Trinity Bay State High School

Student Code of Conduct 2020-2023

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

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

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Endorsement

Principal Name:	Martin Woodcock
Principal Signature:	
Date:	30-11-2020

P/C President and-or School Council Chair Name:	Nathaniel Raciti
P/C President and-or School Council Chair Signature:	
Date:	30-11-2020

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Purpose

Trinity Bay State High School is committed to providing a safe, respectful and disciplined 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.

Philosophical Underpinnings & Research

The philosophical underpinnings of Trinity Bay State High School's Student Code of Conduct, is based around research conducted by John Shindler on "Transformative Classroom Management" (2010, Jossey-Bass, USA). John Shindler is the associate professor of curriculum and instruction at the Charter College of Education at California State University, Los Angeles. His areas of expertise include school climate and culture, school improvement, classroom management, and teacher leadership. He believes, through the persistent and unambigous teaching of school values and expectations, and the unwavering support of parents and school communities, that "all students can be scholars".

Transformative classroom management (TCM) preseumes that over time, high function is possible in any classroom. It assumes that certain pedagogical and classroom management practices lead to greater function, whilst others lead to greater disfunction. It requires that dysfunctional practices be identified and altered, and that teachers can deal with misbehaviours better when they can predict conditions of occurance – and then mitigate those factors in advance to prevent such circumstances ever arising.

Transformative classroom management is most effective and functional when the teacher is:

- **A Facilitator.** In this instance, the teacher is architect and steward. Their primary goal is to promote student self-direction and intrinsic motivation. They are *not* "passive guides" who leave students to figure it all out for themselves.
- **A Conductor.** In this instance, the teacher is the orchestrator and focal point of the classroom. Their primary goal is to promote efficacy and clarity of expectations – particularly the expectation that we are all here to be "scholars". They are *not* arbitrary or antagonistic "judges", where students only have two choices: either conform or rebel.

Transformative classroom management occurs when the school's values and expectaions are "front-and-centre", and form the basis of teacher planning, preparation and lesson delivery.

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Principal's Foreword

Trinity Bay State High School has a long and proud tradition of providing high quality education to students of Far North Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Trinity Bay State High School has five core values: Respect, Relationships, Responsibility, Pride in All We Do, and Learning.

Respect	We earn respect for our integrity, humility and relationships with others
Relationships	We proudly value relationships and personal growth
Responsibility	Everyone has a responsibility to control, manage and monitor behaviour
Pride in all We Do	Strive for personal excellence and do your best
Learning	Learning is inspirational, challenging and fulfilling

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

Trinity Bay State High staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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

Mr. Martin Woodcock
Principal

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P&C Statement of Support

As president of the Trinity Bay State High P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Martin Woodcock and his team has 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 Trinity Bay State High 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 Trinity Bay State High Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Trinity Bay State High 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 on page 41 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Trinity Bay State High Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Trinity Bay State High P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Mr. Nathaniel Raciti
President, P&C Association

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School Captains' Statement

On behalf of the student body at Trinity Bay State High, we endorse the Student Code of Conduct for 2020-2023. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Trinity Bay State High P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

Junior Captains:
Ellie Hogan, Shirley Vue, Butaweng Hunt, Shani Whittaker

Date:
30.11.2020

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Consultation

The consultation process used to inform the development of the Trinity Bay State High Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between June and July 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase (August 2020), we provided a survey to all students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community.

The third phase of consultation was completed in October 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Trinity Bay State High Student Code of Conduct for implementation in December 2020.

A communication strategy has been developed to support the implementation of the Trinity Bay State High Student Code of Conduct, including parent information evenings, promotion through the school website, monthly newsletters. The Trinity Bay State High Student Code of Conduct has also been translated into a simplified English version and is available in other languages (incl. African and Nepalese). Any families who require assistance to access a copy of the Trinity Bay State High Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

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

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Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to frequently asked questions page.

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School Opinion Survey

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree[#] that:	**2017**	**2018**	**2019**
their child is getting a good education at school (S2016)	100%	98%	96%
this is a good school (S2035)	98%	97%	95%
their child likes being at this school* (S2001)	100%	99%	94%
their child feels safe at this school* (S2002)	100%	97%	95%
their child's learning needs are being met at this school* (S2003)	97%	92%	91%
their child is making good progress at this school* (S2004)	92%	95%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	98%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	92%	92%
teachers at this school motivate their child to learn* (S2007)	97%	92%	90%
teachers at this school treat students fairly* (S2008)	96%	90%	92%
they can talk to their child's teachers about their concerns* (S2009)	96%	95%	95%
this school works with them to support their child's learning* (S2010)	96%	91%	93%
this school takes parents' opinions seriously* (S2011)	94%	89%	89%
student behaviour is well managed at this school* (S2012)	96%	90%	89%
this school looks for ways to improve* (S2013)	100%	96%	92%
this school is well maintained* (S2014)	98%	98%	95%

