Tivoli State School

Student Code of Conduct
2024-2027

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

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Endorsement

Principal Name: Kylie Wells

Principal Signature:

Date:14/04/2023

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

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

Date:

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Purpose

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

The Tivoli 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.

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At Tivoli State School, we are committed to ensuring success for all, and we look forward to cultivating a community of lifelong learners who are engaged, happy, and fulfilled.

At Tivoli State School we are proud of the high expectations we hold for our students, staff and school community. Our school is culturally responsive, with a focus on whole-child development and celebrating student success. We believe in playful engagement with the curriculum, providing unconditional positive regard, and placing students at the centre of all that we do.

We use the Zones of Regulation to build students emotional literacy and support their regulation. Students use the Zones to identify their feelings and emotions and develop strategies for their personal toolkit. Zones of Regulation is supported and used across the whole school.

Tivoli State School has three core expectations for student, staff and parents/carers. I am safe, I am respectful and I am a learner.

Safe – ensuring that our words and actions do not put others at risk of physical and emotional harm.

Respectful – demonstrating genuine thought, care and consideration for others through our words and actions.

Learner – being curious, open-minded and willing to put in the effort to achieve success in academic and social settings.

These expectations have been prioritised in the development of the Student Code of Conduct, with the aim of helping shape and build the skills of all students to be safe, respectful young people who view themselves as life-long learners.

This Student Code of Conduct provides an overview of our policies, processes and procedures that we have in place to build a safe and supportive culture where every student can success, including:

- Use of mobild phones and other devices by students
- Preventing and responding to bullying
- Restrictive practices
- Critical incidences

We welcome you to our Tivoli State School Family,

Kylie Wells
Principal

P&C Statement of Support

As president of the Tivoli State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consolation process led by Mrs Wells and her team have ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

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

Bullying is a worldwide issue in which we all have a role to play in combating. It is important that every parent of Tivoli State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Student Code of Conduct and the role of families in supporting the behavioural expectations of students, are welcome to contact the school team. It is with your support that we can work collaboratively with school staff to ensure all students are safe and supported to meet their individual social and learning needs.

Renee Hamilton
P&C President 2023

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Consultation

The Tivoli State School Student Code of Conduct (2024 – 2027) has been developed in consultation with students, staff, parents/carers and the wider Tivoli State School community. A committee made up of parents, teachers, Student Engagement Officers and other key support staff worked collaboratively to update the Tivoli State School Student Code of Conduct. The Student Code of Conduct was then reviewed by all staff before being shared with the P&C for final feedback.

I would like to thank all involved in the development of this document, for their unique perspectives and invaluable feedback provided during this process. The outcome is a Student Code of Conduct that is highly reflective of the expectations, support and displinary consequences that take place at Tivoli State School.

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. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support.

Multi-Tiered System of Support

Tivoli State School uses multi-tiered systems 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 increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school aspects of the Australian Curriculum in safe and supportive environments. 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.
2	Targeted instruction and supports for **some students** are more intense than Tier 1 services, providing more time and specialisation inservices from a range of visiting 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 Behaviour expectations. The types of interventions 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 interventions and the school-wide expectations; • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited; and • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).
3	Individualised services for **few students** who require the most intensive support a school can provide. These are usually delivered in very small groups or 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

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| | needed for a student to be successful. Tier 3 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; and
• MINIMISE the payoff for problem behaviour |
|---|---|

Whole School Approach to Discipline

Tivoli State School uses evidence-based practices from both Positive Behaviour for Learning (PBL) and Trauma Informed Practice (TIP) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered throughout 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; and
- continually support staff members to maintain consistent school and classroom improvement practices.

At Tivoli State School we believe that consequences should be naturally occurring and should be used to correct and teach expected behaviours, not used as a punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

Tivoli State School emphasises the importance of all staff being trauma-informed in their practices. When we are trauma-informed we are aware of the effects of trauma on students' learning, wellbeing and behaviour; including attendance, engagement, relationships with others, academic achievement and behaviour. We are mindful of the traumatic experiences in the lives of students and take conscious steps to prevent re-traumatisation. When we are trauma-informed we provide universal support to all students and are sensitive to the individual needs of students, addressing their needs holistically. Effective use of trauma-informed practices in schools is supported when positive behaviour supports are in place.

