

Trinity Bay State High School



Student Code of Conduct

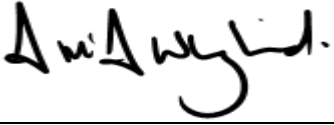
2024-2027

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Endorsement

Principal Name:	Anthony Whybird
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Principal Signature:	
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Date:	12.11.2024
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School Council Chair Name:	Nathan Lee Long
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School Council Chair signature:	
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Date:	12.11.2024
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Purpose

Trinity Bay State High School is committed to providing a safe, respectful, and responsible learning environment for all students, staff, parents and visitors.

The Trinity Bay State High 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.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At Trinity Bay State High School, we believe student discipline is about more than consequences. Our practices reflect 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 Trinity Bay State High School Student Code of Conduct is an opportunity to explain the PBL framework to parents and students, and gain their support as we 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.

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 meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, being Safe, Respectful and Responsible.

Our school community

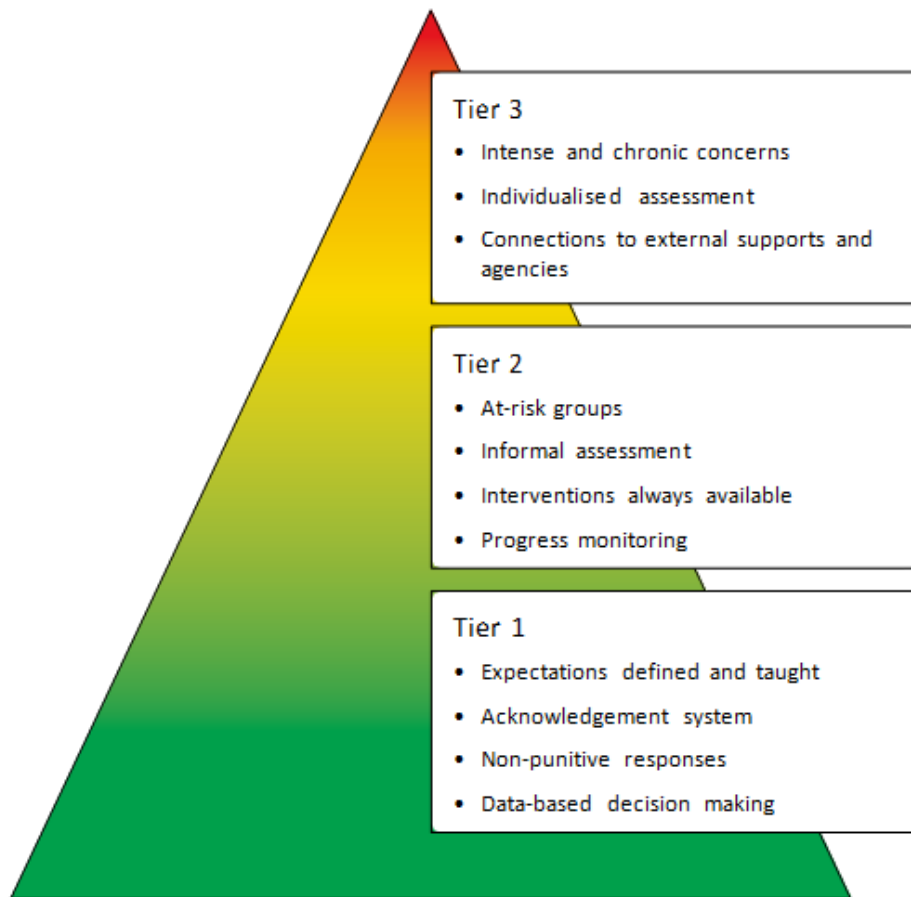
Below are examples of what these PBL expectations look like for all stakeholders in all settings across the across our school. In addition, a range of other specific settings such as the classroom, will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Trinity Bay State High School.

At all times and in all settings, we are:

Safe	I maintain the safety of myself and others by: <ul style="list-style-type: none">• Being in the right place on time• Interacting safely with others• Using personal and school property and equipment appropriately• Following the school safety policies, procedures and directions from authorised personnel
Respectful	Maintain kind, positive and supportive environment by: <ul style="list-style-type: none">• Being considerate of the learning, emotional, and cultural needs, space and property of everyone at all times• Using a kind and respectful voice and manner towards ourselves and others• Following reasonable written, verbal and non-verbal directives
Responsible	I am accountable for myself and my actions by: <ul style="list-style-type: none">• Arriving prepared and on time• Staying on task• Meeting the requirements of my role• Acknowledging actions have outcomes

Building and sustaining a school-wide positive behaviour system is a tiered response to supporting students:

- Tier 1 is the foundation on which the other two tiers are built. It looks at the support systems and processes across the whole school – things that impact on all students and adults.
- Tier 2 looks at interventions for students who require additional behaviour and learning support.
- Tier 3 looks at more individualised and intensive support for students who experience chronic, severe and challenging behaviour.



