



Queensland
Government

Thangool State 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 2020-2024*

Contact Information

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Endorsement

Principal Name:	Fiona Byrne
Principal Signature:	
Date:	24-11-20

P/C President	Amanda Hicks
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P/C President Signature:	
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Date:	24 / 11 / 20
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Conclusion

Purpose

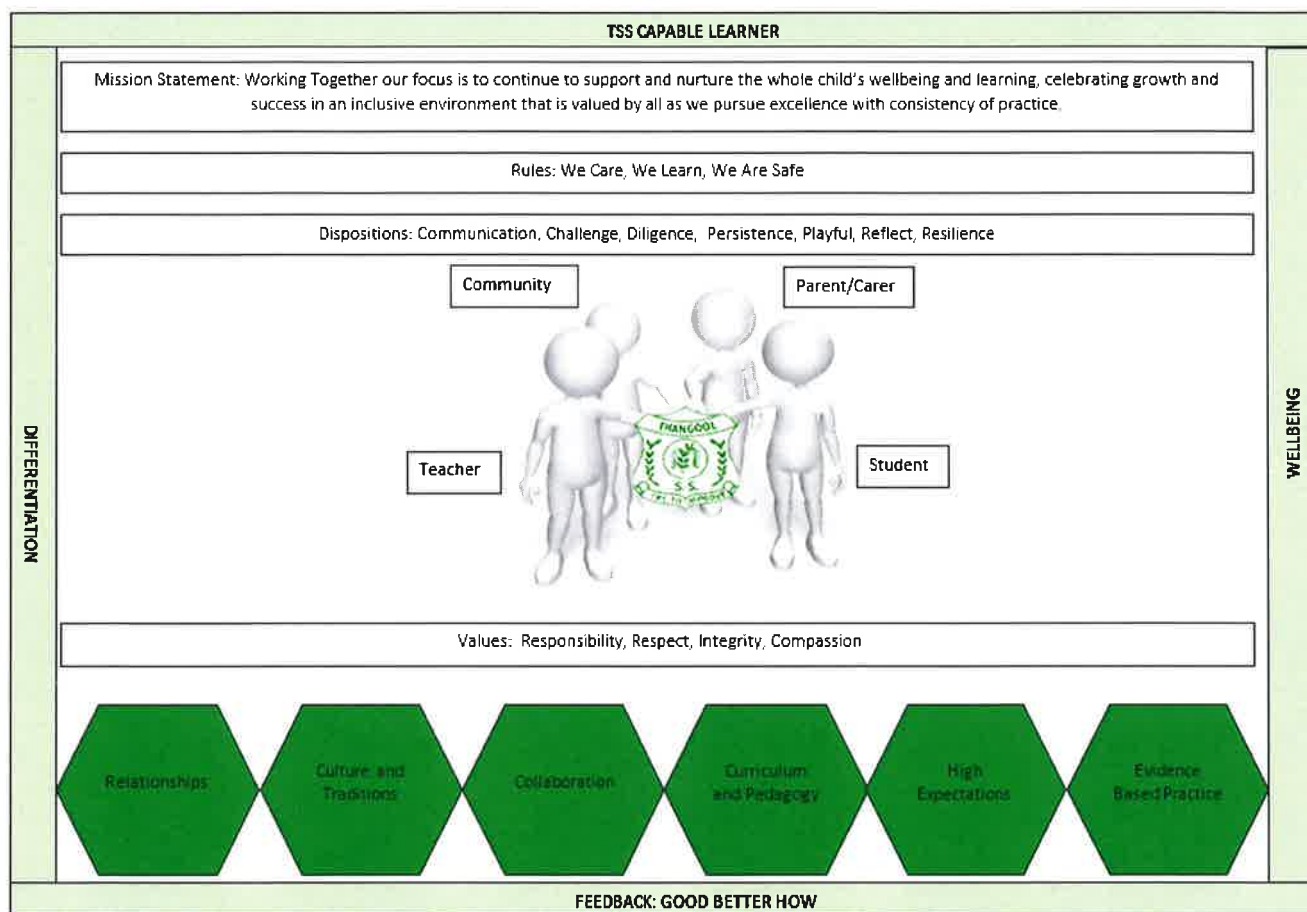
Thangool State School is committed to providing a safe, respectful and disciplined learning environment for students, staff, parents/carers and visitors.

The Thangool State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from within our school community ensuring students can participate positively, experience success and have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Where there is a high standard of behaviour, students, staff, parents/carers and visitors will be able to work together to focus on Thangool's mission, *“to continue to support and nurture the whole child's well-being and learning, celebrating growth and success in an inclusive environment that is valued by all, as we pursue excellence with consistency of practice.”*

Principal's Forward

Thangool State School has a long and proud tradition of providing high quality education to students from across the Callide Valley. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.



Our Capable learner beliefs 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.

Thangool State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's 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 Thangool State School 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.

School Captains' Statement

The Student Code of Conduct enables the students to embrace supportive relationships, encourage a culture of positivity and ensure our school is a place ready to learn. As school captains we will do this by leading the way in:-

- participating in school activities.
- obeying the school rules.
- taking pride in our school.
- doing our best to learn.
- practising good sportsmanship.
- being available to help if and when it is needed.

We ask everyone for their help and co-operation as we try to make our primary years of schooling enjoyable ones.

As president of the Thangool State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Fiona Byrne and her 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 Thangool State School 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 Thangool State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. 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 Thangool State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Thangool State School 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 Thangool State School 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.

Thangool State School developed this plan in collaboration with our school community. The consultation process used to inform the development of the Thangool State School Student Code of Conduct occurred in three phases.

Phase 1:

We held a series of internal meetings with leadership staff at beginning Term 3, 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.

Phase 2

In phase two (Term 4) we liaised with staff through meetings and the HOC newsletter and gathered feedback. The Principal met with the P&C representatives and informed parents at P&C meetings. A parent survey was developed by the staff to identify further areas for improvement in regards to the school opinion survey question: *Student's at TSS are treated fairly.*

Phase 3:

In phase three (Term 4) a draft of the completed policy was shared with all stakeholders and subsequent amendments completed.

During each phase, we communicated to all stakeholders the development of the Thangool State School Student Code of Conduct through:

- Newsletters
- P&C meetings

Review Statement

The Thangool State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data (attendance, absenteeism, school disciplinary absences and behaviour incidents) and staff, in consultation with appropriate stakeholders. A full review will be conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

Thangool State School reports on key measures related to student discipline, safety and wellbeing using existing data sets. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents/carers 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/carers, students and school staff from each school on what they do well and how they can improve.

Opinions on Thangool State Schools, student learning, and student wellbeing are sought from parent/carers in all families and a sample of students.

Opinions on Thangool State 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.

School Opinion Survey

Parent Opinion Survey

(1840) Thangool State School

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree.
Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero.