The development of the Tivoli 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 the evidenced based practices taken from PBL and TIP, are encouraged to speak with the class teacher or make an appointment to meet with the principal.

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Schoolwide 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 meet the same three schoolwide expectations in place for students.

- I am safe
- I am respectful
- I am a learner

Students

Below are examples of what our schoolwide expectations look like for students across the school. In addition, each classroom has their own set of expectation visual displays to help students and visitors understand the expectations and meet the standards we hold for all students at Tivoli State School.

AT TIVOLI
I AM SAFE
I AM RESPECTFUL
I AM A LEARNER

I AM SAFE
At Tivoli State School, I am safe when I:
Keep hands and feet to self
Make smart choices
Right place, right time

I AM RESPECTFUL
At Tivoli State School, I am respectful when I:
Follow instructions
Listen to others
Treat others how I would like to be treated
Allow others to learn

I AM A LEARNER
At Tivoli State School, I am a learner when I:
Attempt all learning tasks
Organised and prepared
Give my best effort

Rocket Passes and Rocket Tickets

As part of the evidenced based practices taken from Positive Behaviour for Learning (PBL), Tivoli State School uses Rocket Passes and Rocket Tickets, in combination with regular behaviour specific feedback, to reinforce our schoolwide behaviour expectations and to reward students demonstrating expected Tivoli State School behaviours.

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At Tivoli State School we have developed a culture in which students are encouraged to demonstrate positive behaviours and to be proud of their positive behaviour choices. Tangible rewards such as Rocket Passes and Rocket Tickets should not be the main motivation for demonstrating expected behaviours, they are simply seen as an additional celebration of the consistent positive behaviour demonstrated by our students.

Rocket Passes

Each student at Tivoli State School has a personal 'Rocket Pass' located in their classroom. When a student is seen consistently demonstrating our schoolwide expectations in the classroom they are rewarded with behaviour specific feedback and a stamp on their Rocket Pass. Each time a student fills all of the spaces on their Rocket Pass with stamps and completes their Rocket Pass, they are rewarded with a postcard that they take home to celebrate the positive choices they have been making at school. Each postcard has been designed by a student at Tivoli State School and is a tool used to communicate positive celebrations between school and home.
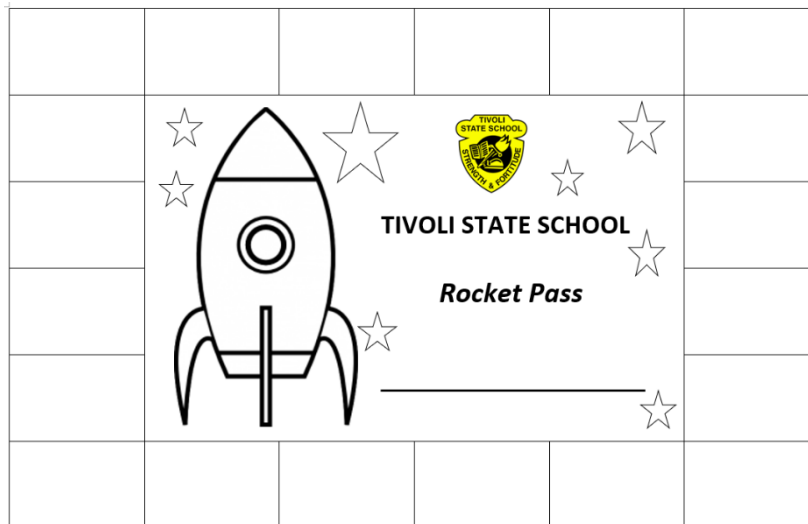
After a student has received 5 postcards, they are eligible to attend a major reward. Each major reward varies and is subject to change from term to term. Our Student Voice Committee work with staff to come up with new and exciting major rewards. Past major rewards have included our Principal's Morning Tea.
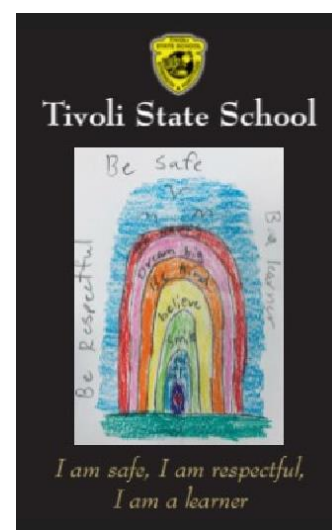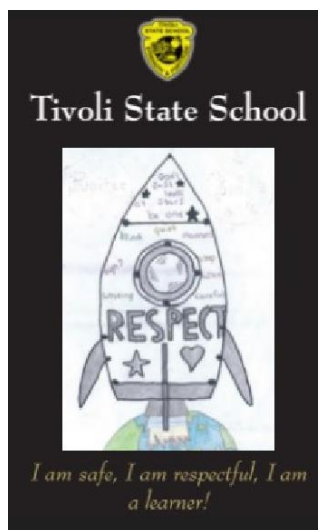
(Examples of past student postcards)