Below is Trinity Bay State High School Matrix which is the basis for Tier 1

Expectations	Purpose	All Settings	Learning Areas	School Grounds	Toilets	Tuckshop	Representing T-Bay	Online
I am SAFE	To maintain the safety of yourself and others	<p>Be in the right place at all times.</p> <p>Interact safely with others.</p> <p>Use personal and school property and equipment appropriately.</p> <p>Follow the school safety policies, procedures and directions from authorized personnel.</p>	<p>Keep area clear of obstacles</p> <p>Maintain personal space and use physical contact appropriate to the task</p>	<p>Allow for safe movement around school grounds</p> <p>Protect yourself from the elements</p>	<p>Practice good hygiene</p> <p>Allow for safe movement within and around toilets</p>	<p>Allow for safe access and use of tuckshop facilities</p>	<p>Be appropriately equipped for role and task</p> <p>Report hazards to responsible person</p>	<p>Share information with authorised persons only</p> <p>Use devices at appropriate times and locations</p> <p>Report inappropriate online behaviour to a responsible person</p>
I am RESPECTFUL	Maintain a kind, positive and supportive environment	<p>Be considerate of the learning, emotional, and cultural needs, space and property of everyone at all times</p> <p>Use a kind and respectful voice and manner towards ourself and others.</p> <p>Follow reasonable written, verbal and non-verbal directives.</p>	<p>Leave workspace neat and tidy</p> <p>Allow everyone to learn</p> <p>Positively attend</p>	<p>Maintain an appropriate noise level</p> <p>Support everyone's right to access and participate in learning and play</p> <p>Demonstrate equitable use of space and equipment</p>	<p>Respect your own and others' privacy</p> <p>Consider others' right to access and use facilities</p> <p>Use toilets allocated for your use</p>	<p>Be considerate of other's belongings</p> <p>Use manners and show appreciation</p> <p>Allow for equitable access and use of tuckshop facilities</p>	<p>Demonstrate equitable use of equipment and space</p> <p>Demonstrate the school values.</p>	<p>Maintain the privacy and dignity of self and others</p> <p>Positively engage, attend and demonstrate the school values.</p>
I am RESPONSIBLE	Be accountable for myself and my actions	<p>Arrive prepared and on time</p> <p>Stay on task</p> <p>Meet requirements of my role</p> <p>Acknowledge actions have outcomes</p>	<p>Engage in all learning experiences</p> <p>Take ownership of your actions</p> <p>Bring required equipment and use as directed</p>	<p>Be accountable for intended and accidental damage.</p> <p>Report damage to buildings or equipment in a timely manner</p> <p>Keep area tidy</p>	<p>Use consumables responsibly</p> <p>Keep toilets and toilet area clean</p> <p>Report issues to responsible person</p> <p>Use toilets at appropriate times</p>	<p>Ensure payment is organised before entering and finalised before exiting</p> <p>Follow all tuckshop procedures and directions</p>	<p>Take responsibility for space and equipment</p> <p>Follow school and location protocols and procedures</p>	<p>Correctly attribute sources of information</p> <p>Access appropriate online material relevant to the task</p>

Consideration of individual circumstances

Staff at Trinity Bay State High 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 consequences 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.

Differentiated and explicit teaching

Trinity Bay State High 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 Trinity Bay State High 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.

Differentiated and explicit teaching: for all students

Focused teaching: for identified 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.

Every classroom in our school uses the PBL Expectations Matrix as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations looks, sounds and feels 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.

Successful classroom behaviour management requires consistently implementing a range of universal (Tier 1) strategies. These approaches are designed to strengthen positive relationships, support all students and staff with building skills that aide them in repairing, restoring and moving forward. Pivotal to effective universal strategies is classroom prevention and the efforts to create and sustain positive, inclusive and restorative environments.

Our school community believes that:

1. It is reasonable to have high expectations of our students. We expect our students to act in a manner that will bring credit to themselves, their families, and the school.
2. Behaviour is learned and that when behaviour is inappropriate, new behaviours can replace old.
3. New positive behaviours can be taught.
4. Behaviour management should aim to promote self-discipline and positive behaviours.
5. Positive Education is utilised to reinforce the expected behaviours.
6. Individuals are responsible for their behaviours and (with support) can become capable of problem solving to “make it right”.
7. At Trinity Bay our preferred model for behavioural consequences is based upon restorative practice where possible.
8. Early intervention and a progression of consequences from least to most intrusive is the best way of reducing inappropriate behaviour.
9. School Disciplinary Absences, while sometimes necessary, should be seen as the later stages in a positive and supportive educational environment.

At Trinity Bay State High School, we implement a range of universal and differentiated strategies to support student behaviour management. These include, but are not limited to:

- Essential Skills for Classroom Management (ESCMs)
- Explicit Teaching of the expectations (Safe, Respectful and Responsible)
- Explicit teaching of expected behaviours
- Recognition and rewards of positive behaviour
- Decisions based on data.

Our behaviour referral systems are based on restorative practices of:

- Reflect
- Re-set
- Re-learn
- Repair / restore
- Reconnect
- Re-engage
- Re-integrate.

Focussed 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 focussed 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. It also 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 to provide focussed teaching. This 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.

Trinity Bay State High School has a range of Student Support Team staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in evidence-informed strategies to address specific skill development for some students including the Functional Behaviour Assessment.

