

Thornton State School

Student Code of Conduct 2024-2027

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

Purpose

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

Thornton 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 discipline.

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

Contact Information

Postal address:	4 Thornton School Road, Thornton Qld 4341				
Phone:	07 54667 141				
Email:	principal@Thorntonss.eq.edu.au				
School website address:	https://thorntonss.eg.edu.au				
Contact Person:	Miss Luci McConkey (Principal)				

Endorsement

Principal Name:	Luci McConkey
Principal Signature:	VIIII
Date:	27 03 25
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P/C President and-or School Council Chair Name:	Teigan Dippel
P/C President and-or School Council Chair Signature:	thopel
Date:	27/03/25

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Principal's Foreword

Thornton State School is committed to serving our students, caregivers and community. We work to create an environment which all students can learn successfully through our values and believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. At Thornton State School, we embody an inclusive, positive and reflective, student-centred approach to learning and wellbeing and empower our students to give their best.

Thornton State School has three core expectations within our school culture.

I am Respectful

I am Responsible

I am Accountable

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

Thornton State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's policies and details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Thornton State School Student Code of Conduct together. Your interest and views shared through the process of developing this document has been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.



Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

Multi-Tiered Systems of Support

Thornton State School uses multi-tiered sustems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasing intensive interventions to the identified needs of individual students.

Tier 1

100% of students at Thornton State School receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. 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
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made

Tier 2

Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of intervensions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the intervensions and the school-wide expectations
- interventions require little time of classroom teachers and are easy to sustain variations within each intervention are limited
- interventions have a good change of working (e.g., they are "evidence-based" interventions that are matched to the student's need)

if the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.



Tier 3

Indivividualised services for students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups of on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be supports are based on the underlying reasons for a student's behaviour (their FBA) and should 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

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agengies and rigorous problem-solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

PBL Expectations

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

Students

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

Responsible

We take care of others, ourselves and our environment.

Respectful

We treat others, ourselves and our environment with respect.

Accountable

• We take ownership of our actions and strive to improve.

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



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		s in your
	Bus	Wear seatbelts Keep belongings in your bag and in your seating area
	Online	Stay safe online and approved/trusted websites Follow protocols for saving and retrieving work
	Playground	Play safely – look out for others Choose the best activities and location for you to play
	Transitions	Be prepared
cted behaviours	Classroom	Focus on your own learning Start straight away
Thornton State School Matrix of expected behaviours	All Settings	Ask for help if needed Look for solutions Report things that are broken/ don't look right (including pop ups and online chat) Use equipment for it's designed purpose
nton Stat		We take care of others, ourselves
Thor		Responsible

benaviours	п	
expected		
10	1	
Matrix	:	
school		
State	-	
normon	-	

Bus	Listen to the driver	Quiet talking									
Online											
Playground	Share equipment	Include others									
Transitions	Two lines before	Transition between	activities quickly and quietly.								
Classroom											
All Settings	Help others	Speak kindly - respond with manners	Speak kindly – initiate interactions with a positive demeanour	Care for environment and belongings	Wear uniform with pride	Care for each other – personal space, wellbeing	Hands, feet and objects to yourself	Treat school property with care	One speaker at a time	Treat visitors to the school with the same respect that I show my regular teachers	Teachers use '3,2,1,Magic' and students stop, look and listen immediately.
	We treat others, ourselves and our environment with respect.										
	Respectful										



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	Online Bus	t away Leave settings as is Inform driver of any drop off/pick up changes		teacher			
Thornton State School Matrix of expected behaviours	Playground	Take turns (e.g. fridge) Pack equipment away neatly	Ask yourself is it safe	Stay in sight of teacher			
	Transitions						
	Classroom	Ask permission to leave the learning area					
	All Settings	Every action has a consequence	Follow instructions	Walk on concrete	Be on time	Stay in bounds (out of storerooms, away from under big gum trees)	Demonstrate TSS expectations and values when representing the
Thornton Sta		.9vovq	ni oi s	ગાગાક દૃ		Account	ұс іаке о <i>мпе</i> гship

Reinforcing expected school behaviour

At Thornton State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Thornton State School Dojo Points

Staff members hand Dojo Points out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them Dojo Points. Dojo Points are collected throughout the week electronicially. Each Friday, students trade in their Dojo Points for a range of rewards depending upon the amount of Dojo Points they have been rewarded with. Dojo Points can be carried over to the following week, if the students wish to do so, and reset at the start of each term.