Student opinion survey

Performance measure			
Percentage of students who agree[#] that:	**2017**	**2018**	**2019**
they are getting a good education at school (S2048)	98%	95%	95%
they like being at their school* (S2036)	98%	92%	92%
they feel safe at their school* (S2037)	94%	91%	89%
their teachers motivate them to learn* (S2038)	94%	92%	86%
their teachers expect them to do their best* (S2039)	99%	96%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	94%	94%
teachers treat students fairly at their school* (S2041)	82%	83%	76%
they can talk to their teachers about their concerns* (S2042)	76%	84%	73%
their school takes students' opinions seriously* (S2043)	89%	91%	81%
student behaviour is well managed at their school* (S2044)	80%	81%	73%
their school looks for ways to improve* (S2045)	98%	96%	95%
their school is well maintained* (S2046)	91%	95%	92%
their school gives them opportunities to do interesting things* (S2047)	98%	96%	99%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2017**	**2018**	**2019**
they enjoy working at their school (S2069)	96%	91%	94%
they feel that their school is a safe place in which to work (S2070)	95%	89%	93%
they receive useful feedback about their work at their school (S2071)	85%	83%	75%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	No Data	No Data	No Data
students are encouraged to do their best at their school (S2072)	98%	92%	91%
students are treated fairly at their school (S2073)	97%	91%	90%
student behaviour is well managed at their school (S2074)	91%	78%	78%
staff are well supported at their school (S2075)	92%	84%	73%
their school takes staff opinions seriously (S2076)	85%	65%	71%
their school looks for ways to improve (S2077)	97%	88%	86%
their school is well maintained (S2078)	97%	93%	95%
their school gives them opportunities to do interesting things (S2079)	89%	83%	82%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

TRINITY BAY STATE HIGH SCHOOL DISCIPLINARY ABSENCES			
Type	**2017**	**2018**	**2019**
Short Suspensions – 1 to 10 days	306	377	304 (11%) ‡
Long Suspensions – 11 to 20 days	26	43	43 (2%)
Charge related Suspensions	0	0	0
Exclusions	16	11	15 (0.7%)

‡ It should be noted that whilst 11% of students received a short suspension in 2019, 89% of students at Trinity Bay SHS demonstrated exemplary behaviour. This figure is on-par with "like schools" in Queensland (and is at the lower-end of such statistics). The majority of students who received long suspensions (2%) and exclusions (0.7%) had already served at least one (or more) short suspensions.

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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 a Responsible Behaviour Teacher or a Deputy Principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Trinity Bay State High 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 implementation of both the Australian Curriculum, the Senior Secondary Curriculum, our Values, and our Expectations. This involves: • teaching values and behaviours in the setting they will be used • consistently using the Essential Skills for Classroom Management (ESCMs) • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 support builds 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 our Schoolwide Values and Expectations (SV&E). The types of interventions offered at this level will vary

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	according to the needs of individual students, 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 • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). Some students at this level may require **Individual Behaviour Support Plans** (incl. Discipline Improvement Plans) – particularly those displaying a range of Tier 2 behaviours that are not improving in light of consequences. If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Individualised services for **few students** (2-5%) 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 support continues to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their Functional Behaviour Analysis, or FBA) and include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. At Trinity Bay State High, this is done in the form of an **Individual Behaviour Support Plan**. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wrap-around plan that includes personnel from outside agencies and rigorous problem solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

Staff at Trinity Bay State High take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care

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arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

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

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the year level Responsible Behaviour Teacher, or the year level Deputy Principal to discuss the matter.

Student Wellbeing

Trinity Bay State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer 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 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.

Curriculum and pedagogy
Schools build 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.

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Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Trinity Bay State High, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; as well as HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program.

Policy and expectations
Within a school community there are specific health and wellbeing issues that are addressed for the whole school, specific students, or in certain circumstances. Most of these programs form the work of our School Health Nurse (though some may fall under the work of our Guidance Officers or Youth Support Coordinators):

Drug education and intervention
Trinity Bay State High implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs
Trinity Bay State High works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications
Trinity Bay State High requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.

Trinity Bay State High maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required. We also have four defibrillators.

Mental health
Trinity Bay State High implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of their **Individual Behaviour Support Plan** (IBSP) or their **Individual Student Safety Plan** (ISSP).

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Suicide prevention
Trinity Bay State High school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior (regional) guidance officer or other appropriate staff (Principal/Deputy Principal).
When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Trinity Bay State High staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention
In the case of a suicide of a student that has not occurred on school grounds, Trinity Bay State High enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, the Principal will immediately communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network: The SWAT Team

Trinity Bay State High is proud to have a comprehensive **Student Wellbeing, Attendance and Transition (SWAT)** team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Trinity Bay State High to seek assistance or advice. If they are unable to assist they will provide guidance and to help ensure the student is connected to the appropriate representative of the SWAT team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Head of Department: Student Engagement, Mrs. Jenny Cowell, on the school phone number (4037-5222).

Role	What they do
Deputy Principal: Schoolwide Behaviour Systems	• responsible for implementing, maintaining, and updating the schoolwide Code of Conduct • overseeing the work of the RBTs, RTC Officer, and REP Officer. • Responsible for schoolwide behaviour initiatives (i.e. Restart)
Deputy Principal: Student & Staff Wellbeing	• responsible for overseeing the SWAT team • responsible for schoolwide wellbeing initiatives (i.e. The Hub)