Targeted Behaviour Support And Intervention

Multi-Tiered Student Support (MTSS) referral for behavioural support

A multi tiered student support referral for behaviour is a preventative measure to help students get focussed teaching and support from targeted programs. Each case will be assessed and then forwarded to the relevant person / people.

Head of Department Referral (Curriculum HoD)

All minor student behaviours are managed as per our school universal strategies for student behaviour management including the Essential Skills for Classroom Management (ESCM). A Head of Department referral is a targeted intervention (Tier 2) implemented when the universal strategies have had minimal impact in redirecting key student behaviours.

What is a work ethic referral?

A referral is made to a curriculum Head of Department (MAJOR behaviour) when a student's behaviour pertains to unsatisfactory **work ethic**. This may be evident in the emotional, behavioural and or cognitive disengagement from the **content of a lesson**. A HoD referral aligns with a student's behaviour not meeting the expectation of being RESPONSIBLE (PBL Matrix).

U- Turn: What is a U-Turn referral?

A U-Turn referral is implemented (MAJOR behaviour) when a student's behaviour in the classroom consistently disrupts the teaching and learning of themselves and or others and the universal strategies have been unsuccessful in realigning the student's behaviour. This is a targeted (Tier 2) intervention that takes an instructional approach to learning and or re-learning expected behaviours.

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 case manager through a **MTSS referral**, who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

The disciplinary consequences model used at Trinity Bay State High 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 an appropriate consequence. The school's Re-engagement support guides the student in reflecting on their behaviour choices and provides the opportunity to re-learn those behaviours aligned with our school expectations. This will be managed through the MTSS system.

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 teachers provide 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
- Positively framed 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

- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- 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
- Re-direction of inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Structured make up time
- Lunch time Detention – up to 20 minutes of any break.

Focussed

Class teachers are supported by other school-based staff to address in-class problem behaviour. Strategies may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Structured make up time
- Behavioural agreement
- Counselling and guidance support
- Structured reflection and self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Wellbeing and or Engagement Teams for a holistic approach to support
- Stakeholder meeting with parents and external agencies
- Lunch time Detention – up to 20 minutes of any break
- U Turn referral
- HoD referral – Work ethic.

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

- Functional Behaviour Assessment based individual behaviour support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- 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.

All school staff should feel safe in their workplace. Our school community must work together to keep schools safe for everyone. We will educate parents and students on the impact of Occupational violence and aggression (OVA) and how to engage respectfully with school staff.

An OVA incident is an occupational violence and aggression incident. It is **any action, incident or behaviour that is considered unreasonable conduct** and results in someone being **threatened, harmed or injured by another person** while working or as a direct result of their work.

We will respond to all OVAs in the school in order to support our staff and educate our parents and students.

Major and Minor Behaviours.

Minor Behaviours: Managed by the teacher – recorded on OneSchool as record.

No action required by Responsible Behaviour Teacher, Deputy Principal or Head of Department.

Major Behaviours: Any behaviour that has been referred on to Head of Department, Responsible Behaviour Teacher or Deputy Principal to action.

Any behaviour that is dealt with by teaching staff within the **School Disciplinary Absences (SDA)**.

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 Trinity Bay State High 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 school 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 Trinity Bay State High School are invited to attend a re-entry meeting, usually on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s and or carers, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, as the student has already received a consequence 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.

Arrangements

The invitation to attend the re-entry meeting will generally be communicated in writing via letter sent per post.

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

Structure

The structure of the re-entry meeting typically follows a set agenda as outlined below. If additional items are raised for discussion, a separate arrangement will likely be made to meet with the parent/s and or carers at a later date and time. This meeting focusses on welcoming the student and their family back into the school community.

Typical 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)
- Any student identified follow up requirements.

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 Procedures

Trinity Bay State High 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
- Vaping and Nicotine Products

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 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 Trinity Bay State High 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 Trinity Bay State High 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;
- understand that 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;
- acknowledge that 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);
- respect that 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 and carers of students at Trinity Bay State High School:

- ensure that your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Trinity Bay State High 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 Trinity Bay State High 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 Trinity Bay State High School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Student use of mobile phones and other electronic devices

From Term 1 2024 in all Queensland state schools, electronic devices will need to be 'away for the day'.

Students are still able to bring phones to school so that they can contact their parents or carers immediately before or after school hours, however these will need to be stored securely in the student's possession.

Mobile phones and electronic devices are to be away from the first bell of the school day, 8:35am, until the final bell at 3:00pm.

Electronic Devices include:

- mobile phones
- wearable devices such as earphones / buds
- any device that functions as a mobile transmitter e.g. smartwatch synced with phone.

General Exemptions

Mobile phones and electronic devices may be used:

- on school grounds before 8:35am and after 3:00pm
- to make purchases at the Tuckshop (in the RED ZONE), Uniform shop or to make payments at the office
- in class for learning purposes under the direct instruction / supervision of the teacher.

Requested exemptions are made using the 'Request for exemption' form on the following grounds and submitted to the Principal:

- Medical
- Translation
- Students with a disability
- Student is a parent / primary carer.