Rocket Tickets

Rocket Tickets are another free and frequent reward system that are closely linked to the Rocket Passes. Rocket Tickets are a paper ticket that hold the value of one stamp on the Rocket Pass. The Rocket Ticket system is used more in out-of-classroom settings such as during break times or during specialist lessons, where students may not have access to their Rocket Passes, however staff still embrace the opportunity to reinforce the positive behaviour choices being demonstrated by students.

When a student receives a Rocket Ticket, they are able to hold onto the Rocket Ticket and also add a stamp on their Rocket Pass when they return to the classroom. Additionally, all student Rocket Tickets are collected prior to assembly each week and five Rocket Tickets are randomly drawn out of a box on assembly each week. Students' who have their Rocket Tickets' drawn are entitled to their choice of the following rewards:

- Classroom Helper – Choose a classroom to be the classroom helper for 30 minutes
- Principal Helper – Be the Principal's helper for 30 minutes
- iPad Lunch – Choose three friends and enjoy an iPad during a play break
- Movie Lunch – Choose three friends and enjoy a movie and popcorn during a play break
- Top Oval – Choose five friends and enjoy a game on the top oval
- Arts and Craft Lunch – Choose three friends and enjoy a play break of arts and craft
- Pick from the prize box – Select one item from the Principal's prize box

Parents and staff

The table below explains the schoolwide expectations for parents when visiting our school and the standards we commit to as staff.

<u>Safe</u>

What we expect to see from you	*What you can expect from us*
You observe and foster positive conversations in regards to the school rules, procedures and operating guidelines.	We will share relevant information with you about all school expectations, procedures and operating guidelines in a timely manner. Staff will be well versed on the school operations and a representative will contact you to assist.
You only address / correct the behaviour of your own children when on the school site.	Any reported behaviour incidents involving other children are followed up

	according to processes outlined in the Student Code of Conduct.
Use appropriate language and speak only about topics that are appropriate for school.	We use appropriate language and maintain a high level of professionalism when speaking with parents/carers.

Respectful

What we expect to see from you	*What you can expect from us*
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You respect school, student and staff privacy in your online communications.	We will act quickly to social media issues that affect staff, students or families.

Learners

What we expect to see from you	*What you can expect from us*
You are encouraged to have an active interest in your child's schooling and progress.	We will regularly keep you updated on the progress of your child.
You will read and respond to communications.	We will provide regular communications regarding day-to-day operations and upcoming events.

Student Wellbeing and Support Network

Tivoli State School offers a range of programs and services to support the wellbeing of students in our school. We acknowledge the positive impact that a meaningful relationship between teacher and students can have on the students' academic and social outcomes.

We encourage parents and students to speak with their class teacher or make an appointment to meet with a member of the admin team if they would like individual advice about accessing particular services.

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.