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Head of Department: Student Engagement & Wellbeing	• leadership of the SWAT team: to promote an inclusive, positive school culture • monitors Level 2 and Level 3 students (or students at risk) to identify areas of additional needs and provide support
Guidance Officers (x2)	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external providers as needed as part of the counselling process.
Social Worker	• one day per week • individual counselling of students with trauma backgrounds
Responsible Behaviour Teachers (RBTs) (x 2)	• monitor student behaviour across all year levels, incl. behaviour trends and critical incidents • support some Tier 2 and most Tier 3 students in modifying their behaviours so they match school Values and meet our Five School Expectations • build positive relationships with these students, and help teachers build positive relationships with these students • ensure Tier 2 and Tier 3 students (and parents) understand the consequences for breaching school Values and Expectations • contact parents to discuss investigations into student behaviours and to gather information that may inform decisions by the Principal around consequences
Tier 3 Program Coordinator	• Develops a program to work with “high Tier 2, low Tier 3” students to bring them back on track to avoid long-term suspension (and possible exclusion) • Works with teachers to help them develop skills around Transformative Classroom Management.
Attendance Officer	• monitors the attendance of all students – and provides support for those who find difficulty in attending regularly • provides support to children during times of parental absence.
RTC Officer	• responsible for administering and monitoring the school’s Responsible Thinking Room (RTC) • supports students doing Behaviour Contracts when sent from class, and encourages resilience and humility in students (i.e. recognise their behaviours and apologise) • contacts parents if student has multiple referrals
REP Officer	• responsible for administering the school’s Re-engagement Program • used for Tier 2 students in the main • supports students doing the Re-engagement Program – designed to address ongoing (and sometimes escalating) student behaviours • links students to other programs (internal and external) that more specifically might address individual student behaviours with the help of the GO’s and HOD Student Wellbeing
Community Education Counsellors	• provide educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Community Elder	• provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.

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Head of Junior Secondary	• coordinate transition to secondary for students moving from Year 6 to Year7 • lead role for implementation of All Students are Scholars, and the QCE-Ready Program • oversees behaviour of Year 7 students, and ensures Year 7 students (and families) have internal and external support mechanisms • monitors student attendance data, arranges intervention (behavioural or academic) for students in Years 7 to 9.
School-Based Youth Health Nurse	• provides individual health consultations with assessment, support, health information and referral options related to: o healthy eating and exercise o relationships o personal and family problems o feeling sad, worried and angry o sexual health o smoking, alcohol and other drugs.
Year Level Coordinators (x 6)	• responsible for student welfare at each year level • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school.
Youth Support Coordinators (x 2)	• provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as o attendance at school o drug and alcohol support needs o QCE/learning support o suspension/exclusion/referral for behaviour support o relationships/social skills o conflict with family/peers/teachers o social/emotional/physical wellbeing.
School Chaplain	• provides support to students of a spiritual nature • provides support around making friends and healing friendships and relationships

It should be especially noted that our CECs provide Aboriginal and Torres Strait Islander perspectives to the team and perspectives with regard to Indigenous children's and families cultural values and considerations.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the HOD Student Engagement & Wellbeing, Mrs Jenny Cowell.

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Whole School Approach to Discipline

Trinity Bay State HIgh uses the **Schoolwide Values and Expectations (SV&E)** as the multi-tiered system of support for discipline in the school. This is a whole-school approach, developed over 20 years of continuous community consultation, and used in all classrooms and programs offered through the school, including sporting activities and excursions.

Schoolwide Values and Expectations (SV&E) 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 we believe discipline is about more than 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.

The development of the Trinity Bay State High Student Code of Conduct is an opportunity to explain the framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of **SV&E** 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.

We also recognise that a successful student is a scholar and, at Trinity Bay State High School, we expect that all of our students are scholars. This is borne out through the **All Students Are Scholars** programme – a program that puts learning at the heart of self-improvement, and gives students the philosophical tools in order to succeed in school and in life. The All Students Are Scholars program can be found in the Appendix.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or **SV&E** are encouraged to speak with the class teacher or make an appointment to meet with the Responsible Behaviour Teachers or the Deputy Principal.

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Schoolwide Values and Expectations (SV&E)

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 schoolwide values and expectations.

Students
Below are examples of what **SV&E** looks like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Trinity Bay State High School.

Our Schoolwide Values (often referred to as "The RIPPLE Effect"): **R**espect, **R**elationships, **R**esponsibility, **P**ride In All We Do, and **L**earning:

Respect

When we RESPECT people, we …
- ~ Are cooperative, helpful, and tell the truth at all times
- ~ Speak calmly and listen attentively
- ~ Are friendly and consider other people's feelings
- ~ Have good manners and keep our promises
- ~ Are kind to people of all cultures and lifestyles
- ~ Respect property belonging to others (incl. the school)

"Treat people the way you want to be treated. Talk to people the way you want to be talked to. Respect is earned, not given." – Hussein Nishah

Relationships

We build good RELATIONSHIPS when we …
- ~ Smile at others and ask how they are going
- ~ Are kind, caring and compassionate
- ~ Respect the ideas, opinions and values of other people
- ~ Are mindful of what we say and what we write
- ~ Accept diversity and celebrate individuality
- ~ Appreciate others, and the things they do for us

"Relationships are about motivating one another to be the best that we can be." – David Archuleta

Responsibility

We behave RESPONSIBLY when we …
- ~ Act safely – towards ourselves and others
- ~ Walk away from trouble or risky situations
- ~ Organise ourselves, arrive prepared, and on time
- ~ Complete all set work to a satisfactory standard
- ~ Strive for accuracy and correct our mistakes
- ~ Seek help from teachers and tutors if work is difficult

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"The price of greatness is responsibility" – Winston Churchill

Pride In All We Do

We are PROUD when we …

- ~ Strive to do the best that we can do at all times
- ~ Set a good example and be a good role-model
- ~ Wear the correct uniform, and be neat and presentable
- ~ Uphold the school values when out in public
- ~ Keep our school grounds tidy and look after our facilities
- ~ Support school events by attending and participating
- ~ Are supportive, and do not tease or bully others

"Show class, have pride, and display character. If you do, winning takes care of itself" – Bear Bryant

Learning

A good LEARNER …

- ~ Is a Scholar, who wants to come to school to learn
- ~ Accepts challenges and works hard to improve every day
- ~ Asks questions, seeks clarity, and knows what's expected
- ~ Works collaboratively with others and accepts feedback
- ~ Is self-regulated, and can work things out for themselves
- ~ Has the ability to persevere when things get tough