Item Code	Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2001	My child likes being at this school.	6	100.0	18	100.0	24	100.0	30	100.0	32	98.9
S2002	My child feels safe at this school.	6	83.3	18	100.0	24	100.0	30	100.0	32	100.0
S2003	My child's learning needs are being met at this school.	6	100.0	18	94.4	24	95.8	30	98.7	32	100.0
S2004	My child is making good progress at this school.	6	100.0	18	94.4	24	95.8	30	93.3	32	100.0
S2005	Teachers at this school expect my child to do his or her best.	6	100.0	18	94.4	24	100.0	30	100.0	32	100.0
S2006	Teachers at this school provide my child with useful feedback about his or her school work.	6	100.0	18	100.0	23	100.0	30	100.0	32	98.9
S2007	Teachers at this school motivate my child to learn.	6	100.0	18	100.0	24	100.0	30	100.0	32	100.0
S2008	Teachers at this school treat students fairly.	6	66.7	18	83.3	24	100.0	30	93.3	32	93.8
S2009	I can talk to my child's teachers about my concerns.	6	100.0	18	100.0	24	100.0	30	100.0	32	100.0
S2010	This school works with me to support my child's learning.	6	100.0	18	88.9	24	100.0	30	100.0	32	98.9
S2011	This school takes parents' opinions seriously.	6	83.3	17	82.4	24	100.0	30	96.7	31	93.5
S2012	Student behaviour is well managed at this school.	6	66.7	17	100.0	24	100.0	30	93.3	32	93.8
S2013	This school looks for ways to improve.	6	83.3	17	94.1	24	100.0	30	100.0	32	93.8
S2014	This school is well maintained.	6	100.0	18	100.0	24	100.0	30	96.7	32	98.9
S2015	This school gives my child opportunities to do interesting things.	6	100.0	18	100.0	24	100.0	30	100.0	32	98.9
S2016	My child is getting a good education at this school.	6	100.0	18	94.4	24	100.0	30	96.7	32	100.0
S2017	My child's English skills are being developed at this school.	6	100.0	18	94.4	24	100.0	30	96.7	32	100.0
S2018	My child's Mathematics skills are being developed at this school.	6	100.0	18	94.4	24	100.0	30	93.3	32	100.0
S2019	I understand how my child is assessed at this school.	6	83.3	18	88.9	23	100.0	30	100.0	32	93.8
S2020	I understand how computers and other technologies are used at this school to enhance my child's learning.	6	83.3	18	83.3	24	100.0	30	96.7	32	98.9
S2021	Teachers at this school are interested in my child's wellbeing.	6	83.3	17	94.1	24	100.0	30	96.7	32	98.9
S2022	Staff at this school are approachable.	6	83.3	18	100.0	24	100.0	30	100.0	32	93.8
S2023	Staff at this school are responsive to my enquiries.	6	83.3	18	88.9	24	100.0	30	100.0	32	93.8
S2024	This school asks for my input.	6	100.0	18	72.2	24	100.0	30	96.7	32	98.9
S2025	This school keeps me well informed.	6	83.3	18	77.8	24	100.0	30	96.7	32	98.9
S2026	This school encourages me to take an active role in my child's education.	6	100.0	17	76.5	24	100.0	30	100.0	32	98.9
S2027	This school encourages me to participate in school activities.	6	83.3	17	82.4	24	100.0	30	100.0	32	98.9
S2028	This school provides me with useful feedback about my child's progress.	6	100.0	18	83.3	24	100.0	30	100.0	32	98.9
S2029	This school provides useful information online.	6	100.0	17	76.5	23	91.3	26	100.0	31	98.8
S2030	This school is environmentally friendly.	6	66.7	17	88.2	24	100.0	30	100.0	32	98.9
S2031	This school is well organised.	6	83.3	18	88.9	24	100.0	30	100.0	32	93.8
S2032	This school has a strong sense of community.	6	100.0	18	94.4	24	100.0	30	100.0	32	98.9
S2033	This school celebrates student achievements.	6	83.3	18	100.0	24	100.0	30	96.7	32	98.9
S2034	I would recommend this school to others.	6	100.0	18	100.0	24	100.0	30	100.0	32	98.9
S2035	This is a good school.	6	100.0	17	100.0	24	100.0	30	100.0	32	98.9

Student Opinion Survey

(1840) Thangool State School

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree.
Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero.

Item Code	Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2036	I like being at my school.	22	90.9	43	97.7	52	98.1	47	100.0	45	97.8
S2037	I feel safe at my school.	22	81.8	43	95.3	52	98.2	46	95.7	44	93.2
S2038	My teachers motivate me to learn.	22	95.5	43	100.0	52	92.3	47	97.9	45	100.0
S2039	My teachers expect me to do my best.	22	100.0	43	100.0	52	100.0	46	100.0	45	100.0
S2040	My teachers provide me with useful feedback about my school work.	22	95.5	43	100.0	52	98.1	45	97.8	44	100.0
S2041	Teachers at my school treat students fairly.	21	90.5	43	97.7	51	98.0	46	97.8	45	88.9
S2042	I can talk to my teachers about my concerns.	21	85.7	43	95.3	51	90.2	45	95.8	45	88.7
S2043	My school takes students' opinions seriously.	21	100.0	42	97.5	51	90.2	44	90.9	45	91.1
S2044	Student behaviour is well managed at my school.	21	95.2	42	95.2	51	98.2	47	91.5	45	91.1
S2045	My school looks for ways to improve.	22	95.5	42	100.0	52	98.1	47	100.0	45	95.0
S2046	My school is well maintained.	22	100.0	43	95.3	52	100.0	47	100.0	45	97.8
S2047	My school gives me opportunities to do interesting things.	22	95.5	43	100.0	52	94.2	47	100.0	46	93.3
S2048	I am getting a good education at my school.	22	100.0	43	97.7	52	98.1	47	100.0	45	97.8
S2049	My English skills are being developed at my school.	22	95.5	43	95.3	52	100.0	47	97.9	45	97.8
S2050	My Maths skills are being developed at my school.	22	100.0	43	97.7	52	98.1	47	100.0	45	97.8
S2051	I understand how I am assessed at my school.	21	95.2	43	97.7	51	100.0	47	100.0	45	100.0
S2052	I can access computers and other technologies at my school for learning.	22	100.0	43	97.7	52	98.2	46	100.0	45	100.0
S2053	I am encouraged to use computers and other technologies at my school for learning.	22	100.0	43	100.0	52	100.0	47	97.9	45	95.6
S2054	I use computers and other technologies at my school for learning.	22	100.0	43	100.0	52	100.0	46	100.0	45	97.8
S2055	I enjoy using computers and other technologies at my school for learning.	22	95.5	43	97.7	52	92.3	47	89.4	46	93.3
S2056	I feel accepted by other students at my school.	22	86.4	41	85.4	50	94.0	47	93.8	45	91.1
S2057	My schoolwork challenges me to think.	22	100.0	43	97.7	52	100.0	46	97.8	45	100.0
S2058	My teachers challenge me to think.	22	100.0	43	97.7	52	100.0	46	100.0	45	95.6
S2059	My teachers encourage me to do my best.	22	100.0	43	100.0	52	100.0	46	100.0	45	100.0
S2060	My teachers clearly explain what is required in my school work.	22	100.0	43	100.0	52	98.1	46	97.8	45	97.8
S2061	My teachers help me with my school work when I need it.	22	100.0	43	97.7	52	100.0	47	97.9	45	100.0
S2062	My teachers use a variety of resources to help me learn.	22	95.5	43	100.0	52	100.0	47	100.0	45	100.0
S2063	My teachers care about me.	22	95.5	43	100.0	46	100.0	47	100.0	46	100.0
S2064	My school encourages me to participate in school activities.	22	100.0	43	95.3	52	100.0	47	100.0	46	100.0
S2065	My school encourages me to be a good community member.	21	95.2	43	100.0	51	94.1	46	100.0	46	95.6
S2066	My school celebrates student achievements.	22	100.0	43	100.0	52	92.3	46	100.0	44	93.2
S2067	I would recommend my school to others.	20	90.0	43	100.0	50	98.0	46	95.7	45	97.8
S2068	This is a good school.	22	95.5	43	100.0	50	96.0	46	97.8	45	95.6

