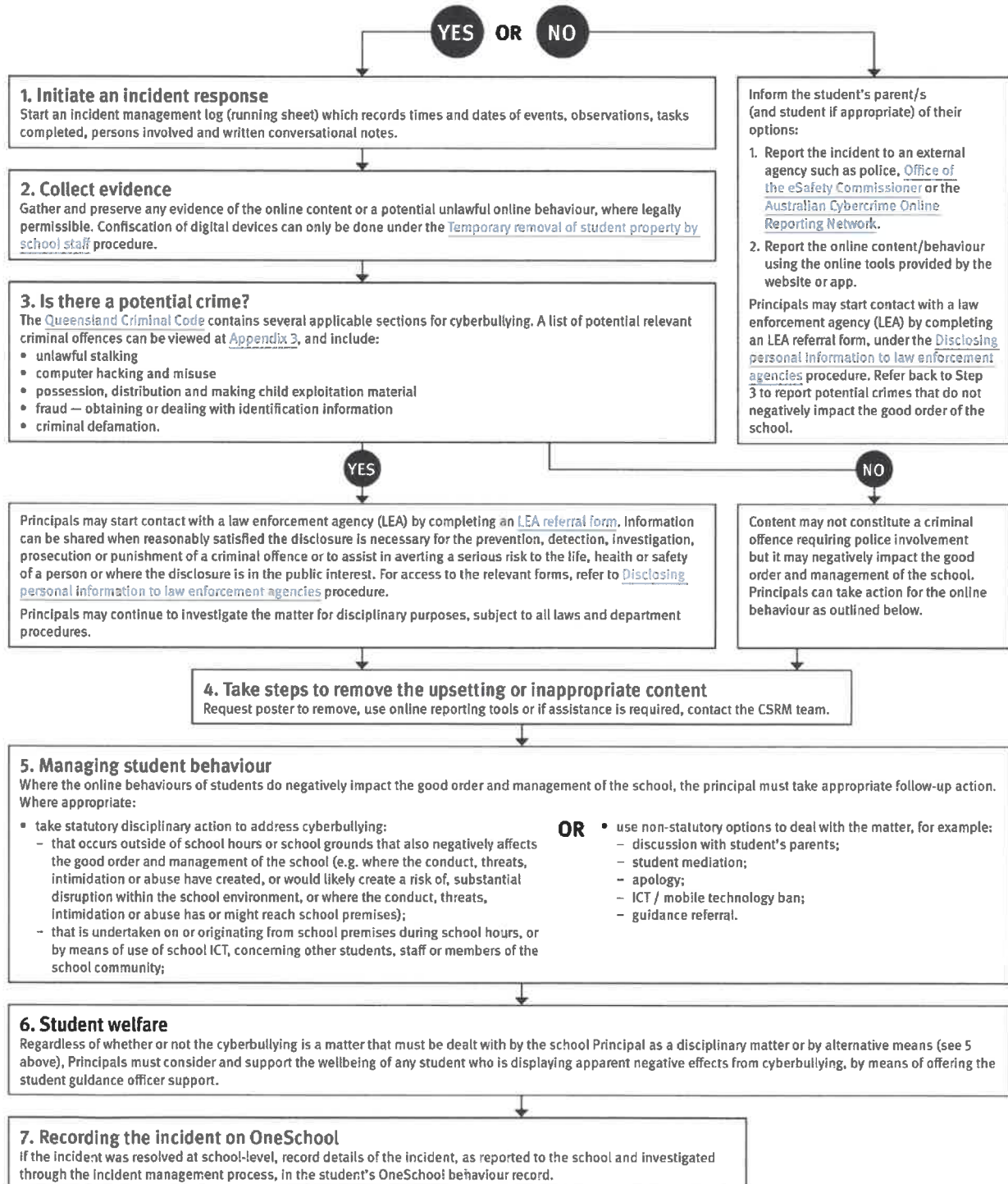
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Queensland Government

Cybersafety and Reputation Management (CRM)

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

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

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

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

Student Intervention and Support Services

Linville State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Linville State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Linville State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Linville State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Queensland
Government

Linville State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Linville State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Linville 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.

Queensland
Government

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 may be undertaken to assist 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 that seriously endanger students 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.

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.

Queensland
Government