"The capacity to learn is a gift, the ability to learn is a skill, the willingness to learn is a CHOICE" – Brian Herbert

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Our Schoolwide Expectations Are:

Arrive Prepared

Be In the Right Place … On Time

Consider the Learning Needs, Space and Property of Everyone … At All Times

Use a Respectful Voice and Manner

Stay On Task

Arrive Prepared, **B**e In the Right Place … On Time, and **S**tay on Task

What It Looks Like and Sounds Like …	What It Isn't …
Being ready to do your work	Not arriving with appropriate books and materials (incl. laptops and iPads) in order to engage in classwork Not completing set work
Doing all tasks set by my teachers – on time, and to the best of my ability	Not completing set tasks that are at an appropriate level to my ability Failing to complete assessment tasks Refusing, and persistently refusing, to do set work
Arriving at school (and getting to my classes) on time	Arriving late to school and to assemblies Not being punctual (i.e. lateness after breaks) Going out-of-bounds in school grounds Leaving class without permission (out-of-sight) Leaving school grounds without permission (truancy)

Consider the learning needs, space and property of everyone

What It Looks Like and Sounds Like …	What It Isn't …
Demonstrating respectful classroom behaviour	Talking out of turn, displaying loud behaviour, up out of seat, engaged in non-work-related activites, disrupting other students, arguing with the teacher, refusing reasonable directives, swearing, making threats, sarcastic tone of voice
Being respectful towards other's property (and school property)	Petty theft (items under $100 value) Lack of care for the environment Major theft (items over $100 value) Wilful property damage Vandalism
Following Instructions	Failure to respond to an adult request (i.e. give your name)

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	Non-compliance (refusal to come with a school officer when asked) Uncooprative behaviour (going out of your way to make things difficult)
Being truthful when asked about something	Minor dishonesty (lying by omission) Major dishonesty (lying bare-faced)
Picking up rubbish and keeping my area clean	Littering (lunch wrappings, etc.) Dumping (large amounts of rubbish)
Live a healthy lifestyle, be healthy at school, and promote healthy living to other students	Be in possession of (or smoking of) tobacco on school premises or to and from school Possession of (or selling of) illegal drugs and/or being under the influence of drugs before school, at school, or on the way home
Study hard, and achieve grades honestly	Cheating on a test Gross misconduct in and around assessment materials

Use a respectful voice and manner

What It Looks Like and Sounds Like …	What It Isn't …
Speaking and behaving in a polite and civil matter	Using inappropriate, offensive, or aggresive language (verbal or written) Calling out (with intent to disrupt) Poor attitude (and tone of voice) Verbal abuse and/or directed profanity (particularly at teachers)
At school, using personal devices to access information with permission from my teacher	Keeping my mobile phone switched on in class without permission from my teacher Using my device to play unsanctioned video games or films Using my phone for illicit or illegal purposes and/or without authorisation Using my device to bully or intimidate another student or teacher
Wear my school uniform proudly (incl. the correct jumper in Winter)	Not wearing full school uniform Not wearing hat during outside HPE classes Repeated breaches around uniform and health and safety
Move around school quietly and respectfully (incl. vicinity outside school gates)	Running on concrete around buildings Running in stairwells Not walking my bike in school grounds Behaviour that causes affray or unrest within the school (or outside the gates)
Be proud of my school and be mindful of how others see us in the community	Smoking cigarettes on the way (or way home) from school whilst in uniform Actions that bring the good name of the school into disrepute (i.e. fighting or taking drugs in public places)
Engage safely in lunchtime activities	Incorrect use of school equipment Not playing school-approved games

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	Not playing fairly Defiance (i.e. blatant disrespect and disregard for good order) Harrassment and/or Bullying Minor and major bullying/harassment Throwing objects in a dangerous manner Possession of weapons (incl. knives of any kind)
Keep calm, control my temper, and keep my hands to myself	Pushing/shoving/hair pulling Horseplay (rough games, pranks) Threatening physical aggression Actual physical aggression (punching, kicking, head-butt, head-lock, wrestling)

Breaches are usually dealt with through a range of differentiated and focussed approaches (ranging from counselling, to detention, to REP, and/or external suspension), depending on the behaviour history of the student.

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Values & Expectations: Parents and Staff

At Trinity Bay SHS, we encourage and expect respectful, responsible relationships between parents and staff. The table below explains our expectations for parents when visiting our school and the standards we commit to as staff.

Respectful

What we expect to see from you	*What you can expect from us*
You are respectful of our schoolwide Code of Conduct, and agree that you and your child will abide by its principles as a condition of enrolment at our school.	We will follow our Code of Conduct, and ensure all students, parents, and staff are treated with fairness, dignity and respect.
You make an appointment to speak with the class teacher, head of department, deputy principal, 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 at home, and in the community, about school staff.	We will ensure positive behaviours are role modelled for all students.
You are respectful in your conversations at school involving both staff and students.	We will ensure we have respectful conversations with you.
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 address social media issues that affect staff, students or families.