The Student learning and wellbeing framework (PDF, 534KB) (PDF, 550KB)(RTF, 130KB) (RTF, 145KB) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

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Learning environment

A safe learning environment covers the physical and cyber spaces students engage in for school activities. Tivoli State School has developed school wide rules and consequences in collaboration with our school community. A positive learning environment supports students' personal and social development and staff wellbeing. Tivoli State School provides rich learning environments that are open, respectful, caring and safe.

Curriculum and pedagogy

Tivoli State School builds the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Health support needs

Tivoli State School ensures students with health support needs, including those requiring specialised health procedures, have access to a reasonable standard of support whilst attending school or school-based activities. This means that appropriate health plans are developed and followed, that staff are aware of the individual student's health support needs and that staff have been trained to support the student.

Medications

The administration of medications to students during school hours or school-related activities is only to occur when it is required as an emergency first aid response or there is medical authorisation and parent/carer consent.

Tivoli State School maintains a minimum of 1 adrenaline auto-injector and asthma reliever/puffer, stored in the school first aid kit to provide emergency first aid medication if required.

Mental health

Tivoli State School implements early intervention measures and treatments for students where there is reasonable suspicion that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

At Tivoli State School we explicitly teach our students the Zones of Regulation. By focusing on the social/emotional development of our students we empower them to understand the emotions and feelings they are experiencing, and provide them with the tools to help regulate their emotions and take control of their actions.

Why use Zones of Regulation?

Self-regulation is something everyone continually works on, whether we are cognizant of it or not. We all encounter trying circumstances that test our limits from time to time. If we are able to recognise when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation. By addressing underlying deficits in emotional and sensory regulation, executive functions, and social cognition, the curriculum is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states. At Tivoli SS, we have implemented the Zones of Regulation across the school as a strategy to assist our students in developing skills to maintain and improve their mental and social well-being.

What are the Zones of Regulation?

The Zones is a systematic, cognitive behaviour approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

The Four Zones: Our Feelings & States Determine Our Zone

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is the Red Zone, this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are expected at one time or another, but the curriculum focuses on teaching students how to manage their Zone based on the environment and people around them.

It is ok to have red zone feelings, but the correct 'expected' strategies need to be chosen (e.g., ask for help, take a breath, time out) not the red unexpected behaviours (e.g., hitting, screaming, swearing).

Strategies

At Tivoli SS, teachers are expected to teach a series of lessons to students on the Zones of Regulation.

There are many strategies we can teach our students to help them self-regulate. The following are a few examples from the program. Students should be able to select 3-5 strategies from their toolbox they can use to regulate their emotions.

- Size of the problem
- Breathing strategies (lazy 8 & 6 sided breathing)
- Chill out area in the classroom

- Checking In-bookmarks/coloured zones
- Have a break
- Jump, bounce
- Take a walk

- Squeeze object
- Count to 5 or 10
- Social stories
- Listen to music
- Change activity

Common Language

A use of consistent and common language is essential in providing success for students in a whole school context.

At Tivoli State School, we will use common language of the Zones of Regulation in identifying our feelings and students will be able to select from learnt strategies to assist them if needing to transition to a different zone. This will be particularly true for students in the red zone.

I am in the _____ zone.

I feel_____.

The strategy I will use is _____.

Examples:
"This is really frustrating me and making me go into the yellow zone. I need to use a tool to calm down. I will take some deep breaths."

"I am feeling angry/upset. I am in the red zone. I will sit in the chill out area and use a fidget/stress ball.

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Implementation of the Zones of Regulation at Tivoli State School

Goal: Children will learn strategies for emotional and sensory self-management. By understanding how to notice their body's signals, detect triggers, read social context and consider how their behaviour impacts those around them, students learn improved emotional control, sensory regulation, self-awareness, and problem-solving abilities.