Staff Opinion Survey

(1840) Thangool State School

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree.

Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero. * Responses are presented with historical data of a similar survey item.

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2069	I enjoy working at this school.	11	90.9	15	100.0	17	100.0	13	100.0	18	100.0
S2070	I feel this school is a safe place in which to work.	11	90.9	15	100.0	17	100.0	13	100.0	18	100.0
S2071	I receive useful feedback about my work at this school.	11	72.7	15	93.3	17	100.0	13	100.0	18	100.0
S2072	Students are encouraged to do their best at this school.	11	90.9	15	100.0	17	100.0	12	100.0	18	100.0
S2073	Students are treated fairly at this school.	11	90.9	15	100.0	17	100.0	12	100.0	18	100.0
S2074	Student behaviour is well managed at this school.	11	90.9	15	100.0	17	100.0	12	100.0	18	100.0
S2075	Staff are well supported at this school.	11	63.6	14	92.9	17	100.0	13	100.0	18	100.0
S2076	This school takes staff opinions seriously.	11	72.7	15	93.3	17	100.0	13	100.0	18	100.0
S2077	This school looks for ways to improve.	11	100.0	14	100.0	17	100.0	12	100.0	18	100.0
S2078	This school is well maintained.	11	100.0	15	100.0	17	100.0	12	100.0	18	100.0
S2079	This school gives me opportunities to do interesting things.	11	72.7	15	100.0	17	100.0	13	100.0	18	100.0
S3201*	Students with a disability are well supported at my school.	11	90.9	15	100.0	16	100.0	12	100.0	18	100.0
S3202	My school has an inclusive culture where diversity is valued and respected.	0	NA	0	NA	17	100.0	12	100.0	18	100.0
S3203	People are treated fairly and consistently at my school.	0	NA	0	NA	17	100.0	13	100.0	18	100.0
S3204	My school is well managed.	0	NA	0	NA	17	100.0	12	100.0	18	100.0
S3207	I am confident that poor performance will be appropriately addressed in my school.	0	NA	0	NA	17	94.1	13	100.0	18	100.0
S3208	I have choice in deciding how to do my job.	0	NA	0	NA	17	100.0	13	100.0	18	100.0
S3209	I have the authority necessary to do my job effectively.	0	NA	0	NA	17	100.0	13	100.0	18	100.0
S3210	My school inspires me to do the best in my job.	0	NA	0	NA	17	100.0	13	100.0	18	100.0
S3211*	My school encourages me to take responsibility for my work.	11	90.9	14	100.0	17	100.0	13	100.0	18	100.0
S3212*	My school encourages me to undertake leadership roles.	10	70.0	15	100.0	17	94.1	13	100.0	18	94.4
S3213*	My school encourages coaching and mentoring activities.	11	90.9	15	93.3	17	100.0	13	100.0	17	100.0
S3252	My workplace culture supports people to achieve a good work-life balance.	0	NA	0	NA	0	NA	0	NA	18	88.9
S3253	My workplace offers flexible work arrangements.	0	NA	0	NA	0	NA	0	NA	18	94.4
S3214	I am satisfied with the opportunities available for career development.	0	NA	0	NA	17	94.1	12	100.0	18	94.4
S2086	I have access to quality professional development.	11	90.9	15	100.0	17	100.0	13	100.0	17	100.0
S3215	Staff at my school are actively involved in Developing Performance discussions.	0	NA	0	NA	17	100.0	13	100.0	17	94.1
S3216*	I can access necessary information and communication technologies to do my job at my school.	11	100.0	15	93.3	17	94.1	13	100.0	18	94.4
S3217*	Information and communication equipment is well maintained at my school.	11	100.0	15	93.3	17	100.0	13	100.0	18	77.8
S3218*	My school provides useful information online.	11	72.7	15	100.0	17	100.0	13	100.0	18	100.0
S3219*	My school keeps me well informed about things that are important to my work.	11	72.7	15	93.3	17	94.1	13	100.0	18	100.0
S3220*	There is good communication between all staff at my school.	11	63.6	15	93.3	17	94.1	13	100.0	18	100.0
S3221	Staff at my school work as a team to deliver improved outcomes.	0	NA	0	NA	17	100.0	13	100.0	18	100.0
S3222*	I feel that staff morale is positive at my school.	11	63.6	15	93.3	17	94.1	13	100.0	18	100.0
S3223*	Staff at my school are interested in my wellbeing.	11	72.7	15	93.3	17	100.0	13	100.0	18	100.0
S3224	The wellbeing of employees is a priority for my school.	0	NA	0	NA	17	100.0	13	100.0	18	100.0
S3225	I can cope with the pressures of my workload.	0	NA	0	NA	17	88.2	13	100.0	18	94.4
S3226*	I am aware of occupational health and safety procedures at my school.	11	90.9	15	100.0	17	100.0	13	100.0	18	100.0

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S3227	I am proud to tell others I work for my school.	0	NA	0	NA	17	100.0	13	100.0	18	100.0
S3228	My work has a direct positive impact on the community.	0	NA	0	NA	17	100.0	13	100.0	17	100.0
S3229	I feel a strong personal connection to my school.	0	NA	0	NA	17	100.0	13	100.0	18	100.0
S3230	I am satisfied with my job at my school.	0	NA	0	NA	17	100.0	13	100.0	18	100.0
S3231*	I would recommend my school as a good place to work.	11	90.9	15	100.0	17	100.0	13	100.0	18	100.0
S2108	This is a good school.	11	90.9	15	100.0	17	100.0	13	100.0	18	100.0
S3232	My school has taken action as a result of last year's School Opinion Survey.	0	NA	0	NA	12	100.0	12	100.0	15	100.0
S3233	The last week of a school term is generally as productive as the rest of the term.	0	NA	0	NA	17	94.1	13	100.0	18	94.4

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.