If students breach the electronic devices policy, Trinity Bay State High School staff will ask them to hand the item directly in to the Student Services Office where a printed receipt will be issued and the device stored securely. The temporarily removed item will have a corresponding receipt attached. All surrendered items are available for collection upon provision of the issued receipt between 3:00pm and 3:30pm on the **SAME** school day.

Mobile phones and electronic devices are to be stored by the student during school hours. This might include, but is not limited to:

- on their person (e.g. in student's pocket or pencil case);
- in the student's school bag;
- in student lockers; and
- in a secure location such as the Student Services Office.

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 Trinity Bay State High Student Code of Conduct. In addition, students and their parents / carers 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.

Student Dress Code

At Trinity Bay State High School, we have two distinct uniforms.

The **day uniform** can be worn by all of our students, and senior students in Years 10, 11 and 12 may also choose to wear the **formal uniform**.

DAY UNIFORM: All Students

Shirt	TBSHS Polo shirt
Shorts	TBSHS Shorts
Jumper	School jumper OR plain black jumper without white/coloured logos, symbols or hood
	Senior students (Years 10, 11 and 12) may wear the senior jersey
Socks	Black or white
Shoes	Black or white covered
Hat / cap	Sun smart hat or cap (mandatory for sport) with appropriate labels and or logos
Variations	<p>*Students in Academy programs may wear relevant TBSHS academy polo shirt</p> <p>*Senior students may wear 'Seniors' polo shirt in Year 12 for that year</p> <p>*Students participating in HPE lessons or sport games and or training may wear the TBSHS sport singlet for the duration of these activities</p>

FORMAL UNIFORM: Senior Students Years 10, 11 and 12

Unisex

Shirt/ Blouse	White TBSHS long sleeve with pocket logo or White TBSHS formal blouse
Tie	TBSHS tartan tie – full length with long sleeve shirt or short with blouse
Trousers/ Skirt	Black dress trousers with plain black belt or TBSHS tartan $\frac{3}{4}$ length skirt
Socks	Black or white
Shoes	Black fully covered

JEWELLERY AND MAKE-UP: Students are requested to keep jewellery and make-up to a minimum

Students may wear jewellery unless workplace health and safety reasons exist for their removal. Any jewellery that is removed will be stored aligned to the *Temporary removal of Student Property* procedures in the Trinity Bay State High School: Student Code of Conduct.

Students at Trinity Bay State High School are required to adhere to the published Dress Code. In particular:

If students breach the Dress Code policy in respect to jumpers, Trinity Bay State High School staff will ask them to hand the item directly in to the Student Services Office. A printed receipt will be issued and the item stored securely. The temporarily removed item will have a corresponding receipt attached. All surrendered items are available for collection upon provision of the issued receipt between 3:00pm and 3:30 pm on the **SAME** school day.

If students breach the Dress Code policy in respect to shoes, especially unsafe shoes that are not fully enclosed. Due to workplace health and safety those students cannot attend classes. Parents will be contacted to bring correct shoes in or the student may need to attend R n R for the day to ensure a safe school environment.

Clearance

Students who wish to participate in extra or co-curricular activities, or to represent the school, are required to have **clearance**. This involves meeting minimum benchmarks in attendance and engagement.

School Representation includes any activity where the student represents the school such as District and regional sport. **Extra or Co-curricular activities** include any activity which is additional to the core curriculum being delivered. Examples include special events in or out of timetabled lessons, some camps and specialised excursions.

Preventing and responding to bullying

Trinity Bay State High School uses the [Australian Student Wellbeing Framework](#) 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 / carers 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.

Trinity Bay State High School has junior and senior **Student Councils**, with diverse representatives from year 9 (junior) and year 12 (senior) meeting regularly with school staff to promote strategies to improve student wellbeing, safety and learning outcomes. The core elements of the Australian Student Wellbeing Framework include:



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 Councils 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 [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Trinity Bay State High 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 verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Trinity Bay State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents / carers.

The following flowchart explains the actions Trinity Bay State High 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.