Student of the Week Awards

Students at Thornton State School are rewarded for appropriate behaviour through weekly Student of the Week Award Certificates, handed out on Parade each Friday.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more responsibly, more respectfully or more accountably. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified to align with the expectations of our school community.

Thornton State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours



do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
- 1. names the behaviour that student is displaying.
- 2. asks student to name expected school behaviour,
- 3. states and explains expected school behaviour if necessary
- 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. Major behaviour incidents are recorded on OneSchool.

The following table outlines examples of major and minor problem behaviours

		Area	Minor	Major
		All settings	Running on concrete or around buildings Incidental swearing	Throwing objects Possession of weapons Serious physical aggression Fighting
Responsible	We take care of others, ourselves and our environment.	Classrooms	Incorrect use of equipment Playing in toilets Non participation within class time Not completing set tasks that are at an appropriate level	Throwing objects Possession of weapons
	of others, ours environment.	Transitions	Minor physical contact (eg: pushing and shoving)	Serious physical aggression Fighting
	We take care	Playground	Not wearing a hat in playground Not wearing shoes outside	Fighting
		Online	Inappropriate use of school technologies	Deliberate inappropriate use of school technologies
		Bus	Not wearing a seatbelt	Moving around the bus whilst in transit
Respectful	We treat others, ourselves and our environment	All settings	 Inappropriate conversation topics Incidental swearing Minor dishonesty Not playing fairly Minor disruption to class 	 Leaving school without permission Major dishonesty Direct intentional and offensive swearing Intentional damage to property
Res	We tre ourse our en	Classrooms	Not being punctual (eg: lateness after breaks) Refusing to work Not in the right place at the right time.	Leaving class without permission (out of sight)
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	Transitions Playground Online	Disrupting others learning times Non compliance Uncooperative behaviour Littering Minor singular event	Major dishonesty Consistent and
		of harassment	ongoing online bullying / harassment
	Bus	Speaking rudely to the bus driver / students	Swearing directly at bus driver or other students
	All settings	Petty theftMinor defiance	 Stealing / major theft Wilful property damage Vandalism Blatant disrespect Major defiance
tions	Classrooms	Forgetting red folder	Major disruption to class
Accountable wnership of our ac strive to improve.	Transitions	 Failure to gather all equipment necessary when moving classrooms 	
Accountable vnership of c	Playground	 Lack of care for the environment 	
Accountable We take ownership of our actions and strive to improve.	Online	Minor singular event of harrasment	 Online bullying / harassment Misuse of school technologies including online
	Bus	 Entering / exiting bus in an inappropriate way 	 Distracting the driver with persistant distracting behaviours



Consideration of Individual Circumstances

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

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

Differentiated and Explicit Teaching

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

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

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

Differentiation occurs at each level of planning and becomes increasingly personalised

Provision of whole curriculum

Year and/or band plans

Unit plans

Differentiated and explicit teaching: for all students

Focused teaching: for a small number of students

Intensive teaching: for a small number of students

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

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Thornton State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- · require ongoing focussed teaching
- require intensive teaching.

Thornton State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

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

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

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

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

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Disciplinary Consequences (Mandated)

The disciplinary consequences model used at Thornton 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.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed 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 to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, 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.

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.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- 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

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- 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

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- 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.

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 Thornton 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 Thornton State School may be invited to attend a reentry meeting on the day of their scheduled return to school. The main purpose of this meeting is to 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 reentry 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-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 focussed 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.