Responsible

What we expect to see from you	*What you can expect from us*
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You respect the obligation of staff to maintain student and family privacy. You understand that we cannot share information about other students (or their families) with you.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You ensure your child arrives at school in the correct uniform, and with the appropriate equipment (incl. electronic devices, where available).	We understand that there are, at times, exceptional circumstances that mean some students might be experiencing hardship regarding uniform and equipment.
You stay informed about school news and activities by reading the school newsletter, email updates, and other materials sent out by school staff – including via social media.	We will use the electronic school newsletter, email updates, and social media as the primary means of notifying parents about school news, excursions or events.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

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Relationships

What we expect to see from you	*What you can expect from us*
You approach the class teacher or year-level deputy principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

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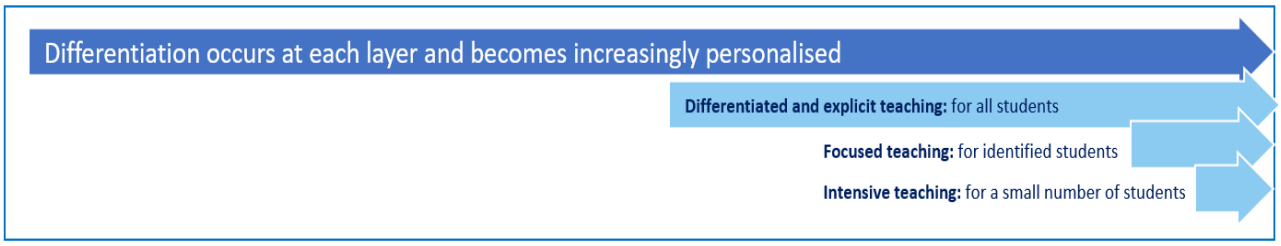
Differentiated and Explicit Teaching

Trinity Bay SHS 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 SHS 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.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the SV5e 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 **SV&E Placemat**, illustrated below, as a basis for conveying their behaviour standards. Using the placemat, the class teacher works with all students to explain exactly what each of the expectations look like and sound like in their classroom. The placemat is on display in every classroom, and used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

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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. At Trinity Bay SHS, focussed teaching opportunities are conveyed through an Individual Behaviour Support Plan (IBSP) developed by one or more members of the SWAT team.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Trinity Bay SHS to provide focused teaching. Focused teaching is aligned to the SV&E Placemat, 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 SHS has a range of SWAT 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 the following evidence-informed programs to address specific skill development for some students:

- Combat Fitness
- The RAGE Program
- The Tier 3 Program

For more information about these programs, please speak with Mrs. Jenny Cowell (Head of Department Student Engagement & Wellbeing).

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

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may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

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

Documentation of Support Measures

There is an expectation that support measures inmplemented on behalf of students are documented and uploaded under the Support tab on the student profile on OneSchool. These documents should be able to be viewed by all staff – unless there is a need to create a separate document containing sensitive information (access to GO and Level 1 officers).

Discipline Improvement Plan (DIP). This document is created when a student first displays some lower-level (non-suspension) behaviours that require early Focused Intervention. It should be completed in the presence of an RBT or Deputy Principal, and in the presence of the student and their parent/s. It may serve as a precursor to an Individual Student Support Plan.

Behaviour Risk Assessment Tool (BRAT). This document is created when a student's behaviour requires Focused or Intensive Intervention. It is a "living document", and is added to over time and serves as a running record of risky behaviours and school intervention with the student. It is for viewing by teachers and administrative officers.

Suspension Behaviour Reflection Sheet. This is a recommended, but not compulsory, document completed by the student whilst they are on suspension – either Internally (through the Re-Engagement Program), or Externally (Short or Long-Term Suspension). It should be noted in OneSchool if a student (or parent) forgoes participation in this reflection process (and the reasons for failure to participate).

Individual Behaviour Support Plan (IBSP). This document is created when a student exhibits a range of risky behaviours that require Focused or Intensive Intervention. It is often created when a student breaches their Discipline Improvement Plan, or repeats behaviours for which they were suspended. It may also be created for a student's own wellbeing, or created as a result of a critical incident. An IBSP should be regularly reviewed by the student's case manager, and is also regarded as being a "living document" that gets updated if and when required.

Individual Student Safety Plan (ISSP). This document is created when a student is exhibiting behaviours which puts their safety (or the safety of others) at risk. It is often used with students who are part of a special needs unit, or who have AIMS designation. An ISSP should be regularly reviewed by the student's case manager and is regarded as a living document.

Responses for Unmanaged Identified Risk Form. This document is filled out on behalf of a student who is exhibiting extremely risky behaviours, and their behaviours may require the use of restrictive practices in order to mitigate. It is completed by the student's case manager, and also signed off on by the Principal.

Legislative Delegations

Legislation

In this section of the Trinity Bay SHS Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)
- Police Powers and Responsibilities Act 2000 (Qld)
- Workplace Health and Safety Act 2011 (Qld)
- Workplace Health and Safety Regulation 2011 (Cwth)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for "controlling and regulating student discipline in the school".

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

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Disciplinary Consequences

The disciplinary consequences model used at Trinity Bay SHS 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 focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the responsible behaviour teachers, or the school administration team, 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 (Tier 1)

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. SV&E posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")

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- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (i.e. "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 (i.e. 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 (i.e. removal from classroom)
- Parental contact
- Community service at school
- Student removed from current class to work in a "buddy classroom" situation for a determined period of time
- Lunchtime Detention
- Responsible Thinking Room (RTC) referral (if low-level behaviours continue to disrupt teaching and learning in the classroom)

Focused (Tier 2)

Class teacher is supported by other school-based staff (Subject Area HOD, RBTs, Guidance Officers, SWAT members, Year Level Deputy Principal) to address ongoing or higher level problem behaviours. This may include:

- Behaviour risk assessment tool (uploaded to Support tab on OS student profile)
- Functional behaviour assessment (referred by guidance officers)
- Discipline improvement plan (DIP)
- Individual behaviour support plan (IBSP) with a focus on behaviour
- Restitution and restorative conversations
- Targeted skills teaching in small group
- Lunchtime and possible after school detention
- Behavioural contracts and/or behaviour monitoring cards
- Counselling and guidance support (individual and group)
- Self-monitoring plan
- Check in, check out strategies (i.e. around attendance)
- Coaching and debriefing (GOs, RBTs, CECs, mentor teachers)
- Stakeholder meeting with parents and external agencies
- Attendance at programs offered both internally and externally
- Continued referral to the RTC (self-reflection)
- Referral to the Re-Engagement Program (REP) for 2-3 days
- Short term suspension (1-10 school days)

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Intensive (Tier 3)

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

- Behaviour Risk Assessment Form (uploaded to Support tab on OneSchool)
- Functional Behaviour Assessment (FBA) and Individual Behaviour Support Plan (IBSP)
- 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 (1 to 10 school days)
- Long term suspension (11 to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

At Trinity Bay SHS, 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.

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Re-entry following suspension
Students who are suspended from Trinity Bay SHS 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, and to have the student acknowledge the behaviours that led to their suspension. The Principal, or delegate, may also ask the student to reflect upon which values and expectations they need to uphold to avoid being suspended again. In the main, 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, though it is strongly recommended. It is offered as a support for the student and parent to assist in the student's successful re-engagement in school following suspension.

Arrangements
The invitation to attend the re-entry meeting will be communicated in writing, usually via post or email, in the suspension documentation. It may also be communicated by phone at the time of suspension. Re-entry meetings are short, taking less than 20 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Aknowledgement of behaviours and affirmations of values and expectations
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up (if required)
- Thank student and parent/s for attending
- Sign student into classes for the day and ensure they know where they are going

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, RBTs, or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

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School Policies

Trinity Bay SHS 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 Trinity Bay SHS 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 and vaping supplies)
- 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. drug-related words or images, racist literature, pornography, extremist propaganda).

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* 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 SHS:

- 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 or illicit 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, or to prevent harm coming to the student – or to another student);
- 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 Trinity Bay SHS

- ensure 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 SHS 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.

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Students of Trinity Bay SHS

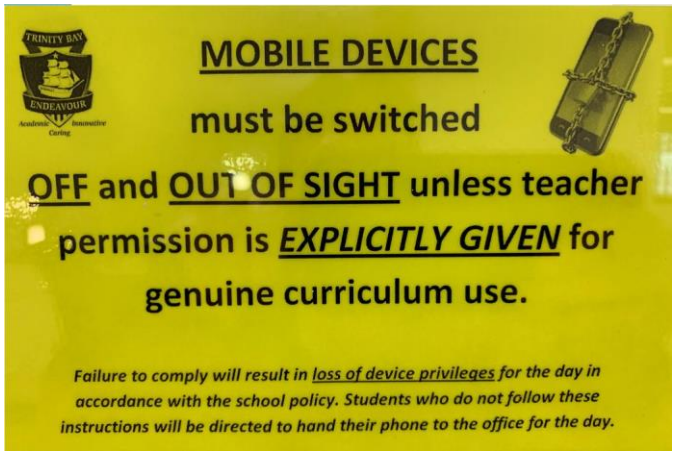
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Trinity Bay SHS Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive 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 literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Trinity Bay SHS has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

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



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Why do we have this policy?
All staff at the school prioritise the importance of student learning, personal development, well-being and safety.
 Teachers want to maximise classroom learning time to ensure every student has the best conditions to maximise their learning opportunities and achievements.
 Teachers want to create a positive productive learning environment free from the distractions and disruptions caused by the inappropriate use of mobile phones.
 Students are expected to dedicate their attention to the learning tasks and will not be able to access and use their phones during lessons.

What are the guidelines?
The school has introduced clear guidelines to support the responsible use of mobile phones:
 Mobile phones must be switched off, powered down, put out of operation and safely stored:
- From 8.40am when students enter and remain on the school grounds, prior to form class and Assemblies.
- When entering a timetabled class and remain off unless directed by the teachers to turn on the mobile phone.
- When entering the administration building offices or at teacher staffrooms.

 Mobile phones and other electronic devices are to be switched off, powered down, and put out of operation in toilets and /or change rooms.
 Mobile phones must not be used when students walk and transition, between timetable classes
 Earphones are not to be worn or to be visible at any time:
- In classrooms when engaged in learning.
- When students walk and transition to and from classrooms.
- At an Assembly unless the activity is authorised and requested by the class teacher.

 Mobile phones can be used by students during first and second lunch breaks ***but must switched off, powered down, put out of operation and safely stored as students transition/walk to resume classes.***

Who is involved?
Students are required under this policy to:
- understand the guidelines, restriction and exceptions of this mobile phone policy
- comply and adhere to this mobile policy at all times
- comply with teachers/staff directions related to the mobile phone policy as it applies to the school

 Teachers/staff will consistently apply the mobile phone policy in classrooms and the playground and all learning/ meeting spaces.
 Parents/carers and members of the school community are required to be cognisant of the mobile phone policy.

When will changes happen?
The mobile phone policy at TBSHS will be implemented and take effect from Term 1, 27th of January, 2021.

Where will changes apply?
The guidelines, restriction and exception relevant to the Mobile phone policy will apply to:
- All classrooms and learning spaces.
- Assemblies in the theatre and Sports complex.
- School offices and teachers staffrooms.
- School grounds when students arrive and remain at the school from 8.40am.

How will the policy work?
The mobile phone policy will be implemented and enacted by the support of all members of the school community
 Students – must respond positively and abide by the policy to prioritise and maximise learning at all times.
 Teachers/staff consistently apply and manage the mobile phone policy to promote responsible use of phones.