• Children understand the difference between feelings and behaviours in all zones;

• Children understand the expected and unexpected behaviours in all zones;

• Children develop a tool box strategies for all zones; and

• School wide implementation of self-monitoring tools, tracking tools for teachers, and a system for monitoring progress towards the development of self-regulation skills

Consideration of Individual Circumstances

Staff at Tivoli 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 unexpected 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 consequence 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

Tivoli 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 Tivoli 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 layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

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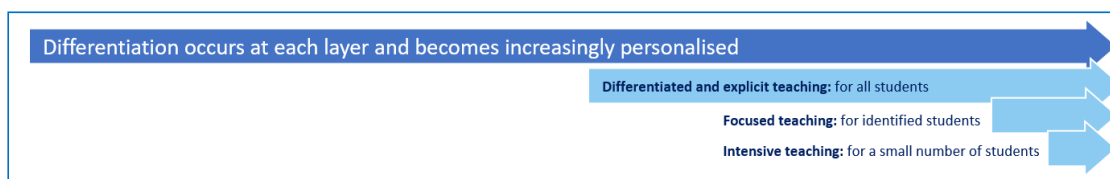
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for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

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

Tivoli State School Student Expectations Matrix

	All Settings	Classrooms	Playground	Nature Play	Toilets	Transitions	Assembly
I am SAFE	Follow instructions Keep hands and feet to self Use High 5 Make safe choices Use my ZOR Toolbox to support self-regulation Be in the right place at the right time Use kind words Use objects correctly	Enter in an orderly manner Walk Use equipment correctly Gain permission to leave Avoid unnecessary movement Keep spaces tidy and free of clutter	Wait patiently in undercover area Join in safe games Play in designated play areas Use equipment sensibly Return equipment Wear sun safe hat Wear shoes when outdoors (expect on bottom oval) Stay in covered area if you do not have a hat	Use sticks as tools, not as weapons Keep sticks below shoulder height Only climb trees that have been professionally certified for climbing Sticks and rocks are for creative play only	Walk directly to and from the toilets Wash your hands with soap for 20 seconds	Walk quietly with your class Sit in the correct line-up area Keep to the left when walking in crowded areas	Walk to and from assembly Place bags in a safe area away from walkways
I am RESPECTFUL	Follow instructions Be an active listener Use manners Look after your own property and that of others Use appropriate language Wear full school uniform Speak in a friendly way Treat others as they would like to be treated Show care and consideration for others	Use inside voice Gain others' attention in a polite way Push in chair Raise hand to speak Be considerate of others	Play fairly Play by the rules Take turns Include others Place rubbish in the bin Use appropriate volume and tone when communicating with others	Look at animals, don't touch Respect our plants by not damaging the trees/branches Respect others' creations Respect living things in their homes	Use toilet correctly Flush the toilet after use Respect privacy of others Wait outside of the toilets for your partner Use appropriate volume while in the toilets	Wait quietly for teacher to arrive Stay with your class Walk quietly so others can learn	Sit in your allocated area with your class Actively listen and participate Stand and sit quietly for the National Anthem and the Acknowledgement of country Applaud peers when they receive certificates Respect the personal space of others when seated
I am a LEARNER	Follow instructions Be organised and prepared for learning Always give best effort Allow others to learn Be persistent Whole body listening	Be on task Ask questions for clarification Complete set tasks Seek and apply feedback	Help others learn the rules Return to class promptly		Demonstrate the correct use of toilets Model best behaviour	Model correct behaviour for others	Learn the routines Model the right behaviours for others

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.

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Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Tivoli State School to provide focused teaching. Focused teaching is aligned to the Student 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; and
- require intensive teaching.

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 a case contact at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislation

This section of the Tivoli State School Student Code of Conduct provides links to relevant legislation that inform the overall Student discipline procedure.

- *Anti-Discrimination Act 1991* (Qld)
- *Child Protection Act 1999* (Qld)
- *Disability Discrimination Act 1992* (Cwth)
- Disability Standards for Education 2005 (Cwth)
- *Criminal Code Act 1899* (Qld)
- *Education (General Provisions) Act 2006 (Qld)*
- Education (General Provisions) Regulation 2017 (Qld)
- *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 Regulations 2011 (Cwth)

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Disciplinary Consequences

The disciplinary consequences model used at Tivoli 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 unexpected 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 8 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
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions

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- 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)
- Natural consequences

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
- Community service
- 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 on 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.

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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 Tivoli 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 Tivoli State School **may** be invited to attend a re-entry 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 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-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.

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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.

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

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for

particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities:

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

Use of mobile phones and other devices by students

Digital literacies refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by 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.

Students at Tivoli State School are not permitted to carry or use the following devices during the school day, without prior permission.

- mobile phones;
- personal tablet, slate or laptop computers; or
- wearable technology or sensing devices.

Students must hand these devices in to the office when they arrive at school and can collect them after the final bell at 2:45pm.

It is **unacceptable** for students at Tivoli State School to:
- use a mobile phone during school hours without prior permission;
- use a mobile phone or other devices in an unlawful manner;
- download, distribute or publish offensive messages or pictures;
- use obscene, inflammatory, racist, discriminatory or derogatory language;
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking;
- insult, harass or attack others or use obscene or abusive language;
- deliberately waste printing and internet resources;
- damage computers, printers or network equipment;
- commit plagiarism or violate copyright laws;
- ignore teacher directions for the use of social media, online email and internet chat,
- send chain letters or spam email (junk mail);
- knowingly download viruses or any other programs capable of breaching the department's network security;
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets;
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material; or
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments

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 Tivoli 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:
  o access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs;
  o the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices;

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- o schools may remotely access departmentally-owned student computers or mobile devices for management purposes;
- o 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;
- o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed;
- o 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

At Tivoli State School, we have a zero-tolerance approach to bullying. Our school is committed to creating a supportive environment for all students, where everyone feels valued and respected. We believe that every child has the right to feel safe and secure at school and should be able to learn without fear of being bullied.

We work closely with parents and students to ensure that everyone understands the importance of treating others with kindness, empathy, and respect. We provide regular opportunities for students to discuss their feelings, learn positive communication skills, and develop healthy relationships.

Using the 'High 5'

At Tivoli State School we take the proactive measure of explicitly teaching all students how to use the 'High 5' when other students are intentionally or unintentionally bothering them.

Ignore	• Pretend you didn't hear it • Take deep breaths • Do not make eye contact. • Count to five in your head • Think positive self-esteem statements. • Practice - Use role play to show what ignore - looks like, feels like and sounds like.
Friendly Talk	• Use a calm voice. • Redirect to the game, a positive activity/behaviour • Maintain eye contact. • Use confident body language. • Use "I" statements – I feel . . . . when you . . . . . because….
Walk Away	• Do not look back. Walk confidently, do not run. • Look confident - stand tall, head up high. • Do not make eye contact. • Walk away to a busy area or towards a staff member.
Firm Talk	• Use an assertive, loud voice. • Re-state your "I" statement. e.g. I said I feel . . . . when you . . . . . because…. • Tell them to stop. • Look confident - stand tall, head up high. • Walk away to a busy area or to a staff member.
Report	• Walk away and tell a staff member. • Bystanders also need to support and report. • Report, report, report until somebody listens. • Reporting is helping/getting yourself out of trouble. • Dobbing is trying to get someone in trouble.

Explicitly teaching the use of the 'High 5' is just one of many proactive strategies used at Tivoli State School to empower our students and help them to become part of the solution when they are facing issues.

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.

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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 Tivoli 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 Tivoli 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.

Bullying response flowchart for teachers

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

Step 1
- 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

Step 2
- 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

Step 3
- 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

Step 4
- 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

Step 5
- 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

Step 6
- 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

Step 7
- 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

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Cyberbullying

Cyberbullying is treated at Tivoli State School with the same level of seriousness as in-person 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. If the instances continue or the first instance is of high concern, students or parents should report the cyberbullying to the Principal.

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 Tivoli State School may face in-school disciplinary action, such as community service 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 school principal.