THANGOOL STATE SCHOOL DISCIPLINARY ABSENCES			
Type	2018	2019	2020
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

All areas of Thangool State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- We Care
- We Learn
- We are Safe

DOSE

The Dimensions of Supportive Environments (DoSE) provides teachers with a set of essential skills for classroom management. The model is divided into 4 dimensions which uses a 40/40/10/10 split, encourages teachers to focus on:

- Expectations which are clear for both curriculum and behaviour;
- Reinforcement which is positive and proactive;
- Redirection that uses the least to most intrusive of strategies and
- Follow through which is specific (certainty), appropriate (severity) and timely (celerity).

Research shows that if teachers spends 40% of their time teaching expectations, 40% of their time reinforcing appropriate behaviours 10% of their time redirecting and 10% following through with consequences student learning, behaviour and engagement improves.

Tier	Prevention Description
Differentiated and explicit teaching	<p>All students (100%) in the school are expected to develop a high standard of self-discipline through consistent practice using the Dimensions of supportive environments.</p> <p>Our whole school approach provides a supportive learning environment through:</p> <ul style="list-style-type: none">• Open communication with the school community on the school's Student Code of Conduct and building strong community relationships through a dedicated section of the school newsletter.• Explicit teaching and reinforcement of rules, behavioural expectations and values• Induction of new students and staff• Shared school mission and a positive, supportive and inclusive culture• Establishment of agreed programs and procedures that are known and understood by all members of the school community• Staff, student and parent access to professional development, education or training• Managing of incidents through clear and well-understood processes

Focused Teaching

Each year a small number of students at Thangool State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. Support Strategies for the student by the teacher include:

Curriculum Adjustment	<p>Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:</p> <ul style="list-style-type: none">• working with a teacher aide or learning support teacher• adjusted class work• working with a peer or older student.• planning for support that is shared at Social Justice meetings and• tracking support strategies,• reflecting on and monitoring student progress
Verbal	<p>Verbal reinforcement, used every day in both the classroom and playground, includes:</p> <ul style="list-style-type: none"><input type="checkbox"/> specific reinforcement e.g. Thank you for sitting down.<input type="checkbox"/> Targeted direction giving.
Non-Verbal	<p>Non-verbal reinforcement, used every day in both the classroom and playground, includes:</p> <ul style="list-style-type: none">• body language – smile, thumbs up• behaviour charts• privately understood signals• proximity to the child in terms of desk placement or where staff members are standing• awards.
Increased attention	<p>Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:</p> <ul style="list-style-type: none">• One on one curriculum support with the teacher• Teacher aide support• Work with another member of school staff• Curriculum support through an older classmate.
Communication within the school community	<p>Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.</p>
Added responsibilities - meaningful roles	<p>A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:</p> <ul style="list-style-type: none">• Peer tutoring• Working with a younger or older classmate• Classroom jobs• School jobs.

Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Teaching

Thangool State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

Intensive behaviour support is required when the behaviour is of such frequency and intensity that there is:

- ☐ A distinct risk of learning disengagement
- ☐ Learning disruption
- ☐ Serious injury to the student or to others

This level of support is generally necessary when less intensive support strategies have not fully met the student's needs.

Where required, after parent permission, a student may be referred to the regional behaviour support staff. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff member.

Case Management

Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- ☐ collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
- ☐ referral for discussion with school principal
- ☐ referral to Guidance Officer for assessment and preliminary behavioural support
- ☐ referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- ☐ full team collaboration to undertake a functional behavioural assessment and develop an Individual Behaviour Support Plan.

Strategies used will be:

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs.

Gotcha's - Level System

To support the DoSE Model, Thangool State School implements a positive reinforcement program that recognises appropriate and desirable student behaviours.

Appropriate behaviours and the achievement of excellence in school activities, are fostered through a reward system which enables students to progress through a sequence of levels. "Gotchas" can be awarded by all who come in contact with students, for example, teachers, support staff, cleaners, grounds people, bus drivers, visiting specialists, RE teachers and volunteers. Gotchas are handed out and/or recorded each day. Staff tally these at the end of the day and/or week in each classroom and these are recorded through stamps/stickers or electronically. On completion of each level, a certificate is presented to the student at parade, while a gift or reward day is organised for the student/s. Decisions in regards to processes depend on the age, year level and structure of the classes, eg. composites and are subject to slight variations each year. Please speak to the classroom teacher or Principal, Fiona Byrne for further details.

CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

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

Thangool State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

Our staff are obliged by law to respect and protect the privacy of individual students and as such we are unable to discuss the behaviour and/or consequences of other students. This applies to all behaviour incidents. We expect that parents and students will respect the privacy of other students and families.

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

STUDENT WELLBEING

"Wellbeing is a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community." – World Health Organisation, 2014

Wellbeing is connected to learning. Thangool students are growing up in a world driven by new technologies and economic globalisation. Their future means they need a new set of cognitive, social and emotional skills for success. Healthy, confident and resilient young people who can successfully navigate a more complex world are vital for the future. At Thangool State School, we know that a supportive environment that combines a focus on wellbeing with a focus on learning is optimal and without one, the other will not happen. This is supported through our school's mission statement: *Working together our focus is to continue to support and nurture the whole child's wellbeing and learning, celebrating growth and success in an inclusive environment that is valued by all, as we pursue excellence with consistency of practice.*

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. At Thangool State School we:

1. Create safe, supportive and inclusive environments
2. Build the capability of staff, students and the school community
3. Develop strong systems for early intervention

Curriculum and pedagogy

At Thangool State School, we 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.

At Thangool State School, we monitor our school culture and student wellbeing and engagement through:

- Attendance rates
- Student retention data
- Learning days lost due to student disciplinary absences
- School Opinion Survey responses and surveys*
- AEDC
- Behaviour
- Social Justice Meetings
- Parent Interactions

Policy and Expectations

At Thangool we acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. Within our school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Medications

Thangool State School 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, we 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.

Thangool State maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the duty bag to provide emergency first aid medication if required.

Specialised health needs

Thangool State School 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.

Mental health

Thangool State School 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 a Student Plan.

Suicide prevention

Thangool State School staff who notice suicide warning signs in a student should seek help immediately from the Principal, Guidance officer or other appropriate staff.

When dealing with a mental health crisis, we 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, Thangool State School 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, Thangool State School 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, Thangool State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Drug education and intervention

Through the delivery of the Australian Curriculum, Thangool State School ensures that students are involved in health and safety discussions in regards to drug education. This focusses on students' values, attitudes, knowledge and skills so they make healthier decisions about alcohol and other drugs.

In the case of incidents, Thangool State School implements drug intervention measures. This is managed to protect the health and safety of the student/s involved, other students, staff and the wider community. This may involve referral to the internal and external support services and providers.

STUDENT SUPPORT NETWORK

Thangool State School is proud to have a comprehensive Student Support Network 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 Thangool State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative.

Parents who would like more information about the student support roles and responsibilities are invited to contact the school.