School Policies

Thornton 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 <u>Temporary removal of student property by school staff procedure</u> 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 Thornton 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 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 Thornton 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 Thornton 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:
 - o is prohibited according to the Thornton State School Student Code of Conduct
 - o 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;
- 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 Thornton State School

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

In consultation with the broader school community, Thornton State School has detern that explicit teaching of responsible use of mobile phones and other devices is a

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 also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.





Government

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 Thornton State School to:

- · use mobile phones or other devices for
 - o assigned class work and assignments set by teachers
 - o developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - o conducting general research for school activities and projects
 - o communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - o accessing online references such as dictionaries, encyclopaedias, etc.
 - o researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is unacceptable for students at Thornton State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- 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 interned

- 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.

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 Thornton 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

Thornton State School uses the <u>Australian Student Wellbeing Framework</u> 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.

Thornton State School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders playing 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 the Student Leadership Forum 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 young people in the design of technology information and digital education programs for parents was a key recommendation from the <u>Queensland Anti-Cyberbullying Taskforce report</u> in 2018, and at Thornton State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

 ongoing and deliberate misuse of power in relationships through repeated very physical and/or social behaviour that intends to cause physical, social 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 Thornton 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 Thornton 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.

Thornton 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

Principal - Lauren McGettigan 07 54677141

- First hour Listen
- Day one Document

Day two Collect

Day three Discuss

- Provide a safe, guiet 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
- 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
- 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
- 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
- . Engage the student as part of the solution
- 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

Cyberbullying

Cyberbullying is treated at Thornton State School with the same level of seriousness as inperson bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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 (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Thornton 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 Dean of Students, Malcolm Smith.



Thornton State School - 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.

Report

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 Cylorsafety.ReputationManagement@qed.qld. gov.au.

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

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
- nossession, 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.



NO

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

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 hehaviour 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 or Office of eSafety Commissioner.

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

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.



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 <u>guide for parents</u> 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 <u>Cyberbullying and reputation management</u> (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the <u>team</u> (Department employees only).

Student Intervention and Support Services

Thornton 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 Thornton 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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.



Thornton State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Thornton 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.

Thornton State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Thornton 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 become a police matter. For example, online content may substantiate the offence of



a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwth) 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 Thornton State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

The department's <u>Restrictive practices procedure</u> 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, prearranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

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

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

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



Critical Incidents

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

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

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

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

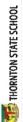
- Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment: Model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



Appendices

Appendix 1 – Thornton State School Minors/Majors Chart (Part 1) OneSchool Invited Widdler Color State School Minors/Majors Chart (Part 1) OneSchool Invited Widdler Color Co