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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.
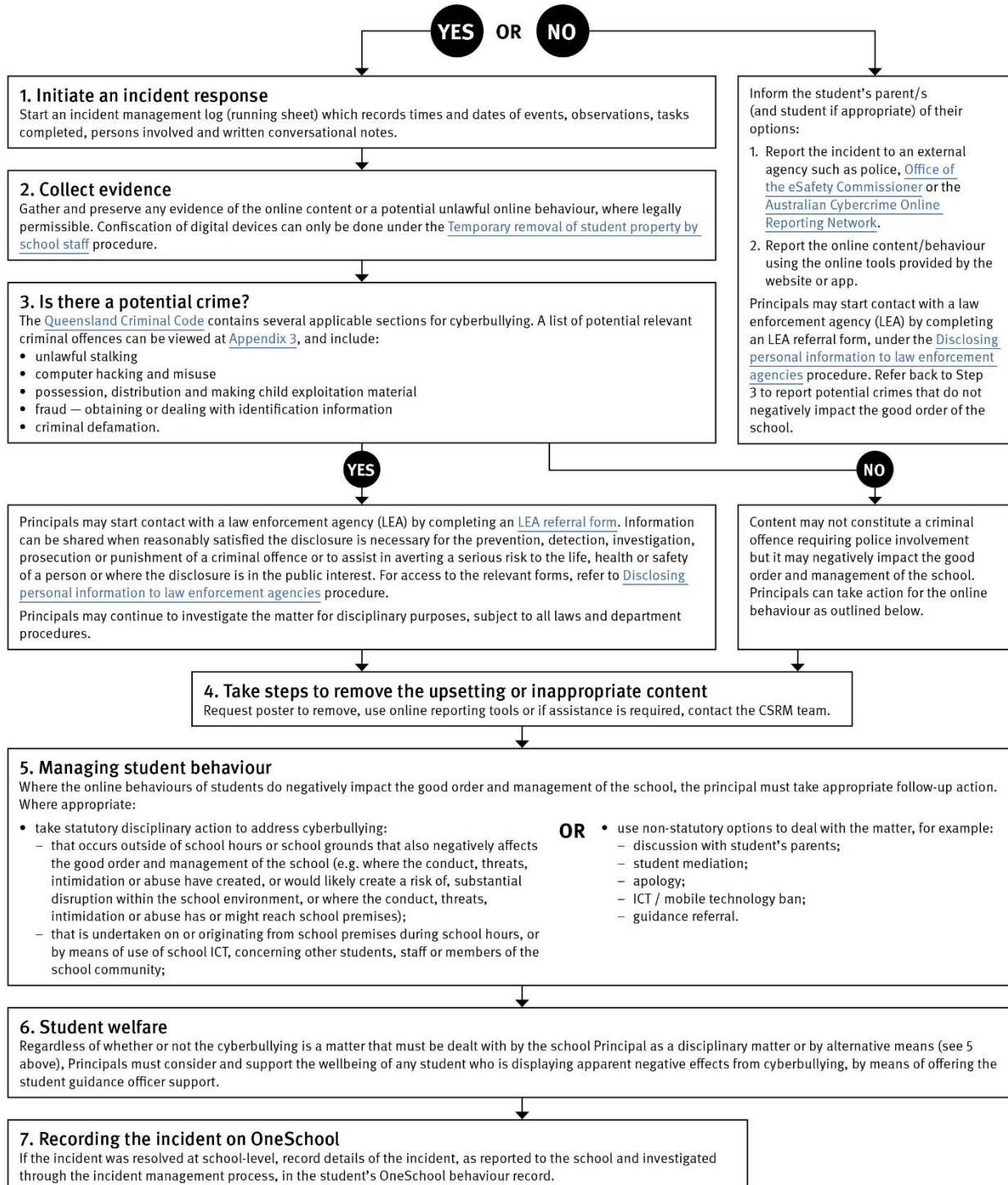
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process 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.

Cybersafety and Reputation Management (CRM)

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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.

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

Student Intervention and Support Services

Tivoli 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. 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 Tivoli 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 consequences such as suspension or exclusion from school.

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.

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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* (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; and/or
- report the content to the social media provider.

Restrictive Practices

School staff at Tivoli State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students.
2. Safeguards students, staff and others from harm.
3. Ensures transparency and accountability.
4. Places importance on communication and consultation with parents and carers.
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

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

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

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

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Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.