



Townsville West State School

“Small School Big Heart”

Student Code of Conduct 2021-2024

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

Purpose

Townsville West State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. As a Queensland state school, we promote creativity, connectivity and engagement as the platform upon which to build prosperity and quality of life for all Queenslanders. Townsville West State school is strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. High expectations, equity, inclusiveness and the building of social capital are key features of our school.

The Townsville West 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. Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

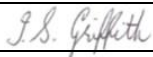

- the right of **all students to learn, regardless of race, religion, gender or abilities**
- the right of **teachers to teach, and**
- the right of **all to be safe.**

This Student Code of Conduct is designed to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school are prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Contact Information

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Endorsement

Principal Name:	Ian Griffith
Principal Signature:	
Date:	20/11/ 2020
P/C President Name:	Jamie Miller
P/C President Signature:	
Date:	20/11/ 2020

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Principal's Foreward

We respectfully acknowledge the traditional owners of this land and pay our respects to the Wulgurukaba and Bindal First Nations people, their elders past, present and emerging for they hold the memories, the traditions, the culture and the hopes of Indigenous Australians.

Townsville West State School is a positive and supportive school with the mantra 'Small School, Big Heart'. Staff, parents, carers and community members work together striving to empower students to overcome personal and social obstacles to be the best they can be. We emphasise the importance of trust and positive relationships between staff and students, students and their peers, and within the whole school community.

Enacting our motto 'Striving to Excel', we see all areas of our school as learning and teaching environments. Townsville West State School's staff take an educative approach to discipline, believing that behaviour can be taught and that mistakes are opportunities for everyone to learn valuable social skills as well as maximising the success of all educational programs.

This Student Code of Conduct outlines our system for facilitating positive behaviours while responding to unacceptable behaviours. Our code of conduct provides a framework outlining shared expectations for student behaviour. It also details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

The Townsville West State School community has identified the following three main school rules which summarise our high standards of expected behaviour:

- Be Safe
- Be Respectful
- Be a Learner.

Our school rules have been agreed upon and endorsed by all staff and our school P&C.

Consultation

Townsville West State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through meetings held during Semester 2 2020. A review of school data relating to attendance, school disciplinary absences and behaviour incidents from 2018-2020 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director, Northern Region in 2020 and will be reviewed as by legislation. This plan was developed in two stages. School staff created the document in the context of the current legislative requirements, school community demands, current data and student needs. The draft document was then submitted to the P&C for discussion /modification and approval.

Whole School Approach to Discipline

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Townsville West State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Staff and students are supported with **whole of campus school signage listing the 3 main rules and behavioural expectations flowing from each of them**, in each area of the school. New staff members are inducted in the behavioural expectations of the school as part of their school induction programme. All staff receive annual revision training of behavioural procedures and expectations.

Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.



A set of behavioural expectations in specific settings, for each of our three school rules, follows. These expectations are communicated to students through:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement through school-wide recognition strategies on School Assemblies and during active supervision by staff in classroom and non-classroom activities.