Students at Thangool State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

POSITION	NAME	ROLE	PROCEDURES
Principal Advisor Education Services	Lisa Curtis	<ul style="list-style-type: none"> Provides advice to principals 	Contact by phone or email through District Office. 07 49777014 Lisa.CURTIS@qed.qld.gov.au
Guidance Officer	David Reeves	<ul style="list-style-type: none"> 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 health providers as needed as part of the counselling process. 	Forward Request for Services through Administration. GO does Intellectual Assessments, student counselling and staff training.
Principal	Fiona Byrne	<ul style="list-style-type: none"> leadership of Student Support Network to promote an inclusive, positive school culture monitors attendance, behaviour and academic data to identify areas of additional need. responsible for student welfare at each year level provides continuity of contact for students and their families through the seven years of schooling ensures students feel safe and comfortable and want to come to school nurtures a sense of belonging to the year level and school. 	Approves Requests for Services. Develops and monitors Behaviour Management Plan for the school. Completes and forwards Requests for Services. Keeps student files up-to-date.
School Chaplain	Laura Gordon	<ul style="list-style-type: none"> provides support for students, staff and parents in order to enhance the educational experience 	Contact directly or through Administration.
Special Needs Outreach Teacher	Dianne Harch	<ul style="list-style-type: none"> provides educational support for students, staff and parents identified with a disability to ensure inclusivity within the school. 	Contact directly or through Administration.
Learning Support Teacher	Lisa Tansey	<ul style="list-style-type: none"> provides educational support for students, staff and parents experiencing learning difficulties within the classroom. 	Contact directly or through Administration.

There are regional and state-wide support services also available to supplement the school network. Some of these services are listed below. For more information about these services and their roles, please speak with the Principal, Fiona Byrne.

- Disability Services Queensland <https://www.qld.gov.au/disability/adults/getting-help/specialist-disability-services/accessing-specialist-disability-services>
- Child and Youth Mental Health <https://www.childrens.health.qld.gov.au/chq/our-services/mental-health-services/>
- Queensland Health <https://www.health.qld.gov.au/>
- Department of Communities (Child Safety Services) <https://www.communities.qld.gov.au/>
- Queensland Police <https://www.police.qld.gov.au/>
- CRC and the Local Council <http://www.banana.qld.gov.au/>
- Beyond Blue <https://www.beyondblue.org.au/>
- DET: PADTLs
- CQU: Central Queensland University – OT

Whole School Approach to Discipline

Thangool State School uses the Dimensions of Supportive Environments as a multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

The Dimensions of Supportive Environments (DoSE) provides teachers with a set of essential skills for classroom management. The model is divided into 4 dimensions which uses a 40/40/10/10 split and encourages teachers to focus on:

- Expectations which are clear for both curriculum and behaviour;
- Reinforcement which is positive and proactive;
- Redirection that uses the least to most intrusive of strategies and
- Follow through which is specific (certainty), appropriate (severity) and timely (celerity).

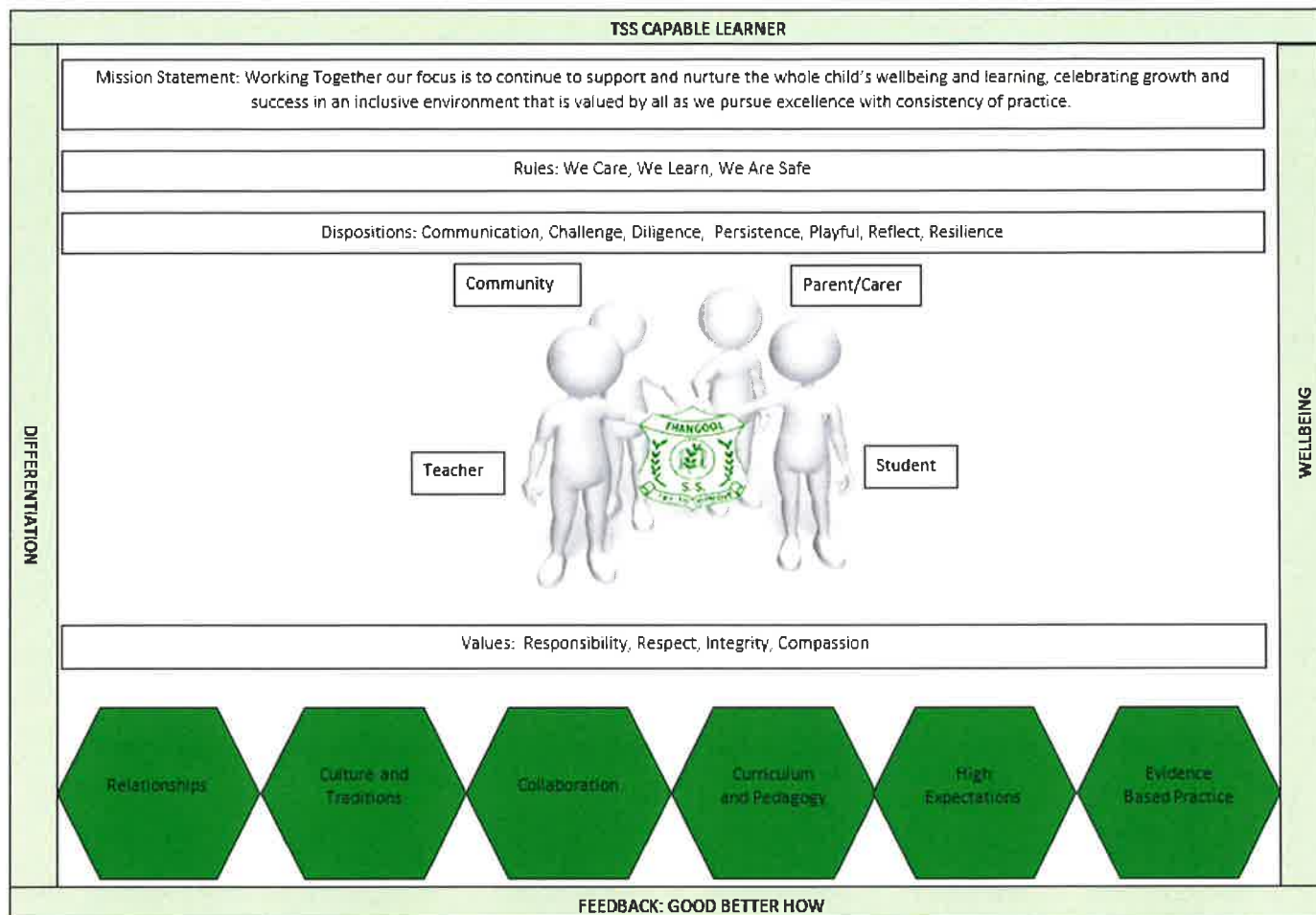
Research shows that if teachers spend 40% of their time teaching expectations, 40% of their time reinforcing appropriate behaviours, 10% of their time redirecting and 10% following through with consequences student learning, behaviour and engagement improves. Throughout the Thangool State School Student Code of Conduct the Four DoSE have been embedded.

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

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

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 expectations in place for students.