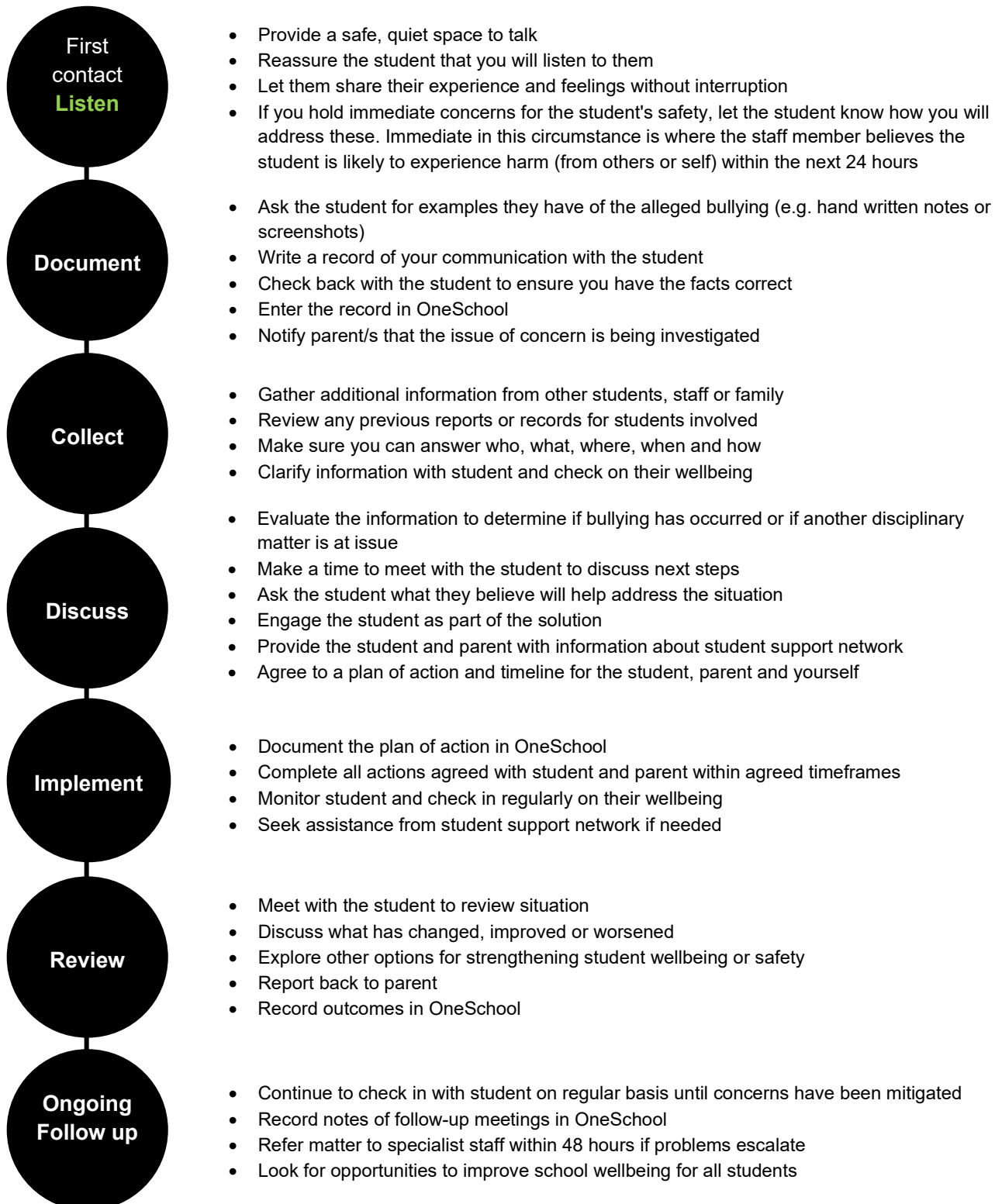
Trinity Bay State High School - Bullying response flowchart for teachers

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:

Year 7 to Year 12 – Form teacher or Year Level Coordinator

Year level Deputy Principal



Cyberbullying

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

In the first instance, students or parents / carers who wish to make a report about cyberbullying should approach the form class teacher or Year Level Co-ordinator. There is also a Responsible Behaviour Teacher for each year level 7-10 who can be approached directly by students, parents / carers or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents / carers 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 / carers 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 Trinity Bay State High 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 / carers may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Deputy Principal Student Engagement.

Trinity Bay State High 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](#).