Locations	Be SAFE	Be RESPECTFUL	Be A LEARNER
All locations	<ul style="list-style-type: none"> • Keep hands and feet to ourselves/ interact with others safely • Comply with directions from school staff • Walk sensibly • Wear shoes • Wear a sun-smart hat 	<ul style="list-style-type: none"> • Tell the truth • Act appropriately around others • Show Empathy to others • Use manners and speak kindly to others • Be Cheerful Say 'Hello' & 'Welcome' • Look after yourself • Look after your own property and the property of others • Only take property that belongs to you 	<ul style="list-style-type: none"> • Show/tell others how to behave appropriately • Be a problem solver • Show initiative
Classrooms Library Computer Lab	<ul style="list-style-type: none"> • Be hygienic – use tissues, cover your mouth when you cough / sneeze • Use furniture and equipment for their intended purpose • Walk around calmly • Ask to leave the room if you need to 	<ul style="list-style-type: none"> • Keep the room tidy, return items to their places • Allow others to talk • Listen to teachers • Take turns/share • Ask for items • Use manners & speak politely using appropriate voices • Ask permission to borrow items 	<ul style="list-style-type: none"> • Be on time & prepared – Have equipment ready • Listen to and follow instructions • Complete home learning tasks • Do your own work & use time productively • Work together and consider other students • Put up your hand to talk or get a teacher's attention • Take pride in your work, use appropriate setting out
Walkways	<ul style="list-style-type: none"> • Walk at a sensible speed • Stand out of the way of people walking • Watch out for smaller students • Make room for everyone using the walkways - keep left • Walk in straight lines and follow leaders as a class 	<ul style="list-style-type: none"> • Be cheerful • Smile at people 	<ul style="list-style-type: none"> • Look around you – birds plants people etc
Hall	<ul style="list-style-type: none"> • Watch out for smaller students • Use equipment safely • Play games by the rules • Give way/wait your turn when entering or leaving • Only use electrical switches and lights with permission • Avoid standing in doorways • Move safely around the hall 	<ul style="list-style-type: none"> • Take turns/share • Let people play without interfering • Tidy up/pack away • Look after the equipment • Be respectful when singing the National Anthem on parade 	<ul style="list-style-type: none"> • Show sportsmanship • Try new games
Toilets	<ul style="list-style-type: none"> • Flush the toilets after use • Be hygienic - Wash hands • Stay in a single cubicle • Use the toilets only for their intended purpose • Use the hand driers quickly and only for drying hands • Report any damage to a teacher 	<ul style="list-style-type: none"> • Look out for others who may be ill or upset • Turn off taps/conserve water • Wait for your turn • Close the toilet door when in use & leave open when finished • Use appropriate voices • Turn taps on low to conserve water and avoid splashing 	
Play areas	<ul style="list-style-type: none"> • Look out for others who may be ill or upset • Play away from any wild-life sharing the area • Watch out for smaller students • Use equipment safely and the playgrounds appropriately • Help pack away any equipment you play with • Wear shoes • Wear hats in uncovered areas • Play safely where a teacher can see you 	<ul style="list-style-type: none"> • Take turns/share • Ask others when you want to join in their play • Put rubbish in the bin • Return play equipment • Use manners 	<ul style="list-style-type: none"> • Play games by the rules • Show sportsmanship • Negotiate activity choices with peers
Eating	<ul style="list-style-type: none"> • Sit sensibly at tables and seats & keep elbows tucked in • Eat your own food • Eat healthy food first • Put rubbish in the bin • Be hygienic - Only touch your own food 	<ul style="list-style-type: none"> • Use appropriate voices • Use manners • Offer to put others' rubbish in the bin if you are putting your own in the bin • Speak with an empty mouth • Close lips when chewing food 	
Excursions	<ul style="list-style-type: none"> • Stay together with your class/group • Watch out for other students • Listen to instructions from adults • Use road- safety • Use stranger-danger strategies • Wear school uniform including shoes and hat. 	<ul style="list-style-type: none"> • Use appropriate voices • Be respectful of others in public & Give way to public • Wait your turn • Assist other students • Use manners • Look after your belongings 	<ul style="list-style-type: none"> • Participate fully in activities • Listen to Expert Speakers • Ask sensible questions • Apply normal classroom expectations

Townsville West State School has identified a number of strategies that may be used to promote positive behaviour:

Proactive Strategies

- Explicit teaching of appropriate behaviours.
- Social skilling learning packages (e.g., Friendly Kids Friendly Classrooms).
- Well-being program – (e.g., Kids Matter).
- School-wide focus on a target behaviour.
- Visual cues.
- Visual / consistent timetables.
- Clear signage around the school which explicitly list behavioural expectations in various locations.
- Peer group social skilling.
- Established succinct and understandable behaviour expectations (classroom & school-wide).
- Token recognition system (e.g., Gotcha).
- Tiered recognition system (e.g., bronze/silver/gold students).
- Recognition on parade (e.g., awards).
- Earning of the 'Gold Card' for consistent positive effort and behaviour for a minimum of 20 consecutive school days.
- Classroom reward systems.
- Verbal praise.
- Environmental adjustments.
- Curriculum adjustments.
- Focused support.
- Classroom teacher aide support.
- Playground support.
- Transition support.
- Parental support.

