



# Caravonica State School Student Code of Conduct

## 2022-2026

### ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

Caravonica State School provides opportunities for students to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. This Student Code of Conduct (SCoC) is guided by the regionally endorsed Positive Behaviour for Learning (PBL) framework and documents the systems, processes and policies that we implement to support a caring, safe and successful learning environment.

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## Endorsement

Principal Name:	Michelle Davis
Principal Signature:	
Date:	22/11/2022
P/C President Name:	Shannan Elphick
P and C President Signature:	
Date:	22/11/2022

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## Principal's Foreword

Firstly, I would like to acknowledge, the Djabugay people, the Owners of the land where Caravonica State School sits today. I pay my respects to Elders past, present and emerging for they hold the memories, the traditions, the culture and the hopes of our First Nations People. I recognise their connection to Country and their role in caring for and maintaining Country over thousands of years.

Caravonica State School has a long and proud tradition of providing high quality education to students of our community at the "Country School in the City". We believe strong, positive relationships between all members of our school is the foundation that supports the success of all students.

Our Student Code of Conduct provides an overview of how students are explicitly taught the expected behaviours that ensure optimal learning in a safe, caring and successful environment. It details our approach to preventing and addressing incidents of bullying, the use of mobile phones and other technology and the temporary removal of student property. It also outlines the steps school staff take to educate students about these policies. Finally, it documents the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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