	OneSchool Catagory	hematu in others	Other ICI Misconduct	Substance misconduct	Passess probibited froms	Physical Missanduct	Verbal Misconfect Lying
OOL MINOR & MAJOR DEFINITIONS	Non-examples	Mritsering under branth abushe Striguage directed at a person	Blowing 'respherries' Accidentaghypring white someone if taking Throwing an ot pert with no person		Pre-acribed modic afters accompanies by a cotor's ferrer and with the ment county and with the ment county according area a medical condition area a medical condition area a medical condition for a medical condition bringing a cuttoral ferrer (which count be considered a weapon) to achool by a canticulum faetu.	Horeplay that does not exclusive	Sayeg "triple" or "tgp" this social and it socialesed at consider agents about the consider age
	Examples	Abusine language and protenties dencade st offers Physically melicious inferiolaling behaviour e.g.; making threating genaves to have	Reportably recining on the care plicing or commontor to an mostable height starting the cleancement and commontor and board or unside and selected chromosophic direct and persons, large storement metifers, as emponenties of pleasers for powers, large propriets metifers, as emponenties of pleasers powers, large propriets and washe bombs, eightly, thromfill and software that storemes an except with a person for the properties of the person builting, emponenties the present builting, emponenties an internet seasons.	Alcohod, bebacco, drugs, paint cans	Combission invites pass. Combission invites (globe Liquid paper Australia cara. Combission invites (globe Liquid paper Australia cara. Alexa Caster and Ca	Herberg Farsching Herberg area no nöpet tilcking Actrons stærg datungfalden Bitterg, patiling haar	Reparted name couling and serveces: infricts about test, peers and faulty members Serving, for an adult, "T
	Major Definitions	Melacions vertus or physical actions with the knient to intimicate or scele Others.	Behavious which endingsr sell or Behavious as high level mertally or physically. ICT Helconduct	Students bring illelt substances to achool with invent to consume or pass on	Students presess on their preson or where their share which his beam sectioned by the actions as pre-thing of their present of their pre- ter or present of section, their or per-aphenals.	Pysiacia centract with intent or autoome of casuming legary or harm to others	Swaaing or cara worst directed travects of their a demanding or en of supportera impage, to be reported immitted. Demander in their and a supported to the supported immitted and a supported to the supported immitted and a
	Non-examples	Not stended as harmful or derogatory			Found item with intent to hand in Nems brought to achool for vices and half-vices intent or understanding Plastic tonives and forts	Accidental contact with arother person a g. tripping into a g. tripping into a g. stoneous Defensive contact/actiona.g. a ludent A suches student B cnorp in Nen student B uses agressive physical coenoci	Law leves time lawguages such as (stern, vages, alv. trus) (stern, vinital are age appropriate norms which are age appropriate
	Examples	and fighting in process stringlishs e.g.; I be fighting the process stringlish of e.g.; I conserved, introduction e.g.; standaring ever flagsing to searches, present as the seatening whitevery (under teath), constraint to self without intending for others to have	Rodong on chans fluming on concrete Baking out of beared Climbing. He change the Climbing Lines of the Climbing Lines of the Baking Lines of the Climbing Lines chans Springe, need chans Springe, in the gardent/ washing by on the ground		Permisent malers Hobie phones Top Passession of unsale them without understanding or intent to use	Cortect with another present through unaffe belt whour Barnows at its another person during Pdg Publing with come hands of disease	Accidental use of profeshiy. Low Internity in algorithms are considered to present. Student Gefree mestage which is deblosers by untrue. Ear the steden, of the public of 4 L. back (#id.).
THORNTON STATE SCHOOL	Minor Definition		Behaviour that cause physical harm to self or others	Students bring (Bibl) subs lances to school white handless and wholes the dengine and wholes he enter to consume or page on (age apprepriateness)	fesses prohibited forms Pressessor of lines or substances deemed main	In accordinate physical contact (Insurancy with the heads or feet welch croses not result in eyery	ingeropsiese languages Vyneg
	Behaviour	tradio as zrazná?	restracted strand	S SPrombalader Md	mati bolididetij s to noizzazoT	installing	Spalmos 2009) Bud's eV





Appendix 1 – Thornton State School Minors/Majors Chart (Part 2)