Consideration of Individual Circumstances

Staff at Townsville West 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.

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

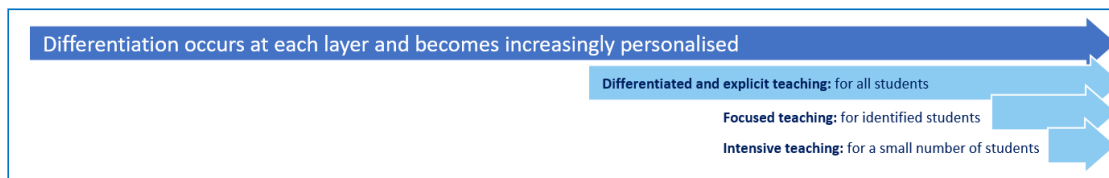
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' 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,
- recognising the rights of parents / carers to be provided with information regarding their child.

Differentiated and Explicit Teaching

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

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



Tiered Response To Unacceptable Behaviour

Students come to school to learn. Behaviour support presents an important opportunity for learning how to get along with others. In line with school-side positive behaviour strategies our school identifies behaviour intervention within three tier:

Tier 1 – Universal intervention	Tier 2 – Focused support	Tier 3 – Intensive support
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Tier 1 –

Universal Support

Tier 1 (Universal interventions) are so called because they provide a system of behavioural support for every student in the school. These strategies make up the primary system of support for the general student population. Tier 1 strategies are applied to the school-wide, non-classroom and classroom systems.

When a student exhibits 'Minor' and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing 'Minor' problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Tier 2 –

Focused Support

Some students may be at risk of developing chronic severe and challenging behaviour. These students require **Tier 2** (secondary) systems of behavioural support, in addition to the universal systems of support they are already receiving at Tier 1. These students are likely to be experiencing both academic

and behavioural difficulties. School staff members often experience these students as taking up a lot of staff time, whether in the classroom or non-classroom settings, and whose problem behaviours often have antecedents in before-school and after-school incidents. These students are often involved in time consuming and disruptive incidents. Such students often lack self-efficacy in learning and social situations, thus leading to dependency on adults for a variety of learning and social problem solving needs. 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.

Students identified as requiring Tier 2 support will be referred to the school behaviour team. This team, together with input from the student's parents, will implement a student support plan; recording this plan on OneSchool under support provisions. The support plan will include strategies to support the student utilise appropriate behaviours to engage peers, staff and learning within the school environment. This may include academic adjustments, mentoring, social skills education and increased daily opportunities to receive affirmation of positive behaviours.

Tier 3 –

Intensive Support

A small number of students may exhibit chronic severe and challenging behaviour. These behaviours have often been learned over long periods of time and are resistant to Tier 1 and Tier 2 prevention efforts. These students may require **Tier 3** intensive behaviour support. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Students identified as requiring Tier 3 support will be referred to an Intensive Behaviour Support Team which includes the school behaviour team and may also include the school chaplain, guidance officer, behaviour support teacher, regional support services, and other agencies.

The Intensive Behaviour Support Team;

- Works with other staff members to develop appropriate behaviour support strategies;
- Monitors the impact of support for individual students through continuous data collection; and
- Makes adjustments as required for the student.

Disciplinary Consequences

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.

Consequences for Inappropriate or Unacceptable Behaviour

Townsville West State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Classroom behavioural expectations are drawn from the three main rules of 'Be Safe', 'Be Responsible' and 'Be a Learner' through discussion processes with each class. Consequences for not adhering to classroom behavioural expectations are discussed with and agreed to by the children.

Time Out

Time out - The principal or a teacher may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be directly supervised and given an opportunity to re-join class in intervals of no more than 10 minutes. Students are then allowed to join the group again when appropriate behaviours can be displayed. Time out could involve a student sitting out for part of play, game, or in-class activity for inappropriate behaviours.

Detention (Exclusion from play)

A student may be excluded from play and be required to sit adjacent to a classroom, in the administration area, or in a classroom dependent on which location is more suitable for supervision.

The student may be required to complete school work or record a reflection as a component of detention.

