



# INNISFAIL

## State College

### Student

# Code of Conduct

# 2024-2027

***Every student succeeding***


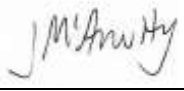
*Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.*

Queensland Department of Education  
State Schools Strategy 2024-2027

## Contact Information

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Contact Person:	Ms Tanya Martin, Principal

## Endorsement

Principal Name:	Tanya Martin
Principal Signature	
Date	15/04/2024
P&C President and- or School Council Chair Name:	Jackie McAnulty
P&C President Signature:	
Date	15/04/2024

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## Purpose

Innisfail State College is committed to providing a safe, supportive and disciplined learning environment for all students, staff, parents and visitors.

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

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

## Principal's Foreword

I am pleased to provide this Student Code of Conduct for Innisfail State College. It has been developed by the college in collaboration with students, staff and our wider community. It provides clear guidance to all who study and work at, or visit our college, as to the responsibilities of each party, and the behaviours that are required in the college setting.

**Our vision** is to achieve for every student at Innisfail State College:



**Our four pillars** underpin every aspect of our operation at the college:

**Our universals** provide detailed guidance on how we act at the high school. Universals are a set of guidelines, which clearly define practices and behaviours that are standard across the high school.

As we progress, we will identify additional universals and implement guidelines to ensure we continue to enjoy a safe, disciplined and focused, productive learning environment.

I am grateful that we have the confidence of our community to enact these plans, and we seek your continued support to maintain high expectations and a low tolerance for anyone who is not respectful of our vision, pillars or universals.

This Student Code of Conduct, applied with our college universals and four pillars will deliver our vision.

Tanya Martin

## P&C Statement of Support

As president of the Innisfail State College P&C Committee, I support the Student Code of Conduct. The inclusive, transparent consultation process led by Ms Tanya Martin 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 Innisfail State College 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 Innisfail State College 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 Innisfail State College 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 22 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Innisfail State College 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 Innisfail State College 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.



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Jackie McNulty  
Innisfail State College  
P&C President

## School Captains/Leaders Statement

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

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

School Captain Name: Maddison McKay

School Captain Signature: \_\_\_\_\_

Date: \_\_\_\_\_

School Captain Name: Kai Greven

School Captain Signature: \_\_\_\_\_

Date: \_\_\_\_\_

School Vice-Captain Name: Kyanna Wirth

School Vice-Captain Signature: \_\_\_\_\_

Date: \_\_\_\_\_

School Vice-Captain Name: Michelle DeFaveri

School Vice-Captain Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Whole School Approach to Discipline

Innisfail State College implements the Positive Behaviour for Learning Framework (PBL) as the whole college approach to discipline. This framework allows the college to design structures that will:

1. Improve academic performance, and social and emotional competence of students.
2. Reduce student disciplinary absences.
3. Improve teacher impact on student education.

The college views behaviour as a skill that can be taught, practised, promoted and reinforced. Our college community has identified *we are **learners**, we are **safe**, we are **respectful** and we are **responsible*** as our rules to teach and promote our high standards. These four rules give our college community a common positive language to teach and learn behaviour. Each of the four college rules is broken down further in our behaviour matrix, to identify the specific behaviours we expect to see in different environments both inside and outside the college.

Each fortnight members of our PBL team meet to investigate current behaviour trends. The team analyses the OneSchool behaviour records of the college to determine areas of focus. Teachers will then explicitly teach the behaviour focus of the week during lessons. Students will be provided with opportunities to practice the focus behaviours through class and college activities. The behaviour focus is promoted at full school and year level parades. Students demonstrating positive behaviour will be acknowledged through the college positive reward system.

OneSchool is the education department's software suite that the college uses to record information relating to student behaviour. Information recorded includes positive behaviour, negative behaviour, behaviour support provided, disciplinary actions taken and contact made with parents. Parents are able to request a copy of their child's OneSchool information by contacting the Principal.

## Consideration of Individual Circumstances

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

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

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

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

INNISFAIL STATE COLLEGE BEHAVIOUR MATRIX

ALL AREAS	CLASSROOMS	PLAYGROUND	CANTEEN	PARADE	BUS STOP	OFF CAMPUS
<p><b>WE SHOW RESPECT</b></p> <ul style="list-style-type: none"> <li>We are a polite, welcoming and inclusive college</li> <li>We treat others how we would like to be treated</li> <li>We follow adult directions the first time</li> <li>We follow the electronic devices policy</li> <li>We use G-rated, non-offensive language</li> <li>We wear the correct uniform with pride</li> <li>We maintain <i>respectful</i> interactions with adults</li> <li>We show due consideration for public and private property</li> <li>We refrain from gossip and rumours</li> </ul>	<ul style="list-style-type: none"> <li>Allow teachers to teach and students to learn</li> <li>Actively listen</li> <li>Keep phones on silent and in bags</li> <li>Pack up when directed, stand behind desk and wait for teacher dismissal</li> <li>Classrooms are a food free zone (water only)</li> <li>Keep hats in bags</li> <li>Hoods are off</li> </ul>	<ul style="list-style-type: none"> <li>Place rubbish in bins</li> <li>We follow the electronic devices policy</li> </ul>	<ul style="list-style-type: none"> <li>Line up in an orderly way</li> <li>Follow staff instructions at entry and exit points</li> <li>Use manners – please and thank you</li> </ul>	<ul style="list-style-type: none"> <li>Keep phones on silent and in bags</li> <li>Keep hats in bags</li> <li>Hoods are off</li> <li>Actively listen</li> <li>Clap at the required time only</li> </ul>	<ul style="list-style-type: none"> <li>Speak politely to the bus driver and passengers</li> <li>Follow staff instructions to enter the bus</li> </ul>	<ul style="list-style-type: none"> <li>Conduct ourselves in a way that upholds our College values</li> <li>Represent the school well when wearing school uniform</li> </ul>
<p><b>WE SHOW RESPONSIBILITY</b></p> <ul style="list-style-type: none"> <li>We are where we need to be at all times</li> <li>We are honest and take responsibility for our words and actions</li> <li>We watch out for and help others</li> <li>We arrive at school and stay inside school grounds</li> <li>We obtain a late pass from student services when late to school</li> </ul>	<ul style="list-style-type: none"> <li>Arrive on time to class</li> <li>Line up quietly in two straight lines</li> <li>Remain in designated seating plan</li> <li>Obtain and carry a pass when out of class</li> <li>Use equipment correctly</li> </ul>	<ul style="list-style-type: none"> <li>Stay in bounds</li> <li>Be a problem solver (do something about an unsafe situation – bullying, fighting)</li> </ul>	<ul style="list-style-type: none"> <li>Show patience</li> <li>Leave bags outside</li> </ul>	<ul style="list-style-type: none"> <li>Arrive on time</li> <li>Sit in two straight lines in house groups</li> </ul>	<ul style="list-style-type: none"> <li>Queue in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>Follow school expectations when in school uniform</li> <li>Look after your peers</li> </ul>



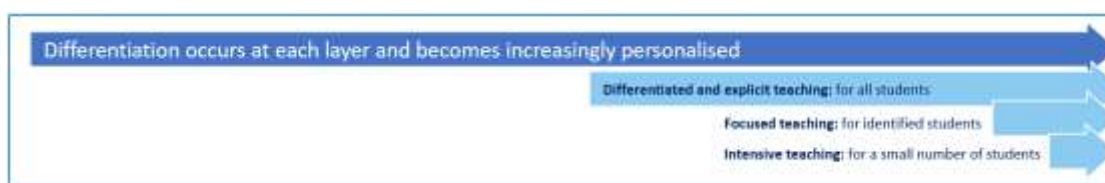
WE ARE LEARNERS	WE ARE SAFE
<ul style="list-style-type: none"> <li>• We are learners: let others learn and let the teacher teach</li> <li>• We attend all lessons</li> <li>• We set goals and strive to achieve them</li> <li>• We attempt all tasks and persist</li> <li>• We seek help when needed</li> <li>• We model positive behaviour for others to learn from</li> <li>• We embrace opportunities to participate in school activities</li> </ul>	<ul style="list-style-type: none"> <li>• We follow the Student Code of Conduct Policy including preventing and responding to bullying and appropriate use of social media.</li> <li>• We are a non-contact school (both aggressive and other physical contact)</li> <li>• We follow adult directions immediately</li> <li>• We enter rooms only with teacher supervision</li> <li>• We go to Student Services for support</li> <li>• We wear covered shoes</li> <li>• We are a gum-free school</li> <li>• We walk on pathways</li> <li>• We use deodorant outside rooms and away from others</li> <li>• We wash our hands regularly</li> </ul>
<ul style="list-style-type: none"> <li>• Arrive to class ready to learn with the correct equipment</li> <li>• Be prepared for assessment, action feedback and submit work by due dates</li> <li>• Follow test conditions</li> <li>• Follow one voice at a time</li> <li>• Use inside voices</li> <li>• Take pride in classwork</li> <li>• Stay in chairs unless directed</li> </ul>	<ul style="list-style-type: none"> <li>• Follow safety operating procedures (SOPs) in subject specific areas</li> <li>• Use personal protective equipment (PPE) as instructed</li> <li>• Sit on chair correctly</li> <li>• Seek permission to walk around classroom</li> </ul>
<ul style="list-style-type: none"> <li>• Begin moving at the first bell</li> <li>• Utilise time for toilet breaks and drinks before class</li> </ul>	<ul style="list-style-type: none"> <li>• Play non-contact sports only</li> <li>• Handball is the only ball sport permitted off the ovals</li> <li>• Running and chasing is for the grassed areas only</li> <li>• Sit on seats, tables are for eating at</li> </ul>
<ul style="list-style-type: none"> <li>• Make healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>• Handle only your food selections</li> <li>• Cover food in the microwave</li> <li>• Use correct entrance and exit</li> </ul>
<ul style="list-style-type: none"> <li>• Complete a self-check before entering</li> <li>• Actively listen</li> <li>• Action the weekly focus</li> </ul>	<ul style="list-style-type: none"> <li>• Keep walkways between class lines clear</li> <li>• Enter and exit in a sensible manner</li> <li>• Sit with legs crossed, facing the front</li> </ul>
<ul style="list-style-type: none"> <li>• Be aware of the Code of Conduct for school bus travel</li> </ul>	<ul style="list-style-type: none"> <li>• Stay clear of the road</li> <li>• Walk in an orderly manner to the waiting bus</li> <li>• Wait behind the yellow line until the bus door opens</li> <li>• Keep your hands to self when walking onto the bus</li> <li>• Hold on to sports equipment</li> </ul>
<ul style="list-style-type: none"> <li>• Complete homework and assessment tasks</li> <li>• Access tutoring/ homework club to assist you with your learning</li> <li>• Be prepared with our equipment for the next day</li> <li>• Use only the school email to communicate with the staff</li> </ul>	<ul style="list-style-type: none"> <li>• Follow road rules to and from school</li> <li>• Be aware of your own personal safety</li> </ul>

## Differentiated and Explicit Teaching

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

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



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

Every classroom in our school uses the PBL Expectations Matrix, illustrated on page 8 and 9, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

## Focused Teaching

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

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

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

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

Innisfail State College has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Aggression replacement therapy
- Deadly choices lifestyle education
- Respect Program
- Gunggunbur Project
- Reading Groups
- Construction Club
- Student mentoring Cassowary Coast Regional Council
- Zones of Regulation
- Bike Program
- Flexispace

For more information about these programs, please speak with the Head of Department Student Services.

## **Intensive Teaching**

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

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

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

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

## Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

### Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s

- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Teacher-monitored Level 1 Behaviour Card with specific focus behaviours
- Contact home, meeting with parents/guardians
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

## **Focused**

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

## **Intensive**

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

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

## School Disciplinary Absences

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

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

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

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

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

### Re-entry following suspension

Students who are suspended from Innisfail State College 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 Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

# School Policies

Innisfail State College 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 school staff and students. The **temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

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

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Innisfail State College and will be removed if found in a student's possession:

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

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



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

## Responsibilities

### State school staff at Innisfail State College:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

### Parents of students at Innisfail State College

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

### Students of Innisfail State College

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

## Use of mobile phones and other devices by students

### Context

1. The Queensland Government has banned mobile phone and wearable technology use in Qld State Schools during school hours, including break times. (Legislation)
2. Research has shown that phone bans in schools results in increased focus, engagement and academic achievement among students. Teachers report improved class participation and students reported feeling less anxious and more connected to their peers. Academic results in some studies increased by as much as 6.4% standard deviation, the equivalent of adding an additional hour a week to schooling.

*Mundy LK, Canterford L, Hoq M, Olds T, Moreno-Betancur M, Sawyer S, et al. (2020) Electronic media use and academic performance in late childhood: A longitudinal study. PLoS ONE 15(9): e0237908. <https://doi.org/10.1371/journal.pone.0237908>*

*Anderson, M., & Jiang, J. (2018). Teens, Social Media & Technology. Pew Research Center. <https://www.pewresearch.org/internet/2018/05/31/teens-social-media-technology-2018>*

### Policy

All ISC students will switch their phones to silent/off and place them in their bags when the first bell rings (8.40am) and will leave them there until they leave at the end of the school day when the end of day bell rings (2.50pm). Wearable technology will be disconnected or placed in flight mode. Earphones will also be placed in bags.

### Exceptions to this will be: -

- If the phone is being used for class work with teacher approval
- Medical monitoring (student will have a medical exemption)
- Where students who are sole primary carers + sole earners need to check rosters

### Procedure

- Students are to switch phones to silent/off and place them and earphones if applicable in their bags at the start of the school day when the bell rings 8.40am until end of day bell rings (2.50pm).
- Students will have to use cash or debit/credit cards at tuckshop/office instead of their phones.
- Students will go to Junior or Senior Student Services if they need to use their phone for a) medical monitoring, or b) work roster checking
- Students and parents will use the school landline when communicating during school hours (40780222 and then select option 3 for Junior Student Services or 4 for Senior Student Services)
- Students may use their 'phone for schoolwork' when given permission by the teacher and the phone for classwork sign is clearly displayed in the classroom.
- If students breach the student code of conduct on phone use, the ISC Phone Behaviour Procedure will be followed.
- Students must not have their phones out whilst on school grounds. Phones must be in bags (not pockets).
- Students attending TAFE or other courses on school grounds are required to follow the ISC phone policy and procedure.

**If students fail to follow the ISC Phone Policy, the Phone Behaviour Procedure will apply.**

### ISC Phone policy – what it looks like on the ground

- Students must not have their phones or earphones out whilst on school grounds between 8.40am and 2.50pm (first and last school bell). Phones must be in bags (not pockets).
- Students will be reminded to put their phones in their bags as part of their 'Entering the Classroom' Universal. Teachers will remind students "phones on silent and in your bag".

- Bags will be placed at the back of the room (or other appropriate places) not under the student desk.
- Phones are to remain in bags between: - 8.40am and 2.50pm.
- If students breach this Universal the ISC Phone Behaviour Procedure will be followed.

### **ISC Phone Behaviour Procedure**

- If a student takes their phone out or wears earphones between the hours of 8.40am and 2.50pm they will be asked to take their either their phone/headphones/watch to Junior Services (Years 7-9) or Senior Schooling (Years 10-12). Students will place their phone into an envelope, label it and then place it into the phone locker.
- The school takes no responsibility for damage to phones if students bring phones to school and they are confiscated.
- If a student refuses to take their phone to the office the parent will be rung to pick up both phone and student. The length of time a student spends at home will be determined by the Deputy Principal and will be dependent on the number of breaches.
- If a student uses their phone in a manner that may contribute to the physical, social or emotional harm of others, this student has breached the ISC Student Code of Conduct and will receive an appropriate consequence as determined by the Deputy Principal in addition to the above procedure.
- On returning to school the parent and student must both agree to one of the below options:
  1. Following school rules (phone in bag)
  2. Student doesn't bring phone to school
  3. Student leaves phone at Junior Services or Senior Schooling at the start of the day and collects it at the end of the day.

### **Student expectations:**

- Turn phones off/silent and put into bags from 8:40am until 2:50pm.
- Place bag with phone at back of classroom.

### **Staff expectations:**

- Model expected behaviour concerning phone use whilst on school grounds.
- Reinforce expectations concerning phone use with students and ensure consistency when implementing ISC Universals (including phone use).

### **Parent expectations:**

- Support ISC's phone policy with their child.
- Support ISC's expectations regarding phone use if their child breaches the phone policy or procedure.

## Preventing and responding to bullying

Innisfail State College uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Innisfail State College is aware of the potential harmful effects all forms of bullying has on its students and takes all reports seriously. The college implements both preventative and responsive measures to maintain the well-being of its students in relation to bullying.

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

### ISC preventative strategies include:

- An expert teaching team and Student Support Services team that advocates for all students social and emotional well-being
- The teaching of specific knowledge and skills based upon the college pillars of Respect, Safety, Responsibility and Learning.
- A focus on bullying as part of the year 7-9 Health and Physical Education curriculum
- Student council led activities including National Day of Action against Bullying and Violence, and Harmony Day.



### 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.

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 Innisfail State College our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Innisfail State College teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

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

### Responsibilities

#### Staff

- promote positive student behaviours
- follow appropriate processes outlined in the college's **Student Code of Conduct** when responding to allegations and incidents of bullying
- making sure immediate action addresses the physical and emotional safety of the student, for example providing a safe place for the student, redirecting students engaging in bullying behaviours or interrupting and addressing verbal abuse in situ
- responding to allegations and incidents of bullying
- taking reasonable steps to prevent bullying and respond to complaints to help bring the bullying to an end
- ensuring OneSchool are maintained accurately in relation to any allegations of bullying.

#### Students

- who wish to make a report about bullying should approach a teacher with whom they feel most comfortable or trust, which may be their regular class teacher or Head of Department, Student Services. (HOD SS)
- who engage in bullying behaviour may face disciplinary action whether behaviour
  - occurs at college
  - occurs outside of college hours or settings (including college camps and excursions)
  - is directed towards other community members or students from other college sites.


#### Key contacts for students and parents to report bullying:

Please refer to ISC website for current list of key contacts.

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

**Innisfail State College – Bullying response flowchart for staff**

Staff	First hour <b>Listen</b>	<ul style="list-style-type: none"> <li>Teacher to identify with the student if there are any immediate safety concerns. <i>Does the student feel safe in their current location?</i>      <b>Yes</b></li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>Provide a safe, quiet space to talk immediately if possible.</li> <li>If not assure student follow up will occur during lesson or at end of lesson.</li> <li>Reassure the student that you will listen to them</li> <li>Let them share their experience and feelings without interruption</li> <li>If you hold immediate concerns for the student’s safety, let the student know incident will be reported immediately by calling 217 and requesting assistance. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.</li> <li>If no immediate concerns are identified staff to let the student know incident will be reported to HOD SS within the hour by phone or in person. Do not refer record to HOD SS using OneSchool as initial point of contact.</li> <li>Enter contact in OneSchool recording student conversation and that it has been referred to HOD SS by the end of the day.</li> </ul>	<b>No</b> Call 217 Jnr/235Snr keep student under close supervision.
	Head of Department Student Services	Day one <b>Document</b>	<ul style="list-style-type: none"> <li>HOD SS to interview student using ISC bullying questionnaire. Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)</li> <li>HOD SS records communication with the student on questionnaire.</li> <li>Check back with the student to ensure you have the facts correct</li> <li>Enter the record in OneSchool</li> <li>Notify parents/Guardians that the issue of concern is being investigated</li> </ul>
Day two <b>Collect</b>		<ul style="list-style-type: none"> <li>Gather additional information from other students, staff or family</li> <li>Review any previous reports or records for students involved</li> <li>Make sure you can answer who, what, where, when and how</li> <li>Clarify information with student and check on their wellbeing</li> <li>Make referral to GO, SEP, CEC, YSC, chaplain</li> </ul>	
Day three <b>Discuss</b>		<ul style="list-style-type: none"> <li>Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue</li> <li>Make a time to meet with the student to discuss next steps</li> <li>Ask the student what they believe will help address the situation</li> <li>Engage the student as part of the solution</li> <li>Provide the student and parent with information about student support network</li> <li>Agree to a plan of action and timeline for the student, parent and yourself including follow up needed with bully</li> <li>Notify class teachers of plan and to monitor wellbeing</li> </ul>	
Day four <b>Implement</b>		<ul style="list-style-type: none"> <li>Document the plan of action in OneSchool</li> <li>Complete all actions agreed with student and parent within agreed timeframes</li> <li>Class teachers to continue monitoring the student.</li> <li>Seek assistance from student support network if needed</li> </ul>	
Day five <b>Review</b>		<ul style="list-style-type: none"> <li>Meet with the student to review situation</li> <li>Discuss what has changed, improved or worsened</li> <li>Explore other options for strengthening student wellbeing or safety</li> <li>Report back to parent</li> <li>Record outcomes in OneSchool</li> </ul>	