Yours sincerely,

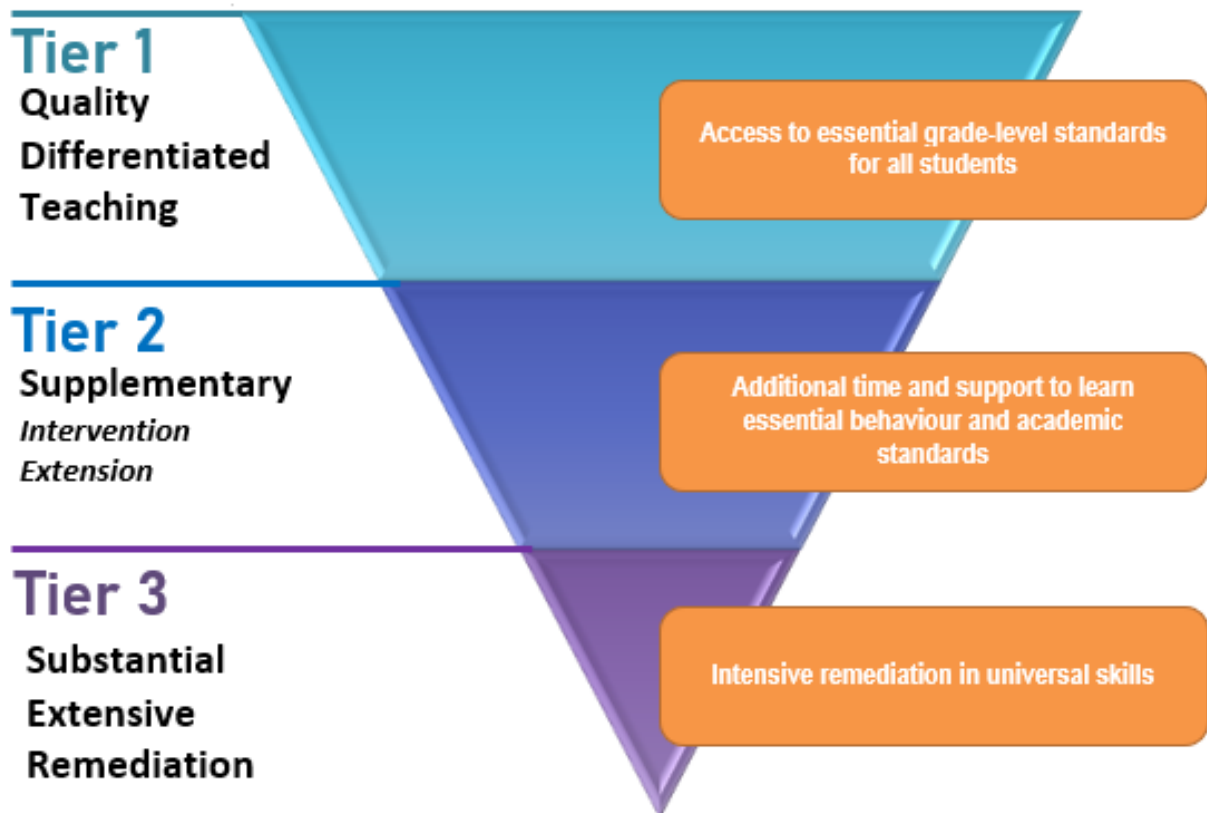


Michelle Davis

Principal

## Learning and Behaviour Statement

Caravonica State School employs a Multi-Tiered System of Support (referred to as Response to Intervention or RTI) as the foundation for our integrated approach to learning and behaviour. RTI is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, school staff match increasingly intensive interventions to the identified needs of individual students.



A basic principle of RTI is to provide interventions in *addition* to effective Tier 1 instruction, not in place of it. Students do not move from tier to tier, some of our students will need all three Tiers to learn – this is why it is called a multi-tier system of support.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

## Whole School Approach to Discipline

Caravonica State School’s approach to discipline is broken into 3 tiers. This differentiation allows progressively more personalised supports for students who may require interventions.

Tier 1 – Australian Curriculum [AC] and Positive Behaviour for Learning Framework [PBL] for ALL students

Tier 2 – Focused Teaching for SOME Students

Tier 3 – Intensive and Individualised Teaching for a FEW students

### Tier 1 – Australian Curriculum and PBL Framework

At a Tier 1 level Caravonica State School implements both the Australian Curriculum and the evidence-based framework of Positive Behaviours for Learning [PBL] to guide, implement and support the effective management of ALL students.

Our **Universal** school-wide expectations for behaviour are to:

- Be Caring
- Be Safe
- Be Successful

These expectations apply to all students in all school environments including sporting activities and excursions.

**Schoolwide Matrix of Expectations**

	All Settings	Teaching Areas	Walkways Verandas Stairs	Play Areas	Assembly	Eating Areas Tuckshop	Before and After School	Toilets
Be Caring	<ul style="list-style-type: none"> <li>▪ Follow supervising adults’ instructions</li> <li>▪ Use polite language</li> <li>▪ Look after your own and others’ property</li> <li>▪ Look after the environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Allow others to learn (appropriate volume, hand up...)</li> <li>▪ Keep the classroom tidy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Line up quietly while waiting</li> <li>▪ Walk between classes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Share equipment</li> <li>▪ Play inclusively</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sit quietly</li> <li>▪ Remove hat for national anthem</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk quietly</li> <li>▪ Eat own food</li> </ul>	<ul style="list-style-type: none"> <li>▪ Line up quietly in correct area</li> <li>▪ Use own bike / scooter</li> </ul>	<ul style="list-style-type: none"> <li>▪ One person per cubicle</li> <li>▪ Allow others privacy</li> </ul>
Be Safe	<ul style="list-style-type: none"> <li>▪ Follow supervising adults’ instructions</li> <li>▪ Keep hands, feet and objects to self</li> <li>▪ Use equipment for its intended purpose</li> <li>▪ Wear shoes and hat</li> <li>▪ Ask permission to leave</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enter and exit rooms in an orderly fashion</li> <li>▪ Walk when inside</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk facing forward</li> <li>▪ Keep left</li> <li>▪ Wait for other classes on stairs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play school approved games</li> <li>▪ Play by the rules</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stay with class</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sit while eating</li> <li>▪ Keep areas clear (lunchboxes away and rubbish in bin)</li> <li>▪ Line up patiently for tuckshop</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk around and outside the school grounds</li> <li>▪ Walk bike / scooter to and from gate and along the footpath</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wash hands</li> </ul>
Be Successful	<ul style="list-style-type: none"> <li>▪ Follow supervising adults’ instructions</li> <li>▪ Model appropriate behaviours and routines</li> <li>▪ Be in the right place, at the right time, with the right equipment</li> <li>▪ Report any problems to staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use whole body listening</li> <li>▪ Attempt all tasks and ask for help if needed</li> <li>▪ Actively participate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Transition promptly to and from class (play, toilet, specialist lesson)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play in designated areas</li> <li>▪ Help others to learn the rules</li> <li>▪ Take turns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look at and listen to all speakers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Place tuckshop order in before school</li> <li>▪ Eat in correct area</li> </ul>	<ul style="list-style-type: none"> <li>▪ Arrive at school prior to 9am bell</li> <li>▪ Leave school grounds promptly</li> <li>▪ Have bus pass / money ready before boarding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use correct toilets</li> <li>▪ Use, flush and go</li> </ul>

We believe that developing our students' ability to be valuable members of our school community requires an understanding that:

- productive learning and positive behaviour are inextricably linked
- expectations need to be established, clearly defined and communicated to all
- expected learning and social behaviours and routines need to be systematically and explicitly taught and practised
- positive behaviour needs to be recognised and reinforced
- inappropriate behaviour may need a consequence and require re-teaching of the desired behaviour

### **Recognising and Reinforcing Positive Behaviours**

The regular and consistent recognition of appropriate behaviour is essential to reinforcing what we teach. A whole school approach or acknowledgement system is used in the distribution of Gotcha tickets for caring [green], safe [red] or successful behaviours [blue].

### **Gotcha Process**

1. Staff members reinforce desired behaviours by acknowledging appropriate behaviours with 'gotcha' tickets e.g. "Gotcha being safe" [green ticket]
2. Tickets are collated in classrooms and recorded using a tally system
  - 10 caring gotchas = caring certificate on parade, 10 safe gotchas = safe certificate on parade, 10 successful gotchas = successful certificate on assembly
  - Bronze level; 10 caring + 10 safe + 10 successful = bronze certificate on assembly
  - Silver level; 10 caring + 10 safe + 10 successful = silver certificate on assembly
  - Gold level; 10 caring + 10 safe + 10 successful = gold star badge on assembly
3. On a weekly basis Gotcha tickets are placed in the appropriate behaviour box. A winning student for each behaviour is then drawn from each box [senior and junior]. Students receive a voucher on parade and can receive a treat from the tuckshop before taking their voucher home. Students' names are then placed into the weekly newsletter.
4. At the completion of each term students who have attained a new level may receive an invitation to a Gotcha Celebration [appropriate behaviours need to be ongoing to be invited].

## Positive Classroom Environments

Our school-wide expectations are what teachers use to develop a set of classroom rules with their students in relation to behavioural and academic expectations. Although the language and phrasing of these rules will vary according to each classroom, each set will be consistent with the values expressed by the school-wide expectations as evidenced by the example below.

## Classroom Behaviour Plan

	Our class rules	CONSEQUENCES	SUPPORT
<b>MY RIGHT</b> To Care  <b>MY RESPONSIBILITY</b> Be Caring	<ul style="list-style-type: none"> <li>Treat others as you would like to be treated</li> <li>Contribute actively to class discussions and activities</li> <li>Use whole body listening</li> </ul>	<b>Acknowledgement Plan</b> Verbal acknowledgement Raffle ticket Gotcha ticket Certificate on parade Postcard home Phone call home <b>Correction Plan</b> <b>Rules</b> Reference made to class rules	<b>How to help yourself</b> <ul style="list-style-type: none"> <li>Ignore behaviour that is irritating</li> <li>Tell them to stop the behaviour</li> <li>If in playground walk away</li> <li>Inform the teacher</li> </ul> <b>Help from others</b> <ul style="list-style-type: none"> <li>My teacher</li> <li>A close friend</li> <li>Classmates</li> <li>Parents</li> <li>Buddy teacher</li> <li>Ms Irene</li> <li>Ms Jane</li> </ul>
<b>MY RIGHT</b> To Feel Safe  <b>MY RESPONSIBILITY</b> Act Safely	<ul style="list-style-type: none"> <li>Keep hands and feet to myself</li> <li>Follow the school rules</li> <li>Respect people's personal space</li> </ul>	<b>Remind</b> Reminded about what behaviour should occur <b>Reflect</b> Time out in classroom (reflection sheet + re-entry + parent contact if 3 times in week) <b>Relocate</b> Time out in buddy class (reflection sheet + re-entry + parent contact)	
<b>MY RIGHT</b> To be successful  <b>MY RESPONSIBILITY</b> Be Successful	<ul style="list-style-type: none"> <li>Be on time with correct equipment</li> <li>Stay on task</li> <li>Let others learn without interrupting them</li> </ul>	<b>Remove</b> Time out at office (reflection sheet + re-entry + parent contact) <b>Crisis Plan</b> <ul style="list-style-type: none"> <li>Student leaves classroom</li> <li>Class leaves area</li> <li>Contact office</li> </ul>	

## Explicitly Teaching Behavioural Expectations

A crucial component of our whole school approach to behaviour support is how we teach what positive behaviour looks like and sounds like to students. Each week a selected behaviour is chosen to be the focus [e.g. social/emotional, routine, expected behaviour, reducing bullying]. The process involves;

- weekly introduction of the focus on Parade
- class teachers referring and reinforcing the focus in the classroom during the following week [teacher have access to the weekly PowerPoint]
- informing parents of the focus via the school newsletter / electronic sign



## Tier 2 - Focused Teaching for SOME Students

Tier 2 offers targeted instruction and supports to provide more time and specialisation in services for **some students** (10-15%) to meet academic and behavioural standards. Record keeping for Tier 2 students occurs in OneSchool [the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes].

Using behavioural data [OneSchool referrals, in-class behaviour tracking] Caravonica State School may respond to students requiring additional support through the following processes:

- Referring students through an in-school referral process to seek assistance in supporting students with targeted-level needs
- Establishing a team approach to support students on targeted programs [case managed by our HoSES [P-2] and our HoDSS [3-6] in conjunction with class teachers and parents/carers]
- Accessing appropriate support strategies e.g. behaviour tracking, mentoring, targeted/small group social skilling.
- Offering 'evidence-based' interventions based on the needs of individual students
- Evaluating the effectiveness of the intervention through collated data to decide either, if not successful, the need for an alternate intervention, or if successful, the student is able to exit from targeted support

Students who have been identified as reaching Tier 2 will have all adjustments entered on to OneSchool in Personalised Learning and Support Provisions.

If school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 will be conducted to address the quality of instruction.

### Tier 3 – Intensive and Individualised Teaching for a FEW students

The **few students** (2-5%) who require intensive support continue to build on the lessons and programs provided at Tiers 1 and 2, but interventions then become individualised. These students who display behaviours deemed complex and challenging, may then require a function-based behaviour assessment [FBA], support plans and multi-agency collaboration to provide support for the student. The school's HoSES [P-2] and the HoDSS [3-6] continue as the case manager ensuring all relevant personnel are involved [class teacher, parent/carer, internal school support staff and/or external support].

Tier 3 supports are based on the underlying reasons for a student's behaviour [i.e. what is the function of their behaviour?] and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour

Many students can benefit from a simple (or brief) FBA that identifies unique strategies to help the student achieve success. A smaller number of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller number of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.

Record keeping of supports will be documented under Personalised Learning and Support Provisions in OneSchool.

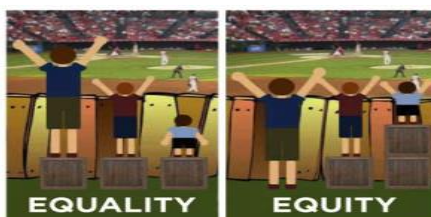
If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports will be conducted to address the implementation and quality of instruction.

## Student Support Services

Caravonica SS	Regional Support Services	External Agencies
<ul style="list-style-type: none"> <li>• Principal</li> <li>• Deputy Principal</li> <li>• Guidance Officer</li> <li>• Head of Special Education</li> <li>• Head of Student Services</li> <li>• Head of Curriculum</li> <li>• Support Teachers [Literacy and Numeracy; Disabilities]</li> <li>• Social Worker</li> <li>• Youth Worker</li> </ul>	<ul style="list-style-type: none"> <li>• Regional Coordinator, Positive Behaviour for Learning</li> <li>• Speech/Language Therapist</li> <li>• English as an Additional Language/Dialect Teacher</li> <li>• Regional Wellbeing Coach</li> <li>• Senior Guidance Officer</li> <li>• Autism Coach</li> <li>• Principal Advisor Complex Behaviour</li> <li>• Occupational Therapist</li> <li>• Student Wellbeing Team</li> </ul>	<ul style="list-style-type: none"> <li>• GP</li> <li>• Paediatrician</li> <li>• Department of Child Safety</li> <li>• Queensland Health Services</li> <li>• Smithfield Community Health Centre</li> <li>• Child Youth &amp; Mental Health Service [CYMHS]</li> <li>• Headspace</li> <li>• Act for Kids</li> <li>• Family and Child Connect</li> <li>• Psychologist</li> </ul>

## Consideration of Individual Circumstances

Staff at Caravonica State School endorse the need to apply equitable, rather than equal, supports for students around their academic and behavioural needs.



To ensure equity when applying interventions, the individual circumstances and actions of the student, and the needs and rights of school community members are considered at all times.

This entails recognising and considering the:

- age of the child
- medical, disability and emotional wellbeing
- cultural background
- family care arrangements
- impact on learning outcomes
- function of the behaviour
- severity of the incident
- amount of reliable evidence
- degree of provocation
- perceived intent of the action
- previous behaviour record
- workplace Health and Safety Regulations

This process also entails recognising the rights of all students to express opinions in an appropriate manner, to work and learn in a safe and caring environment, and to receive adjustments appropriate to their learning needs.

Taking into consideration confidentiality obligations, no discussion or sharing of information about a student's individual circumstances, including applied disciplinary consequences will occur with persons other than the student's parents / carers / relevant school staff.

## Legislative Delegations

This section provides links to relevant legislation that inform the Caravonica's Student Code of Conduct:

- [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 \(Qld\)](#)

## Disciplinary Consequences

The disciplinary consequences model used at Caravonica State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Due consideration will be given to each individual situation before applying a consequence.

### Tier 1 – School Wide Consequence System

#### Rules

Establish classroom expectations

Refer to and reinforce school expectations of being caring, safe & successful



#### Remind

Use least intrusive → to most intrusive strategies

Non-verbals

Redirecting to the learning

Individual close talk to give student choice to return to work / time out



#### Reflect

Time out in the classroom setting [student completes work / reflection sheet]

Re-entry + restitution / apology + class teacher welcomes student back to class positively



#### Relocate

Time out in another classroom

Return to class [time out area in classroom setting]

Re-entry + restitution / apology + class teacher welcomes student back to class positively

Class teacher contacts parent / carer



#### Remove

Time out at office

Return to class [time out area in classroom setting]

Re-entry + restitution / apology + class teacher welcomes student back to class positively

Administration contacts parent / carer

## Tier 2 – Focussed Intervention

For repeated inappropriate behaviours the following consequences may include;

- meeting with parents / carers
- reteaching of targeted skills
- time out at Rethink Room for playground behaviours [during first break, and under the guidance of a staff member, students reflect on their actions and what changes they need to do in the future to positively interact with others]
- developing playground plans
- checking in / checking out strategy
- coaching and debriefing
- referring student through to RTI team [interventions tracked for effectiveness]
- 

## Tier 3 – Intensive Intervention

For persistent, ongoing, serious inappropriate behaviour and/or a dangerous event occurring, consequences may include:

- complex case management and review - meeting with parents, regional internal support services and external agencies
- temporary removal of student property by administration [e.g. mobile phone]
- out of class withdrawal
- short term suspension - up to 10 school days
- long term suspension - up to 20 school days
- charge related suspension - student charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities
- suspension pending exclusion - student is suspended from school pending a decision by the Director-General or delegate [Principal] about their exclusion from school
- exclusion - student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently

***\*Instrument of Authorisation***

*Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 1 of the Education General Provisions Act 2006 [EGPA]*

In the event of a student being suspended, the Principal [or the delegated Officer-in-Charge] of Caravonica State School authorises the holder of the position of Deputy Principal at Caravonica to tell a student / parent / carer on behalf of the Principal their decision to suspend the student under section 281 of the EGPA.



## School Policies

This section outlines discipline policies designed to ensure all staff work consistently to create and maintain a supportive and safe learning environment including:

- temporary removal of student property
- use of mobile phones and other devices by student
- 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 successful learning environment of the school and to maintain and foster mutual respect between all school staff, students and visitors. The principal will contact parents to make arrangements for the collection of the temporarily removed student property, unless the property has been handed to the Queensland Police Service [QPS].

The following items are prohibited at Caravonica State School [including other school settings, sporting events or excursions] and will be removed if found in a student's possession:

- illegal items or weapons – not limited to guns, knives, throwing stars, brass knuckles, chains
- imitation guns or weapons
- potentially dangerous items – not limited to blades, rope, pocket knives,
- vaping devices
- drugs - alcohol, tobacco, legal/illegal substances
- aerosol deodorants or cans - including spray paint
- explosives - fireworks, flares, sparklers
- flammable solids or liquids - fire starters, mothballs, lighters
- poisons - weed killer, insecticides
- inappropriate or offensive material - racist literature, pornography, extremist propaganda

The Principal and School Staff understand;

- Consent is not required to search school property such as desks or laptops that are supplied to the student through the school.
- If student property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the property or the bag it is in should be seized immediately and retained for handing to police
- School staff do not have authority to unlock a temporarily removed phone or to read, copy or delete messages stored on it
- Under normal circumstances, school staff are not permitted to search student property unless they have the consent of the student or parent
- In emergency circumstances, it may be necessary to search a student's property without the appropriate consent (e.g. to access an EpiPen for an anaphylactic emergency)
- School staff do not have the authority to search the person of a student. If a search is considered necessary, the police will be contacted

## Use of Mobile Phones, Smart Watches and Other Devices by Students

This policy includes but is not limited to: *mobile phones, smart watches, portable gaming devices, laptop computers, cameras, voice recording devices [including those integrated with a mobile phone or MP3 player], iPads, iPods, flash drives or storage devices of a similar nature.*

### Personal Mobile Phones and Smart Watches

While Caravonica's preference is for mobile phones/smart watches to be left at home, the school is aware that parents, at times, will need their children to have access to a communication device out of school hours for routine or emergent contact. To support students and parents in this regard, children who NEED to bring a mobile phone/smart watch to school, must hand it in/pick it up from the class teacher before and after school.

Any contact required during the school day can be managed via our school landlines – messages taken to children or children given access to landlines when necessary.

Students must not bring any other valuable personal technology devices as there is a risk of damage or theft. Children found with these devices at school will be required to deliver them to the office for safe keeping. Parents will be contacted to discuss arrangements for the pick-up of the items. No responsibility will be taken by the school for any damage, loss or theft of these devices.

### School ICT [Information Communication Technology] Facilities

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements set down by the school.

Caravonica State School has with guidance of the [Advice for state schools on acceptable use of ICT facilities and devices](#) made all attempts to put in place internal departmental controls to manage content that is inappropriate. Despite these controls', illegal, dangerous or offensive information may be accessed or accidentally displayed. In this situation, students must immediately report and discontinue access if presented via the internet or email.

Students will, under staff supervision;

- use devices in the way in which they are intended
- develop age appropriate literacy, communication and information skills
- access information in line with the school's teaching and learning programs

In line with the Recording Private Conversations and the Invasion of Privacy Act 1971, students must not;

- record sound / images / events anywhere at school especially when that recording would not reasonably be considered appropriate [e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy]
- download, distribute or publish offensive messages or pictures
- insult, harass, attack others or use obscene or abusive language that may amount to bullying and / or harassment

Students who knowingly breach this policy may be subject to a disciplinary consequence. The recording or dissemination of images that are considered indecent [such as nudity or sexual acts involving children] is against the law and if detected by the school will result in a referral to QPS.

Bullying is the **intentional repeated** behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. It often involves the use of power in relationships. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on gender, ethnicity, religion, culture, disability, or being part of the LGBTQI community. Bullying can occur between adults, between students, and between students and adults in the school setting.

Bullying behaviour can be:

- verbal [e.g. name calling, teasing, threats, being rude]
- physical [e.g. hitting, spitting, tripping, making rude gestures]
- social or psychological [e.g. ignoring, alienating, spreading rumours, dirty looks, malicious SMS and email messages].

Behaviours that do not constitute bullying can include:

- mutual arguments or 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.

These conflicts are still considered serious and should be reported to the staff member on duty [in the playground] or the class teacher [in the classroom] immediately, to be addressed and resolved.

Caravonica State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all in or school community. To proactively teach necessary life skills, [The Resilience Project](#) which focuses on developing students' gratitude, empathy and mindfulness is in place across the school. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

## Caravonica 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:

**Prep to Year 6** – Class teacher

**Administration** – Principal

First hour  
Listen

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

Day one  
Document

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

Day two  
Collect

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

Day three  
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- 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 the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five  
Review

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

Ongoing  
Follow up

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

## Cyberbullying

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. The most common places where cyberbullying occurs are;

- text messaging and messaging apps
- social media such as Facebook, Instagram, Snapchat and TikTok
- instant messaging, direct messaging and online chatting over the internet
- online forums, chat rooms and message boards
- email
- online gaming communities

In the first instance, students or parents who wish to make a report about cyberbullying should approach the class teacher or a member of administration.

It is important to note 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 outside of regular school hours should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service [QPS].

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 QPS. 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 [admin@caravonicass.eq.edu.au](mailto:admin@caravonicass.eq.edu.au).

## 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](#).

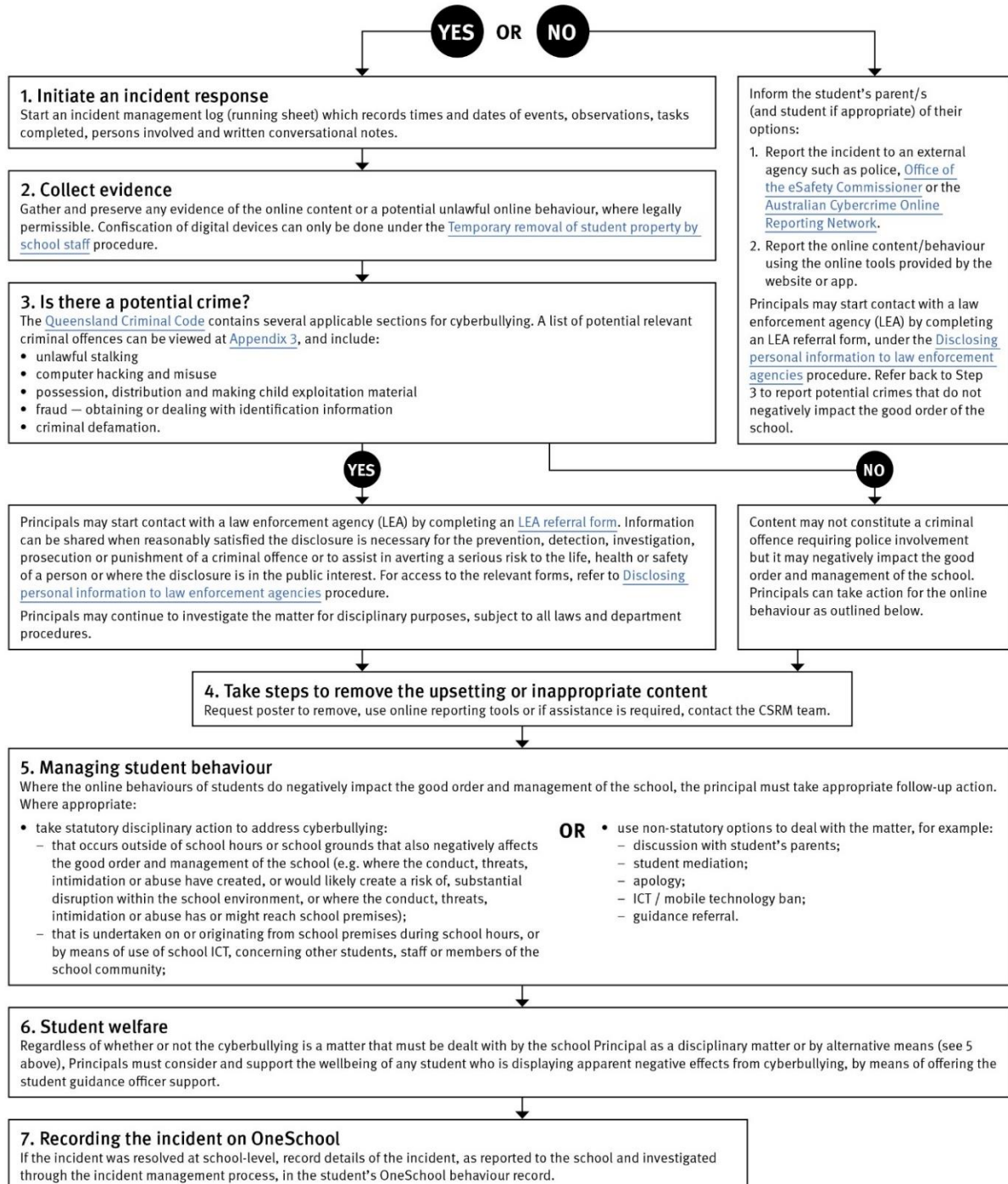
### Explicit images

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](#).

### Help

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

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





*Students enrolled at Caravonica State School who are found to be bullying or cyberbullying may face in-school disciplinary action, such as time out, removal 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.*

## 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 undue harm to individuals, groups or even whole communities.

Being aware of a few simple strategies can help keep the use of social media positive and constructive. Students should;

- before posting something online, ask themselves if the community or individual really need to know [is it relevant, positive and helpful?]
- remember that what they post online is a direct reflection of who they are [people will potentially form lasting opinions of them based on what they post]
- log out and take a few moments to relax and think if things get heated online [do not inflame the situation]
- be mindful when commenting [try to keep general and avoid posting anything that could identify individuals]
- take a few moments to think about the content they are about to post [it could save upset, embarrassment, and possible legal action]

### What if students encounter problem content?

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- keep a record [do not share to others] of the URL of the page containing content you consider to be explicit, pornographic or exploitative of minors [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

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 [pre-arranged strategies and methods of physical restraint/ mechanical restraint/ clinical holding]. 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.

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 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
6. Aims to reduce or eliminate the use of restrictive practices

Very rarely, restrictive practices will be planned and staff will employ the pre-arranged strategies and methods 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 and is consistent with the department's 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.

Restrictive practices are not to be used to punish a student or to force their compliance. This takes into consideration the wellbeing of not only the student but all staff members.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. In the event of a critical incident such as an evacuation, lockdown or medical emergency, students are expected to follow staff instructions and school protocols.

The process staff follow in such an event is;

### **1. Basic defusing strategies**

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**

[ONLY when CALM – may be same day or a following day]

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.