Recording

A behaviour that results in an action of detention or greater is recorded against the student's name in the *OneSchool* student management system. Recurrent behaviours evidencing a possible pattern of behaviour are also recorded. A copy of this incident shall be forwarded to the student's classroom teacher and the Principal.

Individual Behaviour Plan

If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, an individual behaviour plan of action may be developed by the teacher and student. Parents/carers are contacted.

Monitoring and Review

Monitoring and follow-up of a formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

Relate Problem Behaviours to Expected School Behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students;

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Minor, Major and Crisis Behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding;

- **Minor** problem behaviour is handled by staff members at the time it happens; and
- **Major** problem behaviour is referred directly to the school Administration team.
- **Crisis** problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that;

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Major behaviours are those that;

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

Level	Example Behaviours	Example Consequences Available
Minor	<ul style="list-style-type: none"> • Inappropriate language e.g. conversational swearing • Non-compliance with school routines • Taking others property without permission • Back chatting 	<ul style="list-style-type: none"> • Tactical ignoring. • Proximity. • redirection • stimulus change. • Non-verbal / verbal communication. • Parallel praise. • 3 warnings = time-out • Time-out will take place on the red line with supervision by duty teacher. • Reflective conversation with classroom teacher.
Major	<p>(ALL staff involved MUST complete Oneschool reports)</p> <ul style="list-style-type: none"> • Directed inappropriate language • Inappropriate use of technology • Persistent refusal of teacher instructions • Property damage • Leaving classroom without permission • Antagonising others • Physical misconduct • 3 time-outs in a five day period from minor behaviours 	<ul style="list-style-type: none"> • Parents informed • Administration intervention • Time out under Principal supervision • Detention (15 minute afternoon play break). • Privilege loss (e.g., excursions). • Antecedent control: <ul style="list-style-type: none"> ○ remove seductive objects; ○ stimulus satiation; ○ remove unnecessary demands; ○ rearrange environment; ○ eliminate provocative statements & actions; ○ change location/time of activity; ○ redeploy people; ○ introduce diverting objects/people
Crisis	<p>(ALL staff involved MUST complete Oneschool reports)</p> <ul style="list-style-type: none"> • Physical harm towards staff or peers • (including objects used as weapons) • Leaving school premises • Illicit substance use or possession • Self-harm • Extensive property damage • Inappropriate use of technology • re: violent, sexual or bullying nature • Theft of items of significant value • (monetary or sentimental) • 3 time-outs in a five day period from major behaviours 	<ul style="list-style-type: none"> • Parents contacted immediately • Negotiate with parents to go home for remainder of day to prevent further behaviour escalation. • Suspension days according to severity and frequency (consult with staff involved in incident) • Re-entry interview before with behaviour management plan.

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 Townsville West 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 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.

Suspension Procedures

Suspensions are an exclusion from the school premises for a brief period of time only. A program of instruction will be provided for all students suspended from the school to support continuation of their education. Parents will be contacted re suspensions as per EGPA 2006 Section 285. Student Disciplinary Absences (SDA) will only be used after all other responses with due consideration for the welfare and safety of other students and staff.

Re-entry following suspension

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing. Re-entry meetings are short, taking less than 10 -15 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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.

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 support strategies to aid the student's behaviour
- Offer information about other supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

School Policies

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

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

Temporary Removal of Student Property

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

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

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

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

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

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

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

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

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

Responsibilities

State school staff at Townsville West State School:

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

Parents of students at Townsville West State School

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

Students of Townsville West State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Townsville West State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment

- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of Mobile Phones and Other Devices by Students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Townsville West State School has determined that explicit teaching of responsible use of ICT 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. To this end, Townsville West State School provides students with a range of devices for use at school for curriculum, assessment and other learning activities.

Although children are not required to bring ICT devices to school, it is acknowledged that, for safety reasons, some parents may wish that their child carry a mobile phone to and from school. In such cases the child will leave their phone in the care of the office staff upon arrival at school and pick it up at the end of the day. Parents wishing to contact their child during the school day, may do so on the school phone, through office staff.

Responsibilities

The responsibilities for students using ICT devices at school or during school activities, are outlined below.