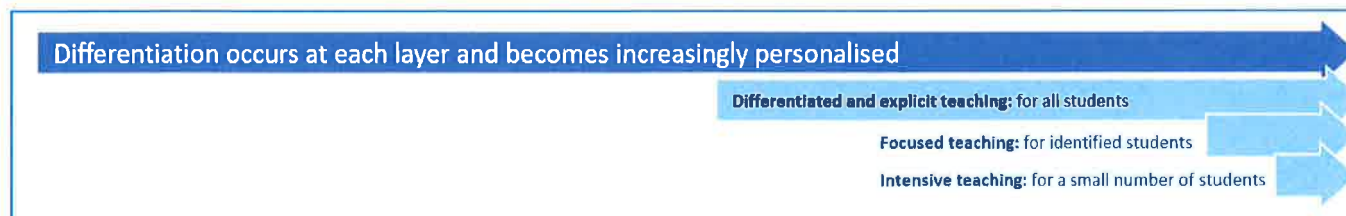
<div style="display: flex; justify-content: space-between; align-items: center;"> <h2 style="text-align: center;">Behaviour / Effort Matrix</h2> </div>				
A	B	C	D	E
<p>Is always a good role model for other students following Thangool State School's Positive Behaviour Expectations of:</p> <ul style="list-style-type: none"> We Care We Learn We are Safe <p>Consistently demonstrates:</p> <ul style="list-style-type: none"> Organisational skills The ability to meet time frames Task orientated focus A high work ethic Initiative Self-motivation High standards within set time frames 	<p>Is a good role model for other students following Thangool State School's Positive Behaviour Expectations of:</p> <ul style="list-style-type: none"> We Care We Learn We are Safe <p>Demonstrates:</p> <ul style="list-style-type: none"> Organisational skills Task orientated focus A high work ethic Initiative Self-motivation High standards 	<p>Is usually a good role model for other students following Thangool State School's Positive Behaviour Expectations of:</p> <ul style="list-style-type: none"> We Care We Learn We are Safe <p>At times can demonstrate:</p> <ul style="list-style-type: none"> Organisational skills Completion of set tasks A moderate work ethic Initiative Self-motivation High standards 	<p>Is not a good role model for other students following Thangool State School's Positive Behaviour Expectations of:</p> <ul style="list-style-type: none"> We Care We Learn We are Safe <p>Demonstrates:</p> <ul style="list-style-type: none"> Limited organisational skills Completion of most set tasks with supervision A low level work ethic <ul style="list-style-type: none"> Avoids work Wastes time Actions that distract self and others Minimal self-motivation 	<p>Is not a good role model for other students following Thangool State School's Positive Behaviour Expectations of:</p> <ul style="list-style-type: none"> We Care We Learn We are Safe <p>Demonstrates:</p> <ul style="list-style-type: none"> No organisational skills Completion of all set tasks with supervision No work ethic <ul style="list-style-type: none"> Avoids work Wastes time Incomplete tasks Actions that distract self and others Limited self-motivation

Pursuing and Valuing Excellence in Education

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

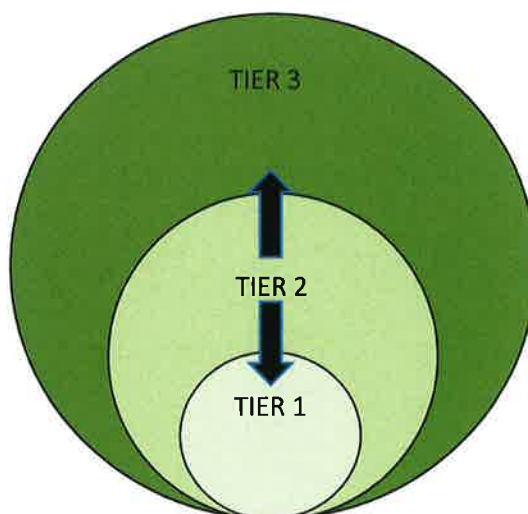
Teachers at Thangool vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning 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 align to the tiered approach discussed in the 'Learning Behaviour Statement' (pg. 11) with all classroom using the DoSE Model. Each layer provides progressively more personalised supports for students.

- Tier 1 is differentiated and explicit teaching for all students
- Tier 2 is focussed teaching for identified students
- Tier 3 is intensive teaching for a small number of students.



Thangool State School uses a Rule and Kindness Matrix, as a basis for developing standard behaviours. Using this matrix, teachers work with student to explain exactly what each of the expectations look, sound and feel like in our school.

The Rule and Kindness Matrix is on is discussed on parade and examples of learning activities are shared through the HOC newsletter and used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

FOCUSSED TEACHING

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

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

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

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

INTENSIVE TEACHING

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

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

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

Thangool State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support and possible case management plans.

Where required, after parent permission, a student may be referred to the regional behaviour support staff. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff member.

Legislative Delegations

In this section of the Thangool State School's 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 \(Cwth\)](#)

INTENSIVE TEACHING

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](#)

Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, 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 their 'teaching buddy' for further support.

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.

Using the DoSE Model, the class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include using the Essential Skills of Classroom Management (ESCM):

Language of Expectation	Language of Acknowledgement	Language of Correction
<p>1. Establishing Expectations To clearly articulate and demonstrate the boundaries of pro-social behaviour</p> <ol style="list-style-type: none"> 1. Present a small number of rules 2. Publish the rules 3. Short, simple and clear 4. Draw attention to appropriate behaviours 5. Discuss the rules and consequences 6. Refer to the rules when they are being followed, not just when they are not being followed 7. Model, model, model <p>2. Giving Instructions To give a clear direction about what students are to do</p> <ol style="list-style-type: none"> 1. Use verbal or non-verbal attention gaining prompt 2. Wait and scan (Skill 3) 3. Start with verb. Be short and concise 4. Short pause and scan 5. Separate instructions from content talk 6. Phrase as direction not a question 7. Use "thanks" rather than "please" 8. Use firm, calm and measured voice 9. Use "now" if unlikely to comply <p>3. Waiting and Scanning To wait and look at your students for 5–10 seconds after you give an instruction</p> <ol style="list-style-type: none"> 1. Use assertive body language—stand still facing the group, while scanning the class 2. Link a descriptive encourager or redirection <p>4. Cueing with Parallel Acknowledgement To acknowledge students' on-task behaviour with the intention of encouraging others to copy</p> <ol style="list-style-type: none"> 1. Acknowledge with a descriptive encourager in a loud enough voice for others to hear 2. Follow up with a low-key acknowledgment to the students as soon as they choose to be on-task 	<p>5. Body Language Encouraging To intentionally use your proximity, body gestures and facial expressions to encourage students to remain on-task</p> <ol style="list-style-type: none"> 1. Walk near all members of the class, non-verbally signalling that they should be working on the task 2. After one tour of the room, walk slowly toward students who may be off-task. (quiet prompt) 3. Smile, make eye contact, use discrete nodding movement and finger signals to acknowledge appropriate behaviour <p>Avoid:</p> <ul style="list-style-type: none"> - Standing too close to a student. (Intimidating). It is better to prompt, pause, walk away and scan back - Moving too fast towards a student. (fight or flight) - Holding eye contact, ('stare-out' challenge) - Showing irritation or annoyance through tapping your foot, pursing lips, crossing arms or frowning <p>If something is irritating you, respond immediately by:</p> <ul style="list-style-type: none"> - providing a rule reminder - redirecting the behaviour - describing the irritating behaviour with minimal words and a neutral tone and giving a redirection <p>6. Descriptive Encouraging To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently</p> <ol style="list-style-type: none"> 1. Describe what you see or hear that you want to see or hear more frequently 2. Use respectful, measured tone rather than an exaggerated tone 3. Use descriptive encouraging sooner not later 4. Use it privately (not publicly) with some students 5. Use it collectively to a group 6. Use frequently <p>Avoid</p> <ul style="list-style-type: none"> - Giving conditional praise - Generic praise. (Use these as add-ons after descriptive encouraging) 	<p>7. Selective Attending To deliberately give minimal attention to safe, off-task or inappropriate behaviour</p> <ol style="list-style-type: none"> 1. Use for displays of off-task or inappropriate behaviour that are not seriously disrupting others. 2. Keep student in your peripheral vision 3. Attend to the student with skill 5 or 6 when student comes on task, or skills 4, 8 or 9 if behaviour escalates or persists for a long period of time. <p>8. Redirecting to the Learning To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal</p> <ul style="list-style-type: none"> - ask a question about the set task - ask a question related to an offer of teacher assistance - using body language encouraging e.g. proximity, gesture, and facial expression <ol style="list-style-type: none"> 1. If the student maintains off-task behaviour, repeat, with specific instruction, then move to skill 9 <p>9. Giving a Choice To respectfully confront the student, who is disrupting others, with the available choices and their logical consequences</p> <ol style="list-style-type: none"> 1. Give choice when <ul style="list-style-type: none"> - despite redirection, remained off-task, is disturbing others, or period of off-task has become extended - has begun to seriously disturb the class after redirection - is overly hostile and is challenging your management - when you can't think of any less intrusive options - clear to you that inappropriate behaviour is escalating 2. Firm, calm, measured tone, with considered proximity 3. Pause briefly after giving the choice. Walk away after the pause and look back intermittently (scan back) <p>10. Following Through Resolute, planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is seriously disturbing the learning environment</p>

FOCUSSED

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Buddy Class - Withdrawal
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Teacher coaching and debriefing
- Referral to Social Justice Committee for team based problem solving
- Stakeholder meeting with parents and external agencies

INTENSIVE

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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

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

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

Re-entry following suspension

Students suspended from Thangool State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

Thangool State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

TEMPORARY REMOVAL OF STUDENT PROPERTY

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

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

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

The Principal or 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 Thangool State School and will be removed if found in a student's possession:

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

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

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

RESPONSIBILITIES

STAFF

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- require consent from the student or parent 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;
- in emergency circumstances may need 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);
- require consent from the student or parent 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.

PARENT/CARERS

- need to ensure that your child/ren do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Thangool State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- need to collect temporarily removed student property as soon as possible after they have been notified by the Principal or staff that the property is available for collection.

STUDENTS

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

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 that harms others or disrupts learning.

Time and space is provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Upon arrival at Thangool State School, mobile and electronic devices are to be handed in to the office and collected at the end of the day.

In consultation with the broader school community, Thangool State School 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.

RESPONSIBILITIES

If the situation arises where students require access to electronic devices, the responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

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

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

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

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)

- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

Thangool State School uses the Student Learning and Wellbeing Framework <https://education.qld.gov.au/student/Documents/student-learning-wellbeing-framework.pdf> and the Bounce Back Program <https://www.pearsonplaces.com.au/dash> 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.

Thangool State School has a whole child approach, with representatives from the upper year levels meeting regularly with the staff to promote strategies to improve student wellbeing, safety and learning outcomes.



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 stakeholders is contributing to the implementation of strategies that enhance wellbeing, promote safety and learning. We believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

BULLYING

The agreed national definition for Australian schools describes bullying as:

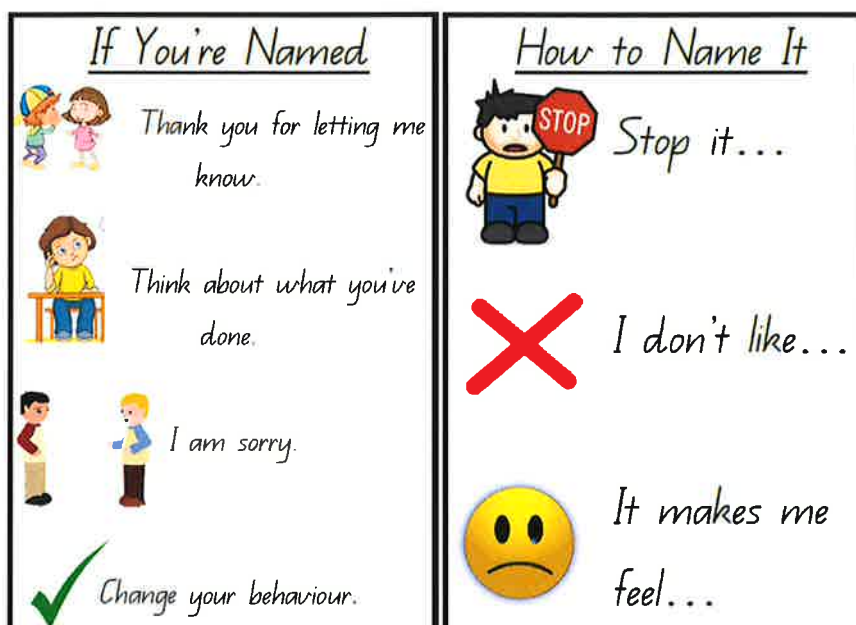
- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable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



Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Thangool State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students using the NAME IT strategy and with parent support.



The following flowchart explains the actions Thangool State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

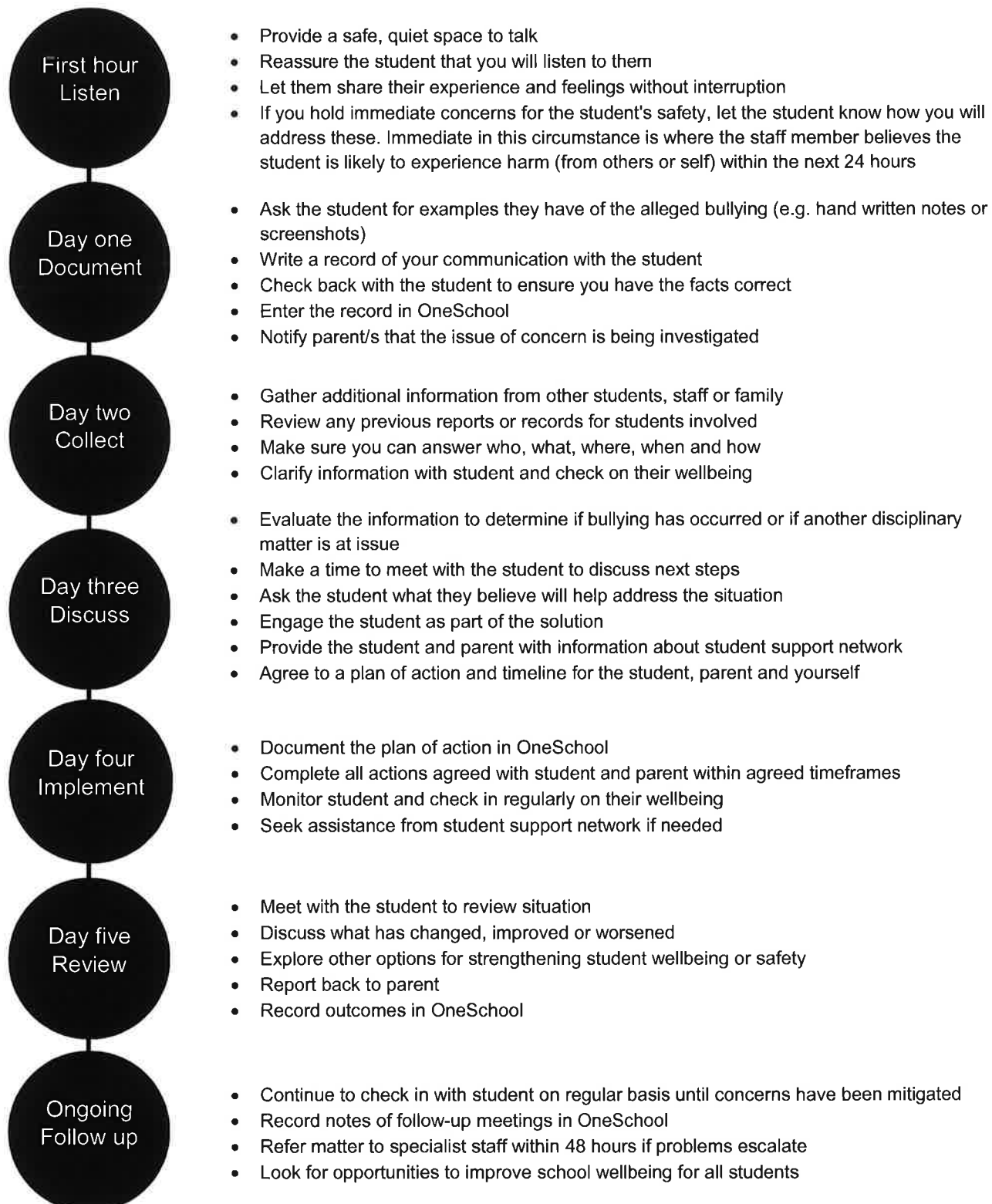
BULLYING RESPONSE FLOWCHART FOR TEACHERS

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – Fiona Byrne: 07 4900 333



CYBERBULLYING

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach their class teacher. The Principal can also 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 Thangool State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

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](#).

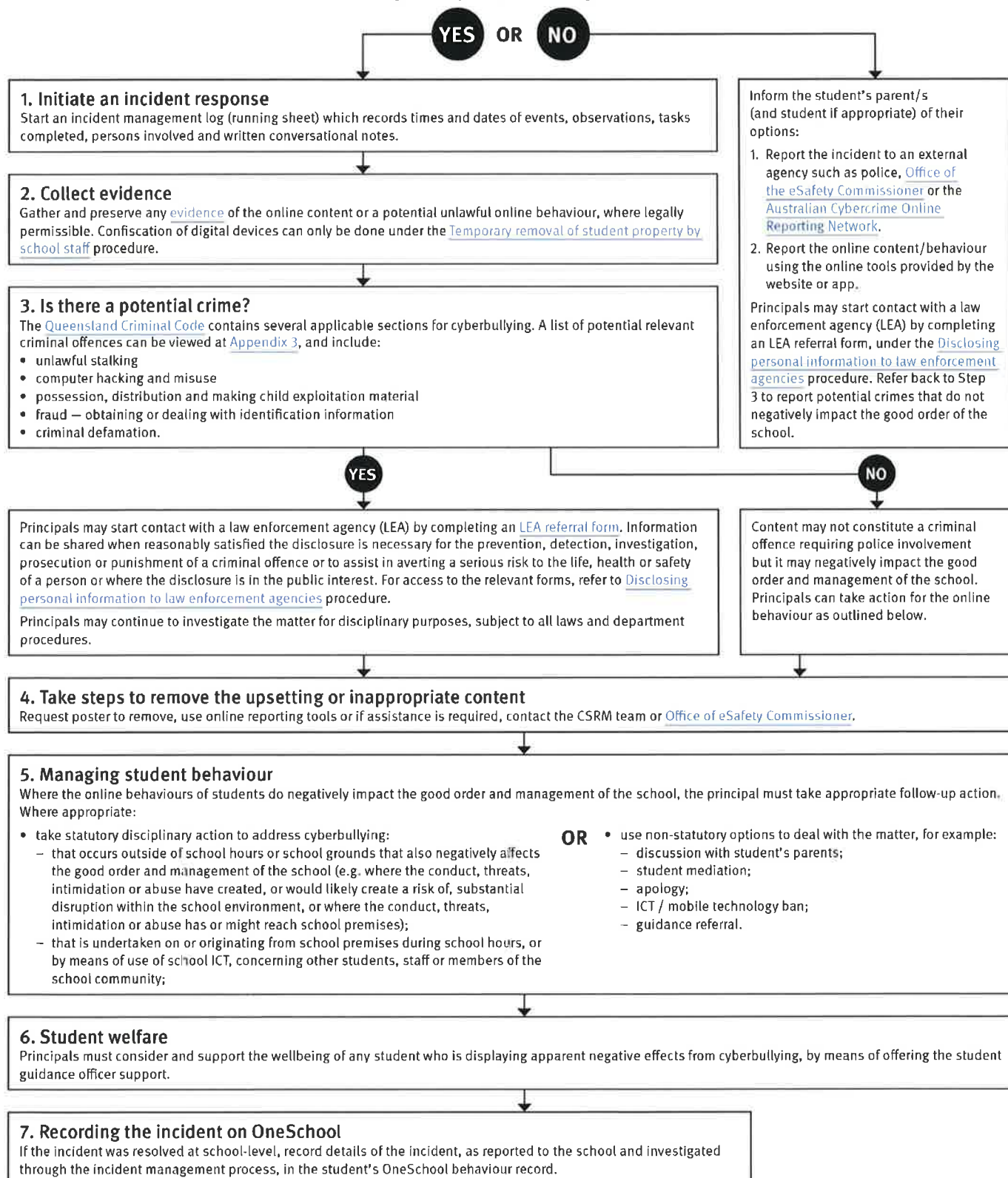
Explicit images

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 Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or Cybersecurity.ReputationManagement@qed.qld.gov.au.

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



CYBERSAFETY AND REPUTATION MANAGEMENT (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

PREVENTING AND RESPONDING TO BULLYING

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 is important to remember that 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.
- Historically, 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.

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

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

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

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

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

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

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

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

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

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.

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.

A staff member, trained in the process, leads the formal debriefing. The staff member has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

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.

- 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

- [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](#)

Thangool State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. However there may 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 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.

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. 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](#).