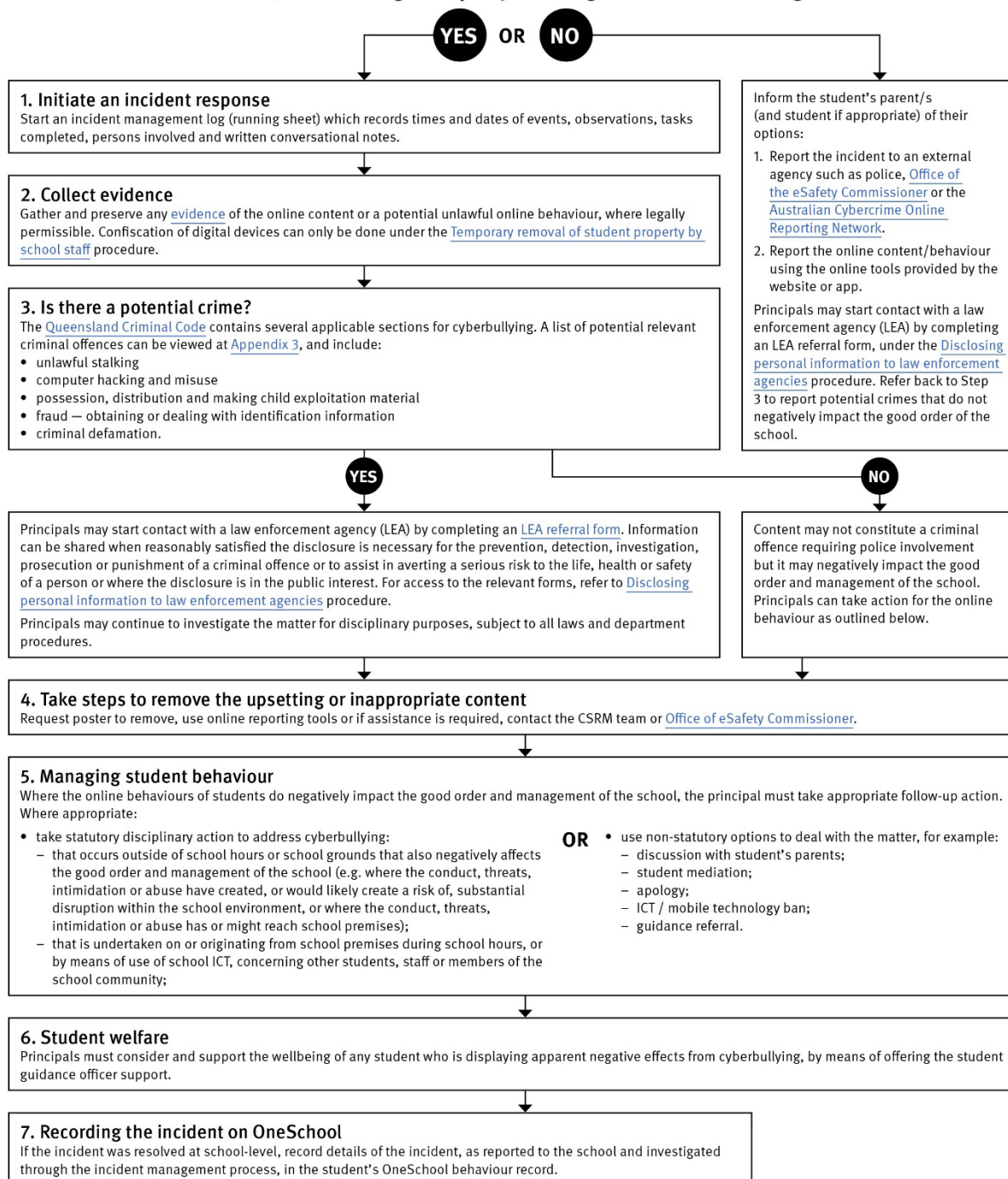
Explicit images

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 Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Trinity Bay State High 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 Teams 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 Trinity Bay State High 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.

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (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.

Vaping and Nicotine Products

Vaping and Nicotine Products

Vaping is the act of using an e-cigarette, or 'vape,' which are lithium battery-powered devices that use cartridges filled with liquids, or 'juice.' The liquids typically contain nicotine, artificial flavourings, and various chemicals, some of which have been shown to be toxic. The liquid is heated into an aerosol, or vapour, and inhaled into the user's lungs.

What are vaping devices?

Some vapes are designed to look similar to tobacco cigarettes, cigars, and pipes, while others resemble everyday items, such as pens and USBs. Even though e-cigarettes do not contain tobacco many liquids still contain nicotine, which is highly addictive, as well as other chemicals. These chemicals can be toxic when they are inhaled. Some are included to add a fruit, alcohol, or confectionary flavour to the product. In a pioneering study, funded by Lung Foundation Australia, Minderoo Foundation and the Scottish Masonic Charitable Foundation WA, researchers at Curtin University tested the chemicals and toxicity of 52 flavoured e-liquids available for sale over the counter in Australia. The research unveiled a cocktail of chemicals which raise serious concerns about the safety of these products and their risks to the respiratory health of young people.

New regulations announced for vaping products

On the 2nd of May 2023, Federal Health Minister Hon. Mark Butler announced changes to vaping products and an investment of \$737 million in the 2023-24 budget to fund measures to protect public health from tobacco and vaping. These measures aim to help address the significant threat to public health caused by recreational use of vaping products. The proposed new reforms will ban the importation of non-nicotine vaping products however, nicotine vaping products will still be accessible via a prescription for smoking cessation.

Vaping In Australia

It is illegal to use, sell or buy nicotine for use in e-cigarettes in Australia without a prescription. Except for Western Australia, each state and territory allow the sale of non-nicotine vapes and e-cigarettes products for those aged 18 years and over. Recreational vaping by youths and young adults has increased significantly in the last few years, exposing children and non-smokers to harmful health impacts. In 2023, 14.5% of Australians aged 14-17 years currently vape and this increased to almost 20% for Australians aged 18-24 years.

At Trinity Bay State High School, a student found vaping and or in possession of a vape or nicotine products:

Tier 1: First time with a vape or nicotine product health support will be offered and parent contacted. An appointment with schoolbased youth health nurse or online vaping course are examples of health support

Tier 2: Students caught on more than one occasion with a vape or nicotine products will be treated as persistent or ongoing serious problem behaviour.

Any student confirmed to be selling vapes or nicotine products to other students will be considered as Tier 2 behaviour and consequences applied as determined.

Restrictive Practices

School staff at Trinity Bay State High 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.

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

Head of Department Referral (Curriculum HoD)

All minor student behaviours are managed as per our school universal strategies for student behaviour management including the Essential Skills for Classroom Management (ESCM). A Head of Department referral is a targeted intervention (Tier 2) implemented when the universal strategies have had minimal impact in redirecting key student behaviours.

What is a work ethic referral?