It is **acceptable** for students at Townsville West State School to:

- use ICT 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 store the mobile device as appropriate 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 Townsville West State School to:

- use an ICT device in an unlawful manner
- use a mobile phone in school time

- 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-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- 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.

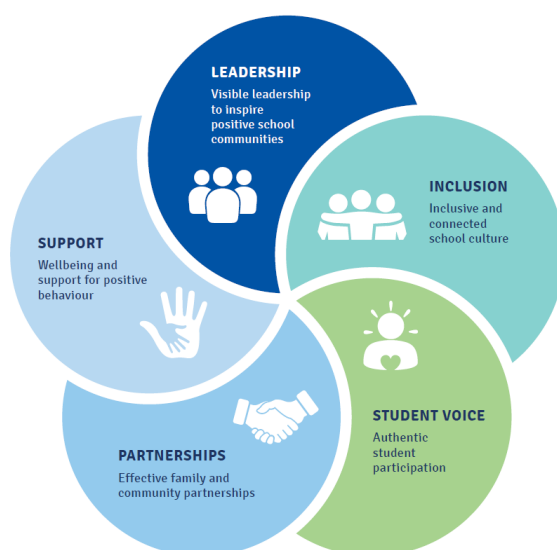
At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Townsville West State School Student Code of Conduct. In addition students and their parents should:

- 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.

Preventing and Responding to Bullying

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents 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.



- 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.

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

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

There is no place for bullying in Townsville West State School. Bullying behaviours that will not be tolerated at Townsville West State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

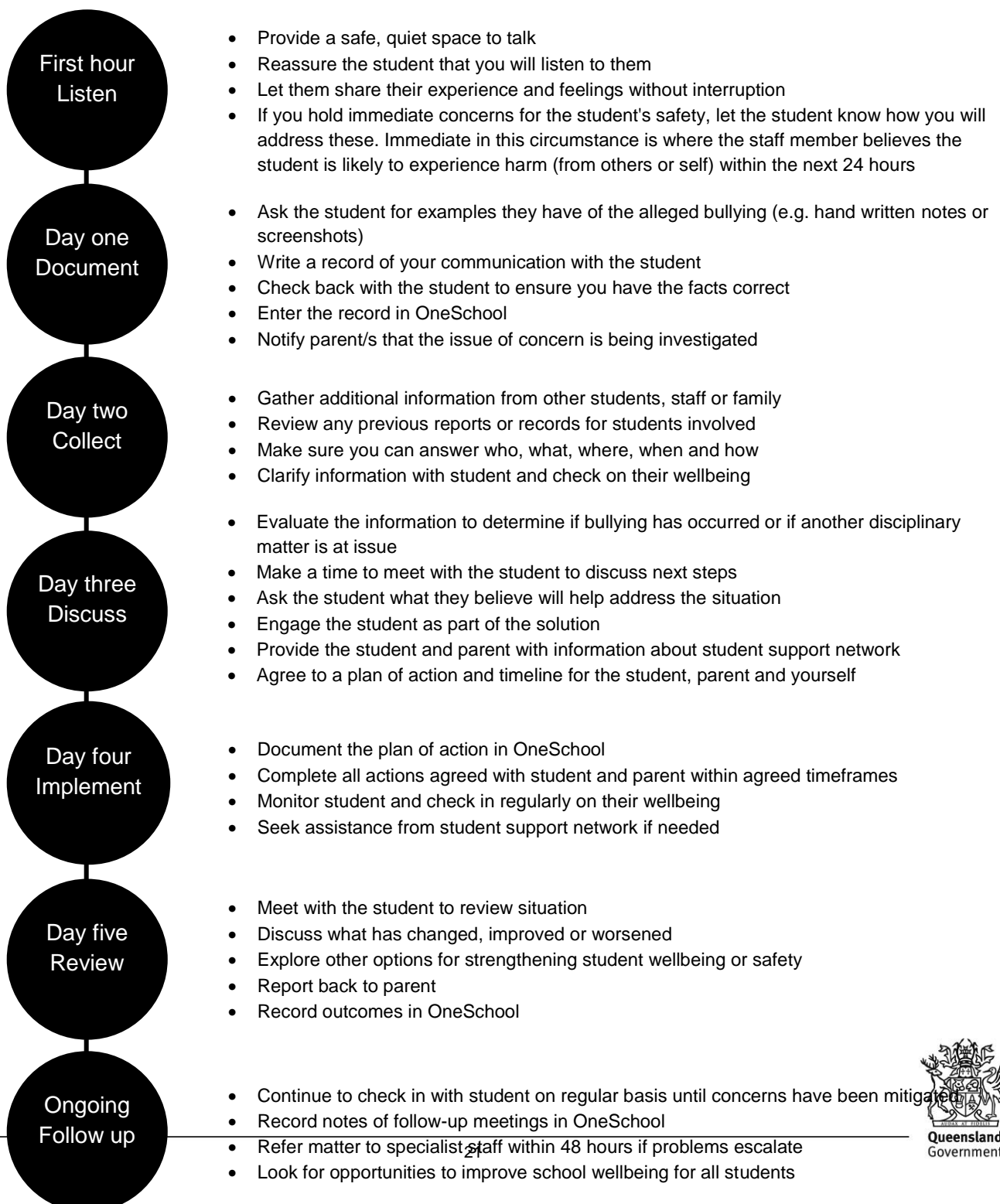
At Townsville West State School there is agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as unacceptable in our school community.