## Ongoing Follow up

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

## Cyberbullying

Cyberbullying is treated at Innisfail State College 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 the Head of Department Student Services.

Please refer to ISC website for current list of key contacts.

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 Innisfail State College 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 Ms Tanya Martin.



# How to manage online incidents that impact your school

## Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

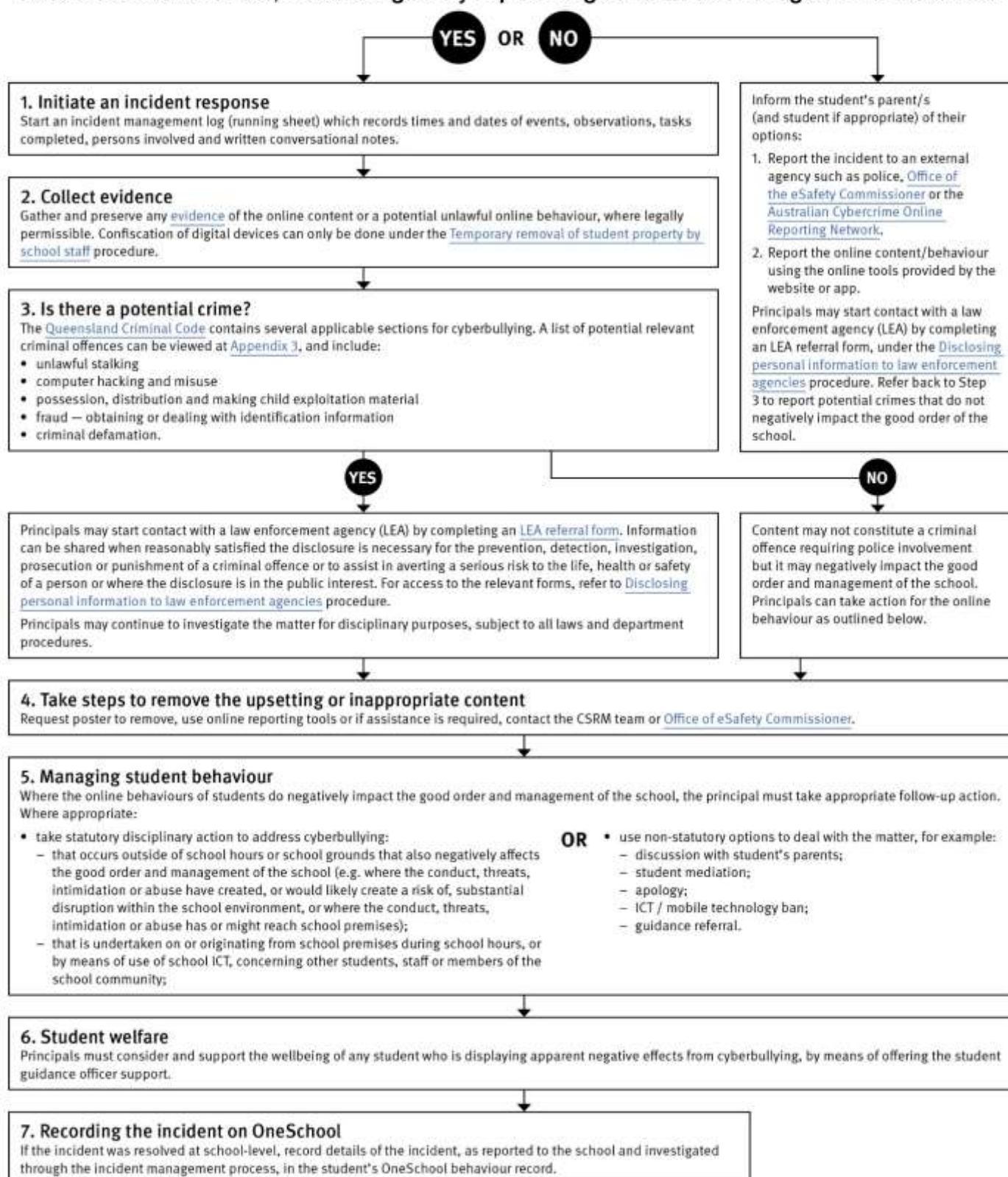
## Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online incident management guidelines](#).

## Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSR) team on 3034 5035 or [Cybersafety.ReputationManagement@qed.qld.gov.au](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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





## **Innisfail State College – Anti-Bullying Compact**

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

### **Innisfail State College – Anti Bullying Compact**

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

## 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

Innisfail State College 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, including, Head of Department Student Services, Guidance officer, Community Education Counsellor, Youth Support Coordinator, School chaplain and School based nurse.

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 Innisfail State College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

## Appropriate use of social media (Mandated)

Innisfail State College embraces positive opportunities that the internet, mobile phones and social media provide including for students to learn, be creative online and network. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. Whatever is shared reaches a global audience. Even if you think you have deleted the material, there can be archived records that will continue to be searchable in the future.

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 members of the school community post something online, ask yourself if the community or individual really need to know. Use the THINK process to assist you:
  - T- is it true?
  - H- is it helpful?
  - I- is it inspiring?
  - N- is it necessary?
  - K- is it kind?



- 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. Once content is posted, control is lost.
- 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.
- 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.

## **Parents**

- 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 Innisfail State College 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 Innisfail State College directly with a compliment, complaint or enquiry due to privacy considerations.

If you have raised an issue with our 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**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions prohibiting types of online behaviour. The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. Potential relevant criminal offences are:

- using a carriage service to menace, harass or cause offence to another person

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud - obtaining or dealing with identification information.

There are significant penalties for these offences.

## **What about other people's privacy?**

Ensure that personal information, such as full name, address, phone number, school name and location or anyone else's personal information is not shared.

If you upload photos of school community members (students, staff, parents/carers or members of the wider community), be mindful of who might be in the background. You might be happy to share your successes with your friends and family via social media, but some members may not. If you are tagging or naming others, consider that they may not want their 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 shot or print a copy of the concerning online content and report to appropriate school staff
- **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

**What if I am involved in inappropriate use of social media?**

- If inappropriate online behaviour directly negatively impacts on the good order and management of Innisfail State College, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.
- Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.
- Innisfail State College will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not directly negatively impact upon the good order and management of the school.

**Innisfail State College** strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, **Innisfail State College** expects its students to engage in positive online behaviours.

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

- Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- 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. If the situation does escalate, contact extension 217 for Jnr, 235 for Senior (or extension 399 if assistance is required urgently) to alert support staff that assistance is required.
- 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. Record the instance on OneSchool under the Student's Profile.
- Following any critical incident, a focused review will help staff to understand how they responded to the risk. Staff will consider whether there are other options for managing a similar situation in the future.



RTO 30307

# Innisfail State College

Individual Success

Community Pride

45 Flying Fish Point Road  
Innisfail QLD 4860  
Phone: 40780222  
Principal: Mrs Tanya Martin

## Innisfail State College – Anti-Bullying Compact

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

### Innisfail State College – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date