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 Parents/Carers endorse the school mobile phone policy through awareness and support in the school and home environment.
 The school will apply consequences as stated in the policy where breeches by students occur.

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 SHS Student Code of Conduct. In addition students and their parents should:

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

Preventing and responding to bullying

Trinity Bay SHS 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 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 SHS has a **Junior Council** and a **Senior Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each student council team are the core elements of the Australian Student Wellbeing Framework:

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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 council teams 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 SHS 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.

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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 SHS 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 Trinity Bay SHS 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.

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Trinity Bay SHS - 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:

Mrs. Jenny Cowell – Head of Dept. Student Engagement Ph. 40375222
Mr. Scott Graham – Responsible Behaviour Teacher for Years 7, 9, 11
Mrs. Lisa Vincent – Responsible Behavioir Teacher for Years 8, 10, 12

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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Cyberbullying

Cyberbullying is treated at Trinity Bay SHS 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 Responsible Behaviour Teacher of the appropriate year level. There is also a dedicated senior leadership officer, Mrs. Jenny Cowell, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

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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?

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.

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.

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.

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

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

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

OR

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

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

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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 SHS 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 SWAT 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 SHS are familiar with the response expectations to reports of bullying through the “Speak-Up, Speak Out” program, 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 (REP), withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

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Trinity Bay State High School – Anti-Bullying Compact

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

Trinity Bay State High School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

We agree to:

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

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Appropriate use of Social Media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Trinity Bay SHS 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** (which can be downloaded from our school website) 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.

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Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning. These documents can be found on our school website.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

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Resources

- Australian Professional Standards for Teachers
- Behaviour Foundations professional development package (school employees only)
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub

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Conclusion

Trinity Bay SHS staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the school
   The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher, the head of department, the deputy principal or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

   Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

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3. **External review**: contact a review authority
   if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.

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Appendix I: Speak Up, Speak Out

SPEAK UP SPEAK OUT

SPEAK UP SPEAK OUT is an obligation for students and staff at Trinity Bay.

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

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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
▪ 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:
  o Stop! I don't appreciate when you…
  o I want you to stop!
	Always Keep Speaking Up
	▪ If it does not work at first, try again

Find An Adult Helper ▪ If the bullying continues tell your teachers, Guidance Officer, Head of Department, Deputy Principals, parents what is happening	**Expect The Best** ▪ Do not put up with bullying

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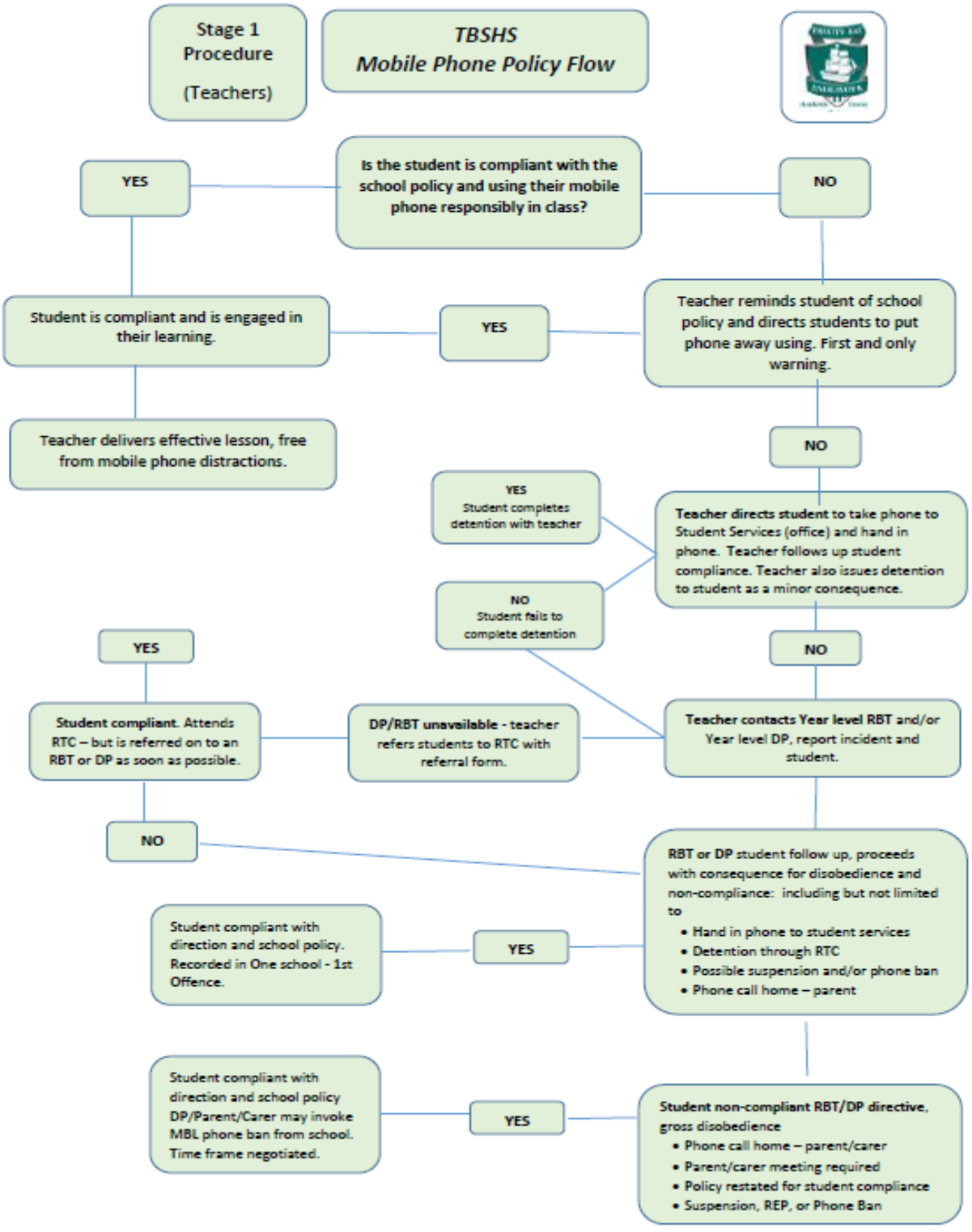
Appendix II: Mobile Phone Misuse Flowcharts