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Townsville West State School are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Townsville West State School - Bullying response flowchart for teachers

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



Short Term Responsive

Practically dealing with the immediate and specific incidents of bullying.

Staff:

- Speak to all students involved.
- Investigate, interview, record.
- Involve appropriate people, e.g. Principal, parent/s, Guidance Officer.

Students:

- Report bullying incidents they witness.
- Speak out against bullying.
- Are offered an opportunity to discuss the experience with a member of staff of their choice.

Medium Term Problem Solving

Targeting support and skills development for individuals and groups.

Staff:

- Participate in a guided peer relationship or other program, e.g. Protective Behaviours.
- Work with Guidance Officer, Behaviour and or other support personnel.
- Involve appropriate people, e.g. Principal, parent/s, Guidance Officer.
- Provide opportunities for role playing and problem-solving scenarios.
- Teach students assertive strategies to deal with conflict resolution.
- Provide structured programs that teach alternatives to aggressive behaviour.
- Reinforce rules through anti-bullying procedure.
- Work with parents, students, teachers to monitor behaviour and adapt the program as needed.
- Reintegrate and restore relationships for the young people involved.
- Actively engage in professional development as provided by the school community.

Students:

- Collaboratively establish responsibilities and rules.
- Role model desired behaviours for one another.
- Participate in relevant curriculum, e.g. Human Relationships Education programs.
- Are encouraged to use the appropriate anti-bullying strategies to resolve conflict in the first instance.
- Are encouraged to participate in extracurricular programs to develop self-esteem and interpersonal relationships.
- Actively engage in professional development as provided by the school community.
- Are encouraged to determine issues underlying incidents.

Long Term Preventative

Providing a positive environment for students by giving consistent messages through ongoing strategies designed to foster the active involvement of all students.

Staff and Students:

- Participate in a guided peer relationship or other program, e.g. Protective Behaviours.
- Work with Guidance Officer, Behaviour and or other support personnel.
- Involve appropriate people, e.g. Principal, parent/s, Guidance Officer.
- Provide opportunities for role playing and problem-solving scenarios.
- Teach students assertive strategies to deal with conflict resolution.
- Provide structured programs that teach alternatives to aggressive behaviour.
- Reinforce rules through anti-bullying procedure.
- Work with parents, students, teachers to monitor behaviour and adapt the program as needed.
- Reintegrate and restore relationships for the young people involved.
- Actively engage in professional development as provided by the school community.

Cyberbullying

Cyberbullying is treated at Townsville West 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 the regular class teacher or the principal.

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

Students enrolled at Townsville West 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.

