



Taroom State School

Student Code of Conduct 2024-2027

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Contact Information

Postal address:	PO Box 201, Taroom, Queensland 4420
Phone:	07 46289333
Email:	theprincipal@taroomss.eq.edu.au
School website address:	www.taroomss@eq.edu.au
Contact Person:	Angela Heslin (Principal)

Endorsement

Principal Name:	Angela Heslin
Principal Signature:	
Date:	
P/C President and-or School Council Chair Name:	
P/C President and-or School Council Chair Signature:	
Date:	

Contents

Purpose **4**

Principal's Foreword **5**

P&C Statement of Support **6**

School Captains' Statement **7**

Consultation and Communication **8**

Review Statement **8**

Data Overview **9**

- School Opinion Survey **9**
- OneSchool Records **9**
- School Disciplinary Absences (SDA) **10**

Learning and Behaviour Statement **11**

- Multi Tiered Systems of Support **11**
- Consideration of Individual Circumstances **13**
- Student Wellbeing **14**
- Student Support Network **16**

Whole School Approach to Discipline **17**

- Tier 1 Acknowledgement and Correction Plan **17**
- Behaviour Flowchart **18**
- Buddy Class **19**
- Minor and Major Behaviours **20**
- Schoolwide Rules & Expectations Matrix **22**
- Reinforcing expected school behaviour-Rewards **23**
- School disciplinary absences **23**

Legislative Delegations **25**

School Policies **26**

- Temporary removal of student property **27**
- Safe, responsible & respectful online **29**
- Use of mobile phones and other devices by students **31**
- Preventing and responding to bullying **33**
- Appropriate use of social media **40**

Restrictive Practices **42**

Critical Incidents **43**

Related Procedures and Guidelines **44**

Resources **45**

Conclusion **45**

Purpose

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

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

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

Principal's Foreword

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

We acknowledge and support the notion that attendance, academic achievement and responsible behaviour are equally weighted and stand together as one single pillar for school-wide success. This school-wide success is underpinned by three overarching school rules that encapsulate our vision: *Joining Together-Reaching Excellence!*

Focused on Learning!

Focused on Respect!

Focused on Safety!

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

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

I thank the students, teachers, parents and members of the community for their work in driving the Taroom State School Student Code of Conduct. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Principal: _____

Date:

P&C Statement of Support

As president of the Taroom State School P&C Committee, I am proud to support the revised Student Code of Conduct.

We encourage all parents to familiarise themselves with the Taroom State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Taroom State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart provides an excellent starting point to understand how to approach the school about these types of problems.

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

P & C President: _____

Date:

School Captains' Statement

On behalf of the student body at Taroom State School, we endorse the Student Code of Conduct. Throughout the year, we will continue to work with the school administration team and the Taroom State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

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

Junior School Captain:

Date:

School Captain Signature

Junior School Captain:

Date:

School Captain Signature

Senior School Captain:

Date:

School Captain Signature

Senior School Captain:

Date:

School Captain Signature

Consultation and Communication

A communication strategy has been developed to support the implementation of the Taroom State School Student Code of Conduct, including promotion through the school website and weekly newsletter.

Communication of the school's rules and expectations are made through the following contexts:

- Parade
- Newsletter
- Facebook
- Website
- Prospectus
- Handbooks
- Student Diary
- Class Dojo
- Form/Pastoral Care Program
- Signage in classrooms and wider school environment
- Electronic road sign

Any families who require assistance to access a copy of the Taroom State School Student Code of Conduct, are encouraged to contact the principal.

Review Statement

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

Data Overview

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

Types of Data

School Opinion Surveys

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

OneSchool Records

A range of behaviour and information records are maintained in the school data base OneSchool. Any record entered into OneSchool will remain on the student's profile for the entirety of their schooling in the state system. Monitoring behaviour will help the school to provide the most appropriate support for students. Staff enter comments with a clear set of protocols in place. (Refer to Appendix 1)

All records should be prepared clearly and with professionalism. Consideration to the following should be given:

- records in OneSchool remain the property of the Department of Education but may be shared with parents, students or other agencies
- avoid use of contentious, highly emotional or highly sensitive language
- data will be available to a wider Department of Education audience
- include concrete observations, without judgements.

Records include

- Minor incidents (Refer to Appendix 2)
- Major incidents (Refer to Appendix 2)
- Positive behaviours
- Parent contacts

- Student Notes
- Medical/Health
- Learning

When monitoring the behaviour, learning and wellbeing of a student, (and when a formal incident record is not warranted) teachers may use *Student Notes* in the 'Class Dashboard' area of OneSchool to record observations. An ongoing collection of observations will provide valuable evidence to support a student deemed 'at risk'.

School Disciplinary Absences (SDA)

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

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

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

Taroom State School Disciplinary Absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2020	2021	2022
Short suspension	1	5	2
Long suspension	0	0	0
Exclusion	0	0	0
Cancellation	0	0	0
Total	1	5	2

Parent access to student records

Parents need to submit a written request to the principal to access records held by a school. Parents can also request to have their records amended.

Some documents like school reports and timetables may already be available—check the school's website before making a written request.

Learning and Behaviour Statement

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

Multi-Tiered Systems of Support

Taroom State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS, school staff match increasingly intensive interventions to the identified needs of individual students.

Prevention Description

Tier 1: Universal Prevention and Support for All Students

At Taroom State School, all students receive Tier 1 support for both their academic and behavioural development. This whole-school approach ensures that expectations are clearly communicated, taught, and reinforced consistently across all settings.

Our Tier 1 approach is designed to:

- Provide explicit teaching of expected behaviours in the setting where they will be used.
- Differentiate learning to ensure all students engage, participate, and succeed.
- Address challenging behaviour consistently while considering developmental norms and behavioural function.
- Offer refresher lessons and targeted recognition throughout the year so students can apply positive behaviours when needed.

Whole-School Preventative Approaches

To create a safe and engaging learning environment, Taroom State School embeds the following preventative strategies:

- Essential Skills for Classroom Management (ESCMs) to guide teachers in effective behaviour management.
- The PACE Framework and Trauma-Informed Practices to support student well-being.
- Action-Driven Teams (Student Support Team, Student Council, Staff Wellbeing Team) to provide targeted interventions.
- Implementation of Pastoral Care Programs, including The Resilience Project and Respectful Relationships, to promote social-emotional learning.
- Classroom-based behaviour reinforcement systems that incorporate both acknowledgement of positive behaviour and clear consequences for misbehaviour.

By strengthening Tier 1 supports, we aim to reduce the need for more intensive interventions at Tier 2 and Tier 3. If more than 10-15% of students require targeted interventions, a review of Tier 1 will be conducted to improve whole-school strategies and ensure effective implementation.

Tier 2: Targeted Support for Some Students (10-15%)

For students requiring additional support beyond Tier 1, Tier 2 interventions provide targeted instruction and structured supports to address emerging academic and behavioural challenges. These interventions are designed to be proactive, evidence-based, and data-driven, ensuring that students receive timely support before behaviours escalate.

Key Features of Tier 2 Support

- Builds on Tier 1 strategies by reinforcing school-wide expectations with additional time, instruction, and support.
- Delivered in small groups for students who share similar needs, ensuring targeted and efficient intervention.
- Requires minimal classroom disruption and is designed to be manageable for teachers.

Examples of Tier 2 Interventions

1. Behaviour & Wellbeing Goal Monitoring: Class/form teachers track students' progress in meeting behavioural expectations.
2. Student Support Plans: Individualised action plans developed with classroom teachers and relevant support staff.
3. Behaviour Monitoring Cards: Students track their behaviour daily with teacher feedback, reinforcing positive choices.
4. Further Curriculum Adjustments: The Learning Support Team (LST) and Head of Department (HoD) provide additional guidance on modifying curriculum delivery to enhance engagement.
5. Targeted Playground/Classroom Interventions:
 - Time-In/Out with School Leaders to reset behaviour before rejoining the class.
 - Reinforcement of High 5 Conflict Resolution Strategies for managing peer conflicts.
6. Student Self-Referral for a 'Reset': Students can access a structured break at the office to self-regulate before re-engaging in learning.

Effectiveness & Sustainability

All Tier 2 interventions must be:

- Directly linked to Tier 1 expectations for consistency.
- Efficient to implement, requiring minimal time from classroom teachers.
- Research-based and matched to student needs, ensuring a high likelihood of success.
- Monitored using school data, triggering a Tier 1 review if more than 10-15% of students require additional intervention.

Tier 3: Intensive Individualised Support for a Few Students (2-5%)

Tier 3 interventions provide the highest level of behavioural and academic support for students requiring intensive, individualised interventions. These supports are highly structured, data-driven, and personalised to the student's unique needs, ensuring they can access learning while reducing disruptive behaviours.

Key Features of Tier 3 Support

- Highly individualised and intensive, based on functional behaviour analysis (FBA).
- Addresses underlying causes of behaviour, ensuring long-term skill development.
- Focuses on preventative strategies, alternative skill development, and reinforcement of positive choices.

Examples of Tier 3 Interventions

1. Functional Behaviour Assessment (FBA) & Behaviour Support Plans (BSPs):
 - Brief FBA: Identifies basic triggers and strategies for improving behaviour.
 - Comprehensive FBA: A more detailed process involving data collection, teacher observations, and problem-solving teams.
 - Intensive FBA & Wraparound Plan: Includes external agency support for students with complex needs.
2. Highly Individualised Curriculum Adjustments:
 - Modified learning programs designed to increase engagement and reduce behavioural triggers.
 - Additional classroom supports, such as teacher aides or one-on-one instruction.
3. Alternative Reinforcement Strategies:
 - Replacement behaviour teaching to ensure the student has a positive alternative to problem behaviour.
 - Consistent reinforcement of progress through personalised reward systems.
4. Crisis Intervention & Safety Planning:
 - If necessary, development of crisis response strategies in consultation with school leaders and external professionals.
5. External Agency Collaboration:
 - Coordination with specialist services, including mental health professionals, disability support, and child safety agencies.

Data Monitoring & Tiered Review

If more than 2-5% of students require Tier 3 support, the school will review Tier 1 and Tier 2 strategies to strengthen whole-school prevention and early intervention efforts.

Consideration of Individual Circumstances

Staff at Taroom 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.

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.

Student Wellbeing

Taroom State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Taroom State School's [Student Learning and Wellbeing Framework](#) can be accessed from the school website and provides a range of information regarding programs, support and resources implemented at the school.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [K–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Taroom State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure 'CPR for Life' in schools skills training is provided to all Year 10 students. All students participate in 'The Resilience Project' (TRP) which is aimed at improving mental health through Gratitude, Empathy and Mindfulness (G.E.M)

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention

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

Specialised health needs

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

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

Medications

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

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

Taroom State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit and Library, to provide emergency first aid medication if required.

Mental health

Taroom State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Taroom State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary, provide first aid.

In all other situations, Taroom State School staff follow suicide intervention and prevention advice by ensuring:

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

Suicide postvention

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

Where a suicide has occurred on school grounds or at a school event, Taroom State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Taroom State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Taroom State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

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

Role	What they do
Principal/ Deputy Principal	• leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need.
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • conducts testing to identify disorders • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Department	• coordinates transition programs for secondary phase of learning including Yr 6 to 7 and Yr 10 to further studies/work/training. • promotes curriculum programs with staff that support student health and wellbeing. • monitors student academic data and supports intervention practices for students across the campus.
School-Based Youth Health Nurse (when available)	• provides individual health consultations with assessment, support, health information and referral options related to: ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs

Senior and Experienced Senior Teachers	• provide mentoring and support for beginning and new teachers to support students • support school leaders with student interventions and programs
Form/Class Teachers	• responsible for student welfare at each year level • provide continuity of contact for students and their families • ensure students feel safe and comfortable and want to come to school • nurture a sense of belonging to the home group, year level and school.

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

Whole School Approach to Discipline

Tier 1 Acknowledgement and Correction Plan

Taroom State School has implemented a Tier 1 Acknowledgement and Correction Plan (Appendix 6) to ensure a structured, proactive approach to behaviour support. This plan provides clear expectations, positive reinforcement, and corrective strategies before moving to more intensive interventions.

The key components of the plan include:

1. Frequent, proactive rule reminders to reinforce expectations across all areas.
2. Positive feedback at a 4:1 ratio (four positive interactions for every corrective statement) to build a positive classroom culture.
3. Effective Classroom Management (ESCMs) strategies to maintain student engagement and encourage on-task behaviour.
4. Redirections and Warnings before escalating consequences, including the use of:
 - Individual close talk for private correction.
 - Clear choices and consequences to guide student decision-making.
 - Teacher script-based interventions allowing take-up time before further action.
5. Acknowledgement of Improvement through verbal praise, encouragement, and classroom rewards when positive behaviour is demonstrated.
6. Follow-through for non-improvement, including logical consequences such as:
 - Buddy Class referral for repeated disruptions.
 - Completion of a Reflection Sheet to encourage self-regulation.
 - Re-entry meeting with the teacher before returning to class.
7. Use of Reflection Questions to help students understand their behaviour, its impact, and alternative choices for the future.

Behaviour Flowchart

To ensure consistent, fair, and structured responses to student behaviour, Taroom State School has implemented a Behaviour Flowchart (Appendix 7) that guides staff in managing behaviour both inside and outside the classroom. This framework ensures that students understand expectations, consequences, and the process for behaviour management across all school settings.

1. Behaviour Management in the Classroom

Teachers are responsible for managing minor behaviours within the classroom using the Tier 1 Acknowledgement and Correction Plan and Essential Skills for Classroom Management (ESCMs).

The process includes:

- Redirection and reminders before escalation.
- If behaviour continues: Buddy Class referral, where the student is removed to a different classroom to complete work and reflect.
- Three Buddy Class referrals in a five-week period → The Deputy Principal intervenes with further strategies and monitoring.
- Students returning from Buddy Class participate in a Re-Entry Meeting to reflect and reset expectations.
- Daily Monitoring Cards may be implemented for repeated referrals.
-

✦ **Outcome:** Minor disruptions are addressed promptly while major ongoing issues are escalated to leadership for further intervention.

2. Behaviour Management Outside the Classroom (Playground, Transitions, Common Areas)

- Staff on duty monitor student behaviour and reinforce expectations using structured scripts.
- Minor behaviours (e.g., being out of bounds, minor physical contact, littering) → Staff-managed with logical consequences (e.g., redirection, litter duty).
- If a student refuses a consequence or repeats the behaviour, they are referred to the Deputy Principal.
- Major behaviours (e.g., physical aggression, threats, truancy, wilful damage) → Immediate referral to the Deputy Principal or Principal for investigation and appropriate disciplinary action.

✦ **Outcome:** Staff manage day-to-day behaviour effectively, while serious incidents are dealt with at a leadership level.

3. Leadership Intervention for Major Behaviours

- Deputy Principal handles major classroom and playground incidents that require further action.
- Principal handles severe or repeated incidents, including:
 - Violence/fighting
 - Truancy (leaving school grounds)
 - Wilful property damage
 - Possession of prohibited items
 - Threats/Bullying (including online)
 - Technology misuse involving inappropriate content
 - Bringing the school into disrepute (including after-school incidents)

- The principal will contact parents, issue appropriate consequences, and refer students for Tier 2 or 3 interventions if behaviours persist.

✦ **Outcome:** Ensures fair, logical, and progressive disciplinary actions, preventing repeated misbehaviours.

4. Tracking and Follow-Up

- Behaviour incidents are documented in OneSchool for ongoing tracking.
- Students who repeatedly engage in disruptive or unsafe behaviour may be placed on Tier 2 Behaviour Support Plans for additional intervention.
- Positive behaviour is reinforced through structured classroom systems and whole-school acknowledgment initiatives.

✦ **Outcome:** Encourages accountability, self-reflection, and behaviour improvement while ensuring that repeated issues receive targeted support.

This flowchart ensures all staff follow a consistent approach to behaviour management, providing a structured response to incidents while also focusing on prevention, correction, and positive reinforcement.

Buddy Class

To ensure a structured, fair, and supportive approach to behaviour management, Taroom State School has implemented the Buddy Class Process (Appendix 8), Reflection Form (Appendix 9), and Behaviour Monitoring Card (Appendix 10). These strategies are designed to support students in correcting behaviour, taking responsibility, and receiving targeted intervention when needed.

1. The Buddy Class Process

The Buddy Class Process is a Tier 1 intervention used when a student is continuously disrupting learning despite multiple redirections. It provides students with an opportunity to reset, reflect, and re-enter their class with a fresh start.

✦ How it Works:

1. The teacher applies the Tier 1 Acknowledgement and Correction Plan before considering Buddy Class.
2. If disruptive behaviour continues, the student is given a Buddy Class Referral Form and sent to a designated Buddy Classroom.
3. The Buddy Class teacher supervises the student, ensuring they complete their work and fill out the Reflection Form.
4. Five minutes before class ends, the student returns to their original class and participates in a re-entry meeting to discuss their behaviour.
5. The classroom teacher documents the incident in OneSchool and contacts parents as needed.

✅ If a student receives a Buddy Class referral, they are placed on a Behaviour Monitoring Card for five days.

2. The Buddy Class Reflection Form

The Reflection Form helps students understand their behaviour, its impact, and how they can improve. It asks students to:

- Identify which classroom rules they did not follow (Focused on Learning, Focused on Respect, Focused on Safety).
- Explain what happened and what they were thinking or feeling.
- Reflect on who was affected and how.
- Consider what they can do differently next time.
- Set two goals for improvement to show they can follow expectations.

✓ The Reflection Form is used during the Re-Entry Meeting, ensuring students are accountable for their behaviour before returning to class.

3. The Behaviour Monitoring Card

The Behaviour Monitoring Card is used when students have had a Buddy Class referral or need additional support to stay on track. It allows teachers, leadership, and parents to monitor behaviour across all learning settings.

✦ How it Works:

- The student presents their card at the start of each lesson and during break times.
- At the end of each session, teachers record whether behaviour was Great, Satisfactory, or Needs Attention.
- The student is expected to keep the card in good condition and review their expected behaviours daily.
- The staff member issuing the card monitors progress, and parents sign the card daily.

✓ If progress is shown, positive reinforcement is given (e.g., praise, parental recognition). If improvement does not occur, Tier 2 intervention strategies are implemented.

4. How This Supports Student Success

- ✦ Prevents minor behaviours from escalating into major incidents.
- ✦ Encourages students to take responsibility and develop self-regulation skills.
- ✦ Provides a clear, structured system for managing classroom disruptions.
- ✦ Ensures transparency with parents through communication and monitoring.

This consistent approach ensures that all students receive support while maintaining high expectations for behaviour across the school.

Minor and Major Behaviours

At Taroom State School, we take a structured and consistent approach to managing student behaviour. Staff use the school document *Disciplinary Consequences* to assist them with making evidenced-based decisions related to Minor and Major Behaviours and Consequences.

Determining Behaviour Categories

When a behaviour incident occurs, staff follow these steps:

1. **Identify the category of behaviour** – The document includes defined categories such as Defiance, Physical Aggression, Property Misuse, and Bullying.
2. **Determine if the behaviour is Minor or Major** – Minor behaviours are managed by teachers and teacher aides, while major behaviours are referred to the Deputy Principal or Principal.
3. **Select appropriate consequences** – Fair and logical consequences are outlined for each category, ensuring that responses are proportionate, equitable, and aligned with Department of Education guidelines.

Staff use a behaviour decision-making calculator to ensure a consistent approach to decision making occurs across the school and decisions about consequences are inclusive of the considerations that need to be made for individual students.

Minor Behaviours

Minor behaviours are low-level disruptions that do not significantly harm others or violate school policies in an extreme way. These are managed by teachers and teacher aides, with possible consequences including:

- Verbal reminders and expectation reinforcement
- Short reflection activities
- Loss of privileges (e.g., missing free time)
- Buddy Class process
- Parental contact if behaviours persist
- Documentation on OneSchool if necessary

Major Behaviours

Major behaviours involve serious breaches of school rules, including behaviour that puts others at risk, violates the rights of others, or is part of an ongoing pattern. Major behaviours are referred to the **Deputy Principal or Principal** and may result in:

- Immediate referral for leadership intervention
- Loss of privileges (e.g., extracurricular activities)
- Detentions, internal suspension, or external suspension
- Parental involvement and formal meetings
- Development of behaviour plans or monitoring agreements
- Restorative justice processes
- In extreme cases, possible exclusion (for the most serious behaviours)

Ensuring Consistency

This document provides clear expectations for all staff, ensuring consistency when responding to behaviour incidents. It also ensures that students understand the consequences of their actions while reinforcing positive behaviours.

Example “School Rules Matrix” model for teachers to adopt/adapt for their class rules.

SCHOOL RULE	Examples of expected behaviours in practice and contexts				
	Enter/during class	Group work	Individual work	Exit/end of class	Playground
Focused on Learning SW Expectations: • I follow routines and transitions • I am focused, ready and goal-oriented • I do my best at school • I accept the consequences	• Have all equipment ready/pencils sharpened • Ask permission before printing • Listen to instructions • SLANT	• Engage with other peers productively • Adopt group membership role and its responsibilities • Listen to peer criticism and feedback to grow in learning	• Plan learning goals that are SMART • Make a time to see the class/subject teacher about learning questions/problems • Ask for and listen to teacher feedback • Reflect on success criteria	• Clean and pack up • Place chairs on tables after last lesson • Charge laptops Y8-10 at the end of the day • Record homework in diary	• Play according to the rules set by the team • Eat in the lunch areas
Focused on Respect SW Expectations: • I show self-respect, courtesy and pride • I include everyone • I respect others’ privacy • I care for the school environment & resources	• Be on time to class and line up, waiting quietly • Sit where and when asked to • Raise your hand to speak • Wear the school uniform correctly and follow the dress code for specialist/practical subjects • Be prepared to speak up when others are not following the class rules and expectations	• Use the language of accountable talk • Allow others to have a turn • Share equipment and resources	• Keep bookwork organised and tidy	• Exit the classroom quietly • Return laptops and iPads to designated areas	• Place litter in bins • Welcome others to join in games • Ask permission to leave lunch/ areas • Keep port rack areas and lockers tidy
Focused on Safety SW Expectations: • I act safely in the school environment • I act safely with others at school	• Enter the classroom in an appropriate way e.g. single file • Walk safely with equipment • Keep books, bags and equipment off the floor and away from walkways.	• Model safety to peers when working in groups	• Report inappropriate use of and/or information on the Internet/email	• Ask permission to leave the class for any reason • Wait patiently at the lockers/port racks/Tuckshop line	• Follow hygiene procedures • Wear wide brim hat in the sun • Use the High 5 strategy • Look out for others-medical, bullying, safety • Report concerns/ issues to duty teacher

Reinforcing expected school behaviour

At Taroom State School communication of our key messages about behaviour are reinforced through a formal recognition and monitoring system. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members give consistent and appropriate acknowledgement and rewards.

Whole-School Rewards

- Praise and encouragement
- Students of the Week nominated by teachers
- G.E.M. Heroes
- Public display of class work (in school and online)
- Praise postings on Facebook/Website
- Articles in the school newsletter
- Acknowledgment on Parade
- End of year class celebrations
- Primary school-Class Dojo positive school to home communications
- Participation in extra-curricular activities
- Teachers' evaluations/positive behaviour reporting on report cards and in OneSchool positives.

Class Level Rewards:

- Birthday celebrations (shared cake only)
- School sleepovers
- Communication to parents via phone call, postcard, email, face-to-face, student diary
- Token/point/star system
- Class responsibilities
- Class Dojo points

Individual Level Rewards:

This may include students with a disability and high emotional and behavioural needs students.

- Choice activities for completing a set task/amount of work
- Sharing work with the principal
- Individualised reward systems

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 Taroom 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.

Re-entry following suspension

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

Legislative Delegations

Legislation

In this section of the Taroom State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

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

School Policies

Taroom 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
- Safe, responsible and respectful online.
- 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 or it suspected that the student is not the lawful owner.

The following items are explicitly prohibited at Taroom 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 Taroom 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 the student's parents should be called to make such a determination.

Parents of students at Taroom State School

- ensure children in their care 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 Taroom 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 notification by the principal or state school staff that the property is available for collection.

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



Safe, responsible and respectful online



Students of Taroom State School

If you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure ([Use of ICT systems](#)).
2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students and use appropriate spoken and written language at all times.
3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g. posters, laundry).
4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.

Acceptable/appropriate use/behaviour by a student engaged in online learning

It is acceptable for students to:

- use mobile 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 schoolwork
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment

- be courteous, considerate and respectful of others when using a mobile device
- switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning
- use personal mobile device for private use before or after school, or during recess and lunch breaks (if allowed by the school)
- seek teacher's approval where they wish to use a mobile device under special circumstances.

Unacceptable/inappropriate use/behaviour by a student engaged in online learning

It is unacceptable for students to:

- use the mobile device or other digital technology in an unlawful manner
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content
- use of obscene, inflammatory, racist, discriminatory or derogatory language
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking
- insult, impersonate, 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 the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- use mobile devices at exams or during class assessments unless expressly permitted by school staff.



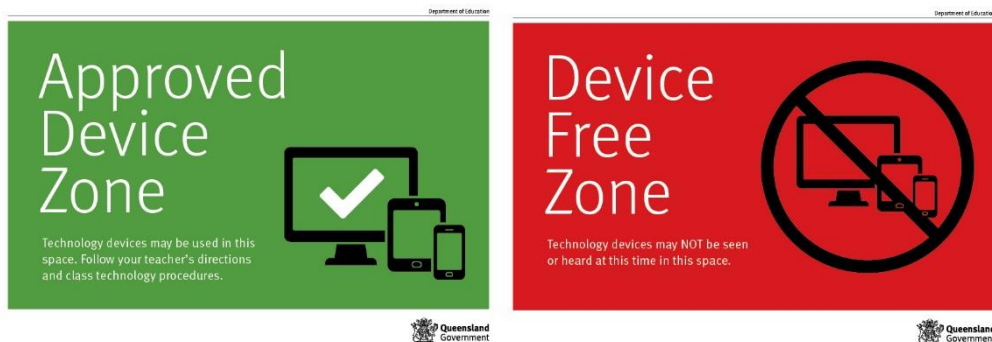
Use of mobile phones and other devices by students



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, Taroom State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

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



Responsibilities

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

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

- switch off and place the mobile device out of sight during the entire school day 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
- take mobile devices on school camps/excursions and use according to the protocols of the school as per camp information

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

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language



- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in 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 *Taroom 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



Taroom 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.

Taroom State School has a **Student Leadership Team**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership meeting are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Team is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Taroom State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Taroom 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 Taroom 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.

Taroom 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.

Key contacts for students and parents to report bullying:

Principal - Angela Heslin

Deputy Principal -Karen Wolski

First hour
Listen

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

Day one
Document

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

Day two
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue

Day three
Discuss

- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

Cyberbullying

Cyberbullying is treated at Taroom 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 (for students in primary year levels) or the form class teacher (for students in secondary year levels). There are also Heads of Department who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

Taroom 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](#).

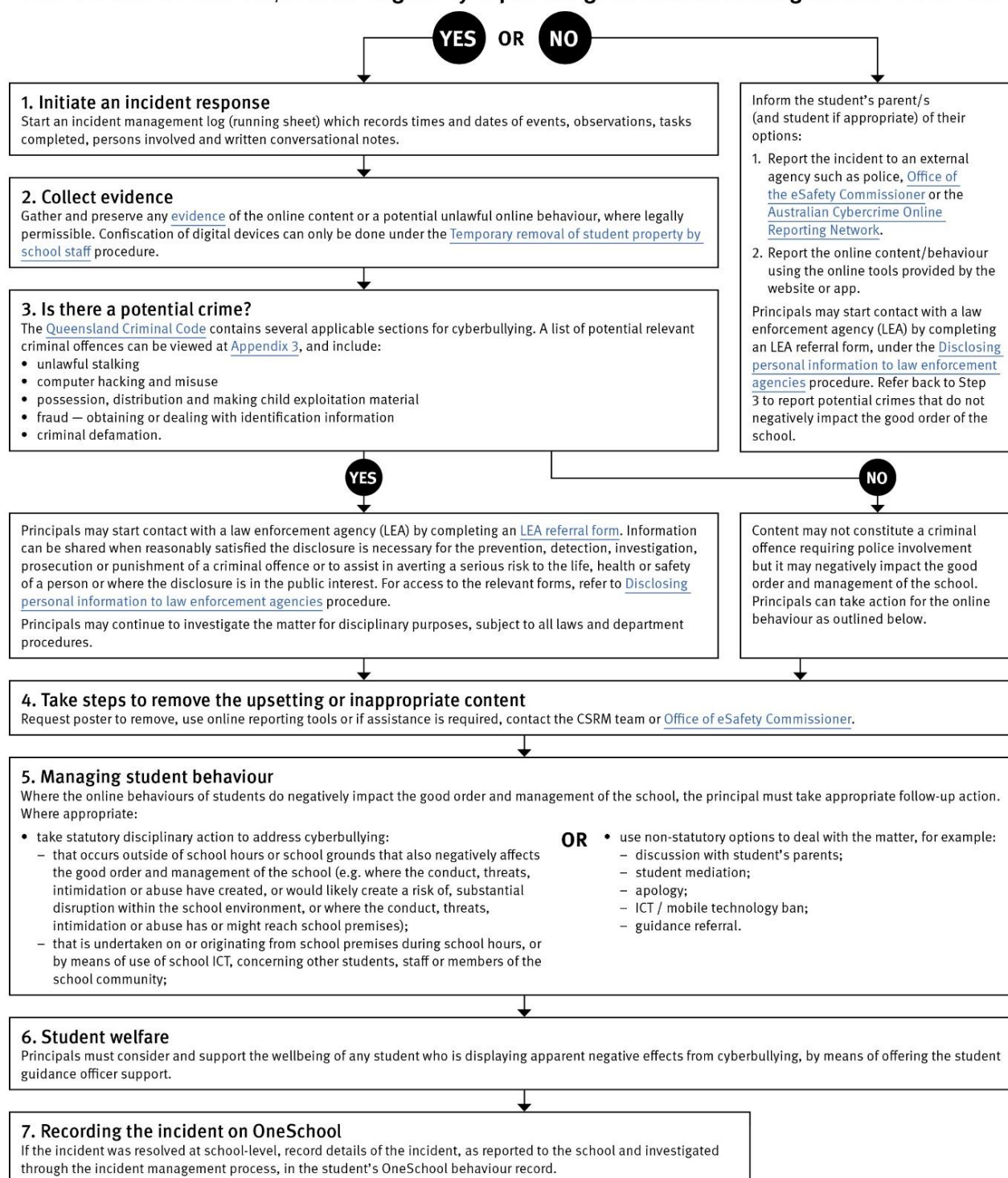
Explicit images

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 Cybersecurity 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

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Taroom 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 internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Taroom State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Taroom State School 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.

The pledge below could also be made by the student leaders in front of a student assembly on the National Day of Action against Bullying and Violence

Taroom State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Taroom State School. 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: _____



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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Taroom 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. This strategy works well for reducing the use of restrictive practices.

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students' wellbeing, behaviour and learning.

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

Resources

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

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

2. Internal review: [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

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

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

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