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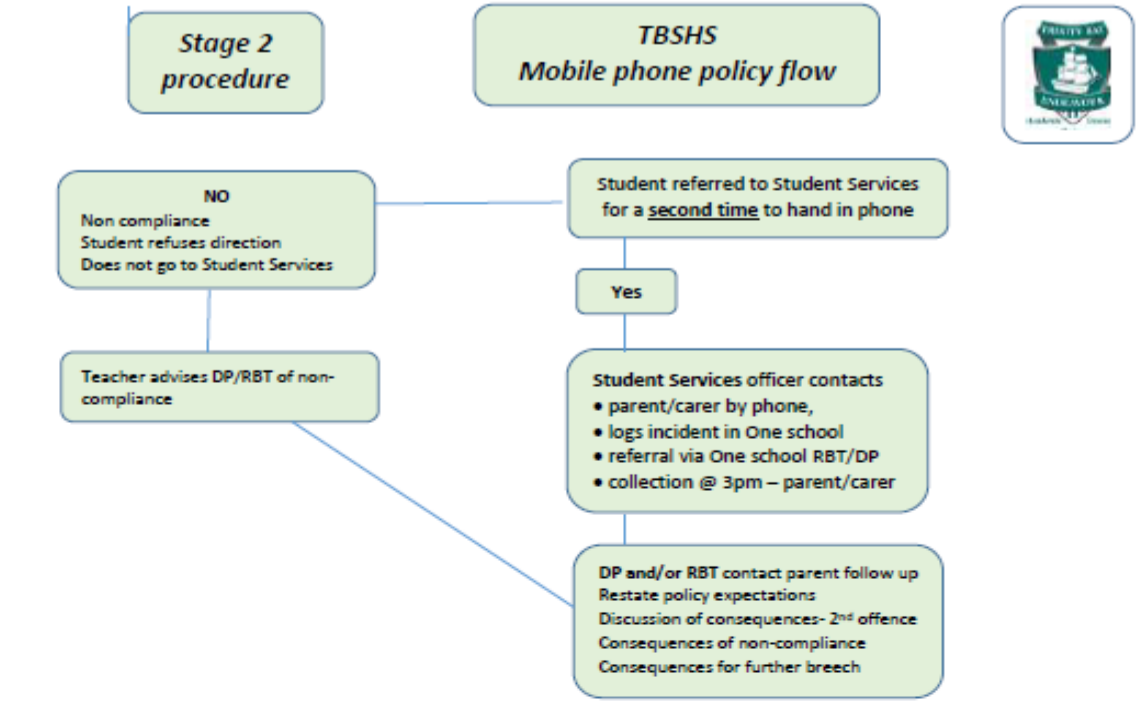

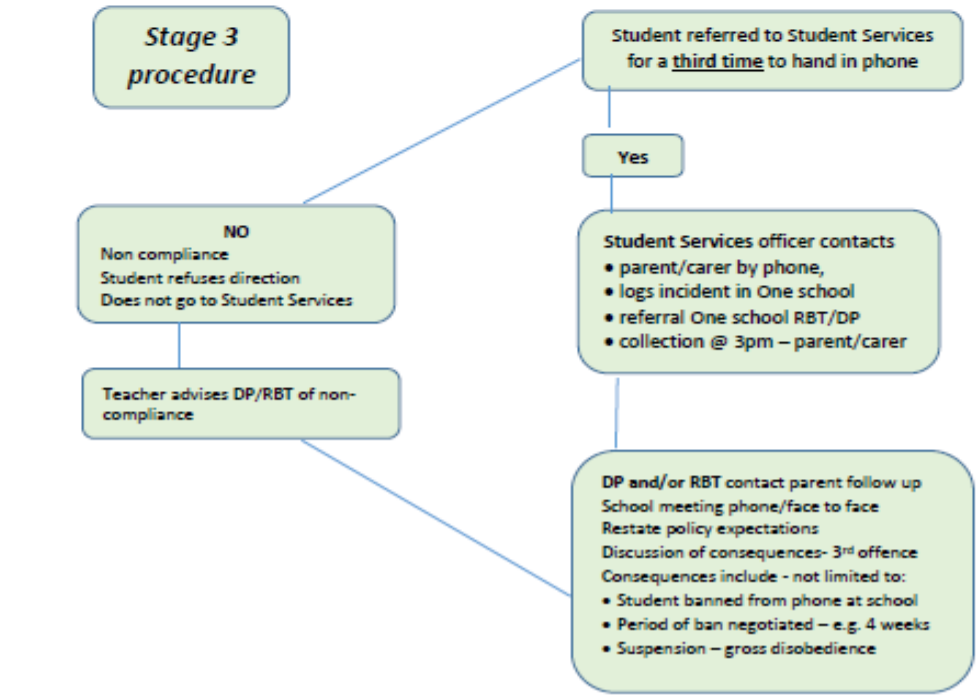

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