A referral is made to a curriculum Head of Department (MAJOR behaviour) via OneSchool when a student's behaviour pertains to unsatisfactory **work ethic**. This may be evident in the emotional, behavioural and or cognitive disengagement from the **content of a lesson**. A HoD referral aligns with a student's behaviour not meeting the expectation of being RESPONSIBLE (PBL Matrix).

Why is a work ethic referral made?

A work ethic referral is made when the teacher believes a student is consistently working below capacity and capability, not to potential, and outcomes are at risk of being negatively impacted.

Behaviours that reflect unsatisfactory work ethic include but are not limited to:

- Arriving without the necessary equipment or late to class
- Task avoidance e.g. head on the desk
- Engaging with activities other than those directed by the teacher
- Easily distracted and constantly off task
- Chronic procrastination in the attempting and subsequent completion of tasks
- Wilful non-compliance that does not impact the teaching and learning of others
- Homework not attempted without valid reason and or explanation.

The behaviours are ongoing and have become an established pattern.

Before a HoD referral is made teachers should ensure the following has been done. Teachers should have:

1. Documented the universal strategies used in a Oneschool Behaviour Entry.
2. Made and recorded a parent contact.

Where do student work ethic concerns arise?

Unsatisfactory work ethic behaviours generally occur during regular, scheduled curriculum lessons, and extend to include tasks assigned for individual completion such as assignments, and homework.

When are work ethic referrals made?

Referrals for unsatisfactory work ethic can be made when the teacher has implemented a range of universal student behaviour management support strategies without change that is evidenced in a level of increased emotional, behavioural and or cognitive engagement with the subject content: a pattern of behaviour has been established and is ongoing.

Who makes the work ethic referral and to whom?

Work ethic referrals are made by the regular classroom teacher of a subject and are directed to the relevant curriculum Head of Department.

How is a work ethic referral made?

A work ethic behaviour referral is made using OneSchool. The behaviour/s is/are recorded and referred to the curriculum HoD for response. This referral is categorised as a MAJOR incident as it is referred to an additional process and student engagement support system for follow up and action as appropriate.

U-Turn referral

All minor student behaviours are managed as per our school universal strategies for student behaviour management including the Essential Skills for Classroom Management (ESCM). A U-Turn referral is a targeted intervention (Tier 2) implemented when the universal strategies have had minimal impact in redirecting key student behaviours.

What is a U-Turn?

A U-Turn is implemented (MAJOR behaviour) when a student's behaviour in the classroom consistently disrupts the teaching and learning of themselves and or others and the universal strategies have been unsuccessful in realigning the student's behaviour. This is a targeted (Tier 2) intervention that takes an instructional approach to learning and or re-learning expected behaviours.

Why is a U-Turn implemented?

A U-Turn referral is made when the behaviour of a student consistently disrupts the teaching and learning of others and the outcomes for all are potentially impacted.

Behaviours may include but are not limited to:

- Intentionally and persistently distracting others
- Deliberately disrupting teaching
- Wilful repeated non-compliance that impacts the teaching and learning of others
- Unsafe behaviour that requires teaching and learning to be temporarily interrupted.

A U-Turn refers the student from the classroom environment to a designated safe space. Once the student has arrived behaviour support staff guide them through a five-step process focussed on preparing them to re-engage with the class and their learning. This is documented in a collaboratively developed plan.

Reflect: Students are given a structured opportunity to reflect on their behaviour, determine the function and expected outcomes of their actions. A series of pre-determined questions answered verbally or in writing, is central to this process where the impact on all key stakeholders is considered. Students are directed to the PBL matrix to identify the expectation / s not met by their actions. This information is recorded as part of the U-Turn re-engagement process and informs future planning.

Re-set: Students identify behavioural and emotional needs and, through this guided conversation, share their version of events without judgement. Staff work to reframe the narrative to gain a more in depth understanding of the student's perception of the behaviour and or incidents.

Re-learn: Students work with behaviour support staff to identify the prosocial skills that would assist in a similar situation, explicitly linked to the PBL matrix and relevant classroom expectations. Skills are modelled, learned / re-learned and replacement behaviours practised. Feedback on skill development is provided. A 'return to class' plan is prepared at this point.

Repair / Restore: Engagement staff lead the student through the process of determining what they believe needs to be said and done to 'make things right' with all stakeholders, and strategies for preventing a recurrence of the behaviours. This might include identifying any support that may be required from the teacher in a similar situation, and anything the student would like the teacher to know about them.

Reconnect: A reconnection conversation is planned by the student and the engagement staff member to support the student in returning to class and reconnecting with their teacher. This might include reference to what the student learned and how they plan to proceed going forward. A reconnection conversation between the referring teacher and the student needs to occur as soon as possible after the initial referral at a time convenient for the referring teacher and suitable for the student (considering other commitments such as sport training as appropriate for example). During this conversation the developed plan is discussed. The original re-engagement plan is kept in the U-Turn office for reference as required, with copies provided to the student and referring teacher to support any future behaviour conversations as appropriate.

Re-engage: The primary objective is for the student to re-engage with their class and learning as seamlessly and quickly as possible, noting that the support process may take more than the balance of the lesson during which the U-Turn was implemented. The referring teacher will be notified of the student's progress with the five-step process. Upon their return to the classroom, at the next available time, the referring teacher needs to engage in a re-entry routine to welcome the student back. It is important for the student to make amends as soon as possible.

Where can a U-Turn be implemented?

Behaviours necessitating a U-Turn generally occur during regular, scheduled curriculum lessons.

When is a U-Turn implemented?

A U-Turn can be implemented when the teacher has engaged a range of universal student behaviour management support strategies in one lesson, that have not led to positive change in the student's behaviour.

Who implements the U-Turn and who facilitates the five-step re-engagement process?

A U-Turn is implemented by the classroom teacher and students are referred to the Reflection Room where a behaviour support staff member leads them through the five-step re-engagement process. Once the re-engagement process is complete in the class time the student and teacher engage in a restorative conversation during the next break if referral is in lessons 1-3 or before form (835-845) the following day.

How is a U-Turn implemented?

A U-Turn is implemented using OneSchool or a U-Turn form. The behaviour/s is / are recorded and referred to the U-Turn supervisor. This referral is categorised as a MAJOR incident as it is referred to an external process and student engagement support system for follow up and action as appropriate, and that a U-Turn has been implemented.

SPEAK UP SPEAK OUT

SPEAK UP SPEAK OUT is an obligation for students and staff at Trinity Bay State High School. This **anti-bullying process** extends to students reporting other poor behaviours such as drug use, violence, misbehaviour or harassment of others at school, on the way to or from school, over the phone or on the internet.

Students and staff at Trinity Bay have obligations under this policy. These obligations are:

- **STUDENTS: SPEAK UP and SPEAK OUT**
- **TEACHERS: LISTEN and TAKE ACTION.**

Our school community places personal safety as a very high priority.

Our policy is to provide a safe environment for all members of the school community and to promote care, respect and tolerance for all.

- Students and teachers have the right to feel SAFE.
- Bullies will be disciplined and encouraged to change.
- Harassment / bullying will not be tolerated at our school.

When you SPEAK UP SPEAK OUT, you will be listened to and taken seriously.

In the first instance, our aim is to confront the bully with his/her behaviour and to stop the bullying – a resolution based on mutual respect and tolerance is the preferred outcome. If this is not successful and/or the bullying / harassment continues, disciplinary action will be imposed on the student/s doing the bullying.

In the main, a bully will be given a chance to change his/her behaviour. If he/she chooses not to do this, he/ she will be disciplined.

However, if the bullying / harassment is considered to be gross misconduct, suspension and/or exclusion may apply.

Teachers will handle incidents of harassment / bullying as follows:

- the teacher personally handles the situation
- the incident is resolved through acknowledgment of behaviours by both parties, appropriate apologies and commitment re future behaviour will be required
- the incident is documented and documentation passed on to a Head of Department or a Deputy Principal
- a warning about the behaviour will be given to student doing the bullying
- behaviour or behaviour contracts, counselling may be recommended for the student doing the bullying
- parents/guardians notified
- interviews with parent/guardians and student with Deputy Principal or Principal may be necessary.

Serious bullying / harassment is directed immediately to the Deputy Principal.

If harassment continues:

- Deputy Principal to investigate and document the incident – “Bully Busters” completed
- Parents/guardians notified and meeting arranged
- Disciplinary action taken in accordance with behaviour management policy.

Bullying is Grounds for Suspension.

How do you know to Speak Up Speak Out?

SPEAK UP SPEAK OUT is part of the sub culture at Trinity Bay State High School. It is a catch-cry for our students, staff and parents and a tool to prevent and defuse bullying before it arises.

SPEAK UP SPEAK OUT is part of the curriculum. For one week in February each year, staff and students will focus on SPEAK UP SPEAK OUT as part of class work. This is how all students will begin to understand the culture of SPEAK UP SPEAK OUT. Students will be reminded of SPEAK UP SPEAK OUT on assemblies throughout the year (by Deputy Principal and Principal) and in class (by their teachers).

Students are expected to SPEAK UP SPEAK OUT and they will be thanked (by staff and other students) for doing so.

In addition, students will appreciate how the behaviour of those students who choose to bully others impacts on (detracts from) our school image and all students associated with our school. To SPEAK UP SPEAK OUT about poor behaviour enhances the good name of our school and ensures that bullies do not rule, or set the agenda at Trinity Bay State High School.

The issue of bullying is also addressed and responded to, through our Behaviour Management Policy – Trinity Bay State High School's Responsible Behaviour Plan for Students.

The Safe Technique

Solve It Yourself <ul style="list-style-type: none">• Ignore it• Tell a friend• Ask for advice• Keep a record of who, what, when, where and how – independent witnesses• Look the person in the eye and say in a strong, clear voice:<ul style="list-style-type: none">▪ Stop! I don't appreciate when you... o I want you to stop!	Always Keep Speaking Up <ul style="list-style-type: none">• If it does not work at first, try again
Find An Adult Helper <ul style="list-style-type: none">• If the bullying continues tell your teachers, Guidance Officer, Head of Department, Deputy Principals, parents what is happening	Expect The Best <ul style="list-style-type: none">• Do not put up with bullying