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	naix 1 — In	Peliant/Threats to adults	Braus Code	Hencompliant with recting	Misconduct involving object	an (Pan 2	Disruption	Late Off Truots	
CNICINIA	Resonable and practive intervention at an appropriate terre	Rekaal to follow directions due to a skill direction due to a skill direction, and and occupant to a skill direction.	Not wearing school uniform due to chownstances earl of their control. A month of a month		Throwing kinch of wrappets on the floor		Making food robes which are described as to Calling out arrevers to questione frhough enthusiasm	Authorised cool down time At an official school appointment e.g. Guidance Officer	
MINON & MAJON DETINITIONS	Repaished and/or secolating verbal abuse Inappropriate bucking of others Saxual comments. The three wheth are used to intimodres. Whe bis and physical three sids to harm another person Research micros as a learner without research Becoming Innotwed in an altercation without research	Pessistantin's yelling at an adult Lashing (Lassisment) permiskan'ny examinan'ny chais wanton'ny penniskan'ny avon'ny hiten an'ndy that penniskan'ny salahan'ny avon'ny distribution any avon'ny distribution and aran'ny avon'ny distribution any avon'ny distribution any avon'ny distribution and avon'ny avon'ny distribution and avon'ny avon'ny distribution are aran'ny avon'ny avon'n	Whening a shirt with an inappropriate tact or measage Wessing short skirt/Ahoft, starwates.	Persistent relusal to follow tentuckons Back-chattheg with abusive language directed at a person	Breaking clearroom itens with intend Threwing cleak, Charis the Charist Charis of buildings Computer missaes Califia Taking another's spiles: Removing property from another's achool bag	Entering an area with the Intent to octobia an illam (e.g. ackids blag, storeroom, deak)	Valing parasten Lailing Qui Valing for Monthly Controlling Supplement Schalleng Sustained out of sent latevirous Krocking (ver furnitue, destruction of property	Lasving school without permission Reseated failure to stered scheduled classes. Research failures, and you place that the Repaint about with without parent sermission. Alternding a non-termistided class without permission.	
	measures the terror to the control of the control o	Persistent refusal to follow directions challenges an adult Covertant / bold refusal to foliow Covertant / bold refusal to foliow an estitude of a fabilitation and/or the combined with an estitude of a fabilitationess that challenges / result authority / engages in a power struggle.	Shubents not weating the school unform as pet the unform solicy — school based and feculty policy	Repeated failure to act on adult recuests, Separated failure to achiere to school rules.	Students participating in an activity that results in substantial destruction of defigurement of property. The actualisation of other's property without permission and with intent to permission and with intent to permiss		Persistent behavious cualong so referruption to bearming in a class or activity chasting is estudent to a teaching for a protorgad period of frees, may also crasse ham to self or others.	Unaxplained absence/s with or without	
	Acceptable human without malice e.g.: during a game, aughleg a game, aughleg a moreone with insertial over then asks if they are go. fless without insert to cause upset (see being)	Students who have difficulty maintain focus due to medical seeds Students who have difficulty processing instructions Met completing work due to a skill deficit	Students lack of appropriate atthe due to factors out of their control Weachig undershirts on winter	Students have deficulty maintening focus due no nodicularion education medit. Not completing work due to a skill deficit or processang deficulty.	Accidental dropping of funch nabbish as walking	Accidently taking and	User territional dislocation of Objects Objects An object of the control of the	Late bocave out of student control (e.g. In office, parents) Absence due to healthy heachts or reserve out of the individuals control	
	Neme caling Nemibras sackalon from achives face puling	Belle or low intensity failure to ext on adult requests. Paluse to advers to achoot rules. Deliberately above to engoned assessing to a segment of the segm	Repeated incopropriets jewelisery and neil politish. Thongs Weaming non-ean safe dothing	Oelbestably since to respond: Return to olicy matrochors, indeed awaring Tailing back In-complete work	Playing with tap as floateose etc. Using school property for a purpose not intended. Using school property for a purpose not intended percels, craylous, etc. percels, craylous, etc. rubbesh, lasving rubbesh, lasving	Taking another student's property and saying it's their own	Inaporoprate, non-related comments Talking to frencia comments Talking to frencia comments Talking to frencia comments Talking to frencia fren	Laie for class in the morning or after brasks Reasonable doubt as to the validity of excess.	
MONATOR STATES CHOOL	Students use Inacpropriate Students use Inacpropriate students use inacpropriate with or and install or annothers insent to cause upeer to another	Retusal vorbilow direction or participate in program of work Faltime to septond to adult request Challenge to authority	Inappropriate druss that does not suit activity or community agreed standards affindent wears clothing that does not reflect safe practices.	Brief or low interestly failure to act on addit requests. Failure to adhere to exhool rules. Deliberathey sion to	Coveratementy missues of property in a vest in which it were not descripted that does not cause physical harm or highly to one's setfor others.		Low intensity but exaptroprise finite/revence in that states swapy from the learning environment but does not heauth on physical harm to said or others	Out of class without permesion	
	Japaneses seal/galyfield	of 2940-till \>>nailing	Shees code	Mon-compliant with southwe	májiffittjateurs	क्रमा	antigeral@	Assert Jakes	
		I AM RESPECTFUL						EN ACCOUNTABLE	