Townsville West State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

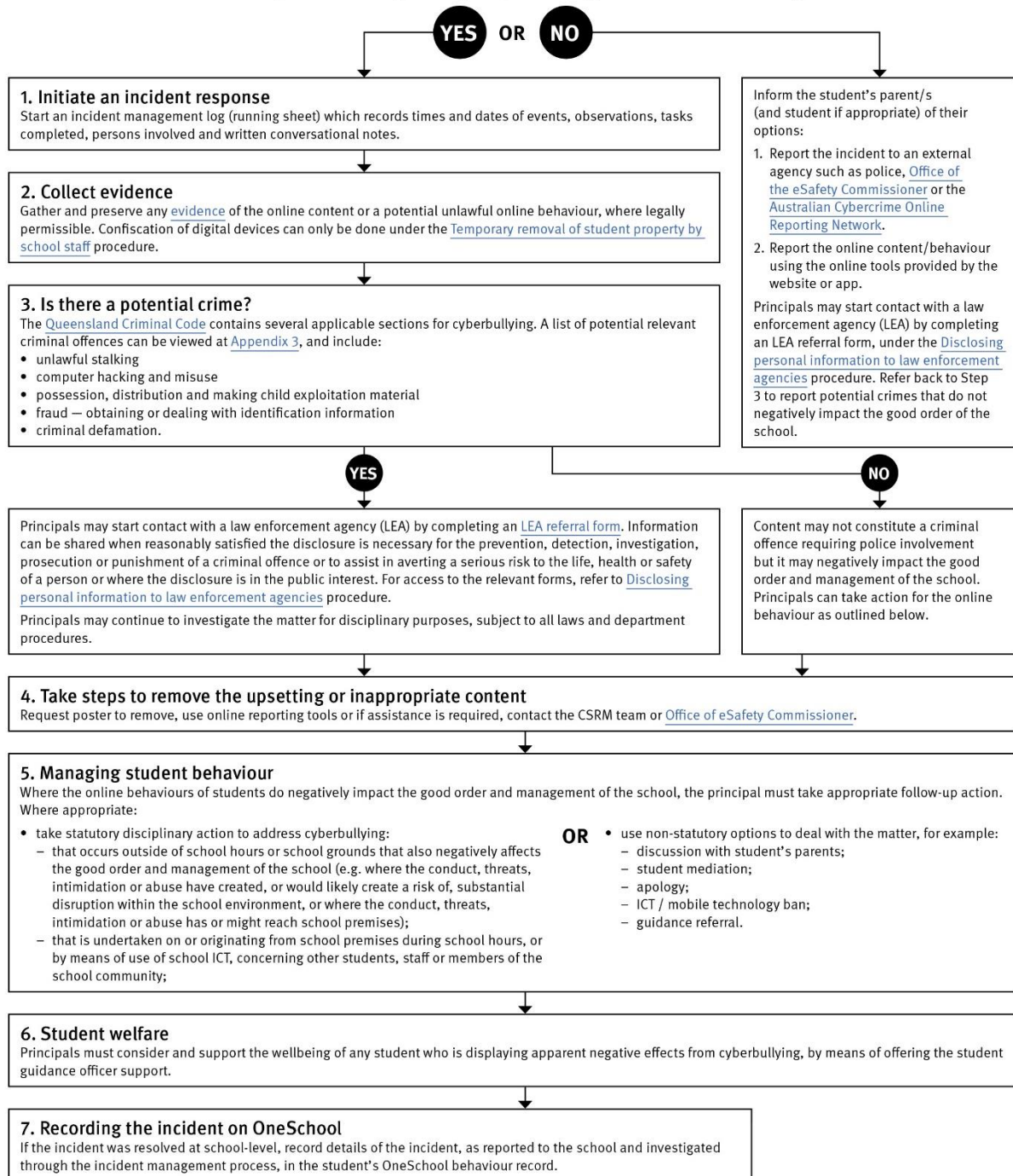
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Townsville West 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 section earlier in this document. Students are, however, also encouraged to approach any staff member, regardless of their role in the school, with whom the student feel comfortable sharing their concerns,. All staff at Townsville West State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Appropriate Use of Social Media

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

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

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

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

Is It Appropriate to Comment or Post About Schools, Staff or Students?

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

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

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

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

Possible Civil or Criminal Ramifications of Online Commentary

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

What About Other People's Privacy?

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

What if I Encounter Problem Content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations