



Student Code of Conduct

2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Principal Signature:

Date:

P/C President and-or School
Council Chair Name:

P/C President and-or School
Council Chair Signature:

Date:

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Purpose

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

Tullawong State High School's 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

Introduction

Tullawong State High has a long and proud tradition of providing high quality education to students in the north-west area of Caboolture, one hour's drive north of Brisbane. Our students come to us from a wide range of rural, and suburban areas. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Tullawong State High School has four core values, Courage, Integrity, Diligence and Respect

- **Courage** - is the state or quality of mind or spirit that enables one to face danger and fear with confidence and resolution. It is the ability and willingness to do the right thing even when it is difficult. When you are courageous, you don't give up and you admit to your mistakes.
- **Diligence** - is the importance of working hard towards set goals. You are steadfast in your application and take special care by doing things step by step. Diligence is the consistent effort to get things done with excellence and enthusiasm. Diligence leads to success.
- **Integrity** - is the quality of being honest and having strong moral principles. Integrity helps you to listen to your conscience, do the right thing, and tell the truth. You act with integrity when your words and actions match.
- **Respect** - is having regard for yourself, others and your environment. Accepting the strengths and abilities of others and their right to hold different views. Respecting and affirming cultural diversity and the importance of rules. Respect yourself and others will respect you.

These 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 students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections are the most valuable skills our communities need now, and into the future.

Tullawong State High School staff take an educative approach to discipline, because we believe 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: the 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, staff, parent/caregivers and other members of the community for their work in bringing Tullawong State High School's Student Code of Conduct together. Your interest and views shared through the development of this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

School Captains/Leaders Statement

School Captain Name: **Kaleb Charity**

School Captain Signature:

Date:

School Captain Name: **Asha Silvester**

School Captain Signature:

Date:

School Captain Name: **Quentin Morish**

School Captain Signature:

Date:

School Captain Name: **Sinavai Taylor-Aleki**

School Captain Signature:

Date:

On behalf of the student body at Tullawong State High School, we endorse the Student Code of Conduct for 2023. We have represented students on the consultation committee, provided feedback on draft materials. Throughout the year, we will continue to work with the school administration team and the Tullawong State High 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 Ignite class representative, however you are also invited to approach any of us directly.

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.

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.

Consultation

The consultation process used to inform the development of the Tullawong State High School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between March and April 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to all students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment. The third phase of consultation to be completed in in Term 1, 2021 with the P&C Association to unanimously endorsed the Tullawong State High School Student Code of Conduct for implementation.

A communication strategy has been developed to support the implementation of the Tullawong State High School Student Code of Conduct, including promotion through the school website, newsletter and email. Any families who require assistance to access a copy of the Tullawong SHS Code of Conduct, including translation to a suitable language, are encouraged to contact the Tullawong SHS.

Review Statement

The Tullawong State High 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.

Learning and Behaviour Statement

When students feel safe, secure, and are engaged, learning increases. Learning decreases when students feel threatened or unchallenged (Marzano, et.al, 1992)

Tullawong State High School community believes students are ultimately responsible for their own behaviour. The school provides an infrastructure and support mechanisms to enable students in accepting responsibility for their behaviour.

Tullawong State High School fosters student participation, co-operation success and self-worth within an environment and framework that prepares students for their future. This framework acknowledges the rights of students to learn, the rights of teachers to teach and the rights of all to be safe. All persons have rights which others should respect as well as behave in an acceptable manner.

Our school beliefs and values on learning and behaviour are based on students being able to “Soar to Great Heights” and reach their potential.

The school is committed to an educational philosophy that aims to develop attitudes, skills, and essential knowledge’s as a foundation of contemporary learning.

We promote teaching which is rich in intellectual rigour, critical thinking, innovation, diversity and creativity while focusing on engaging each student in meaningful learning.

The school promotes and values the quality of relationships to ensure that all students, parents and teachers take responsibility for the part they play in providing quality education.

Multi-Tiered Systems of Support

Tullawong State High 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 a MTSS, school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none">• Explicit teaching of behaviours in the setting they will be used;• Be consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account;• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them;<ul style="list-style-type: none">• Asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made;

2

Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations;
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited;
- interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need);

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

3

Individualised services for a **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour determined by a Functional Behaviour Assessment 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;

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

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 and organisation is recommended.

Student Wellbeing and Support Network

Tullawong State High 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.

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 [P–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 Tullawong State High 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 provide accessibility to CPR for Life in schools skills training to a Year 10 and 12 students.

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.

Specialised health needs

Tullawong State High 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

Tullawong State High 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 College 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.

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

Mental health

Tullawong State High 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

Tullawong State High School 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, Tullawong State High 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, Tullawong State High 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, Tullawong State High 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

The network of student support at Tullawong State High School is diverse and varied, and utilises the skills of all staff to support students according to their individual needs.

All students receive the support of the Year Level Deputy, Year Level Coordinator and Heads of Department. Students who may have been identified through the NCCD or have a verified disability may also receive extra support through complex case managers and the Head of Department – Inclusion.

Some students may also require extra support through our Student Support Team including the following personnel:

Roles and Responsibilities – Student Support

Guidance Officer

- Oversee and manage Student Support staff and Student Support Centre in accordance with direction from Line Management.
- Provide counselling, psychoeducational assessment and individual student support.
- Career development, mental health and family issues.
- Implementation of school-wide wellbeing and career program including targeted intervention and prevention programs.
- Collaborate with parents, school personnel and external support agencies.
- Comprehensive support, complex case management and referral service.
- Recommendations for educational adjustments and interventions.
- Implementation of student protection and risk management processes that may involve the development of individualised student plans, including Educational Support Plans.
- Senior Education and Training (SET) planning, career development and future pathway options counselling.
- Maintain privacy and confidentiality for students.
- Facilitate professional development and implement professional and personal skill development programs and in service activities for administrators, teachers and parents.
- Leadership and specialised support in response to student protection issues; critical incidents and emergencies.
- Transition of students into alternative education programs, and their reintegration back into mainstream schooling.
- Intensive Behaviour Support.

School Based Health Nurse

School based youth health nurses offer individual health consultations to provide assessment, support, health information and referral. It is a voluntary confidential service for young people.

Topics that school based youth health nurses help with include:

- Mental Health
- Healthy skin
- Health eating and physical activity
- Growth and development
- Sexual health
- Smoking, alcohol and other drugs
- LGBTIQ+

Youth health nurses also work with the school community on issues that may affect the health and wellbeing of young people and the school community as a whole. These include;

- Helping with the school curriculum.
- Teaching and learning activities.
- Providing information and referral.
- supporting the development of an environment and school culture that supports health and wellbeing
- Programs

School Based Youth Support Coordinator

The purpose of the Youth Support Coordinator is to provide individual support and, at times, group support to students to assist their engagement with education and training. They may refer students to other support services that may help in overcoming barriers to education.

- Working with students in years 7 to 12
- Risk of homelessness
- Alternative Pathways
- Family Support

The YSC might assist with:

- Attendance at school
- Relationships/social skills
- Social/emotional/physical wellbeing
- Drug and alcohol support needs
- Conflict with family/peers/teachers
- Financial difficulties/homelessness

Student Support Coach

- Check in's for welfare and engagement
- Monitor behaviour and attendance data
- Communication with home
- Student support in behaviour management and strategies
- 5 week review on case load
- 6 student cases

CEC (Community Engagement Counsellor)

- Induction and check in with newly enrolled ATSI students.
- Individualised support for key learning areas i.e. literacy and numeracy support, including in-class support.
- Collation and analysis of retention data: Junior and Senior.
- Career support and initiatives (i.e. QUT, Defence Force) with external organisations specific to ATSI students.
- Family support initiatives such as Yarn Time, promotional events for external and internal initiatives specific to indigenous students.
- Cultural initiatives including working with Student Support for school-wide events.
- Support/facilitate Beyond Broncos and ARTIE programs.
- Provide educational counselling and support services to Aboriginal and/or Torres Strait Islander children and students across a number of schools.

- Participate in the development of activities, in and out of school, likely to enhance the involvement in education of Aboriginal and Torres Strait Islander students and their families.
- Develop and undertake support service programs designed to meet the needs of the school that will encourage the educational participation of Aboriginal and/or Torres Strait Islander children and students.
- Establish and maintain links with out of school sources of information and support services to assist in the advancement of Aboriginal and Torres Strait Islander children and students.
- Provide information to the school community about Aboriginal and/or Torres Strait Islander social and cultural perspectives.
- Utilise, in an accountable manner, state and commonwealth funded school-based programs that focus on Aboriginal and/or Torres Strait Islander students and communities.
- Provide advice and information to school administrators regarding Aboriginal and/or Torres Strait Islander social and cultural protocols in order to meet the needs of schools and their communities.
- Ensure that relevant information concerning Aboriginal and/or Torres Strait Islander social and cultural issues is readily available to all members of the school community.
- Participate in activities to develop productive partnerships between members of the school community.

Chaplin

The role of a school Chaplain is to provide social, emotional and spiritual support to students, parents and staff, taking into account the specific needs of the school. Chaplains provide support for a range of day-to-day matters affecting the school community and communicate effectively with a diverse group of people.

Chaplains run skills programs, engage in one-on-one pastoral conversations, as directed by Guidance Officers, and facilitate group discussions, role modelling, mentoring, and community development.

- Peer support
- Programs specific to context
- New student induction/support
- School engagement initiatives

Chaplains are involved in any of the following:

- **Social and/or emotional support** — assisting students to develop knowledge, understanding and skills that support learning, positive behaviour and constructive social relationships through social skills programs.
- **Spiritual support** — providing an additional dimension to the school's care, guidance and support of students with spiritual and/or religious needs.
- **Mentoring** — acting as a role model for students and assisting in the development of supportive relationships for, with, and among students.
- **Community development** — enhancing the links between the school and its community, working with school-based support staff and community-based youth organisations and networks to support students.
- **Educational support** — assisting with classroom activities (under the direction of a teacher) where involvement by the chaplain/student welfare worker provides further

social, emotional or spiritual support for those students who may be at risk of disengagement.

- **Extra-curricular activities** — participating in general school activities, for example, camps, excursions, sports days or coaching team sports.

CEC's & Chaplains are not be involved in any of the following:

- providing professional counselling.
- attempting to convert students to a religion or undermine the religious, or other, beliefs of students.
- providing support to students who have indicated that they do not wish to access support services.
- referring a student to an outside agency or specialist support without the explicit approval of the school's principal, deputy principal or guidance officer.
- taking on roles which are the domain of other staff members, for example, case management of an individual student, unless explicitly instructed to by the school's principal, deputy principal (line manager) or guidance officer.
- expressing views that are discriminatory or biased on the grounds of ideology, beliefs or sexuality.

Teacher Aide – Student Support Centre

Administration

- Sign in and sign out students accessing SSC for Exit time and Exit card.
- Send email to parent/carer for students who have presented three or more times.
- Send email to referral staff for referral receipt.
- Appointment slip distribution and reminders for programs.
- Promotional emails for SSC activities and Student Support events.
- Marketing of roles and events: Facebook, pictures (including checking for picture consent), student notices
- Bookings external agencies: Education Support Plans, functions, promotions
- Collate student data (Exit time/exit cards)
- Weekly support update report
- Supervise students and maintain space
- Enforce SSC and behaviour expectations

HoD of Inclusive Learning is responsible for assisting students with learning or special support needs by arranging ascertainment's, allocating individual or in-class assistance, arranging alternative programs, manages the appraisal process when students are referred, works mainly with IEP/ILP students and students working on alternative programs and responsible for the maintenance of data base records.

HoD Senior Schooling is responsible for the academic support, organising tutorial classes and welfare of senior students.

Vocational Education Officer plays a key role in the organisation and management of school based traineeships and apprenticeships.

In addition, a number of external services are also available. These include:

Advisory Education Queensland staff for ASD, behaviour and learning difficulties; Child Youth Mental Health Service, Department of Child Protection, and Police.

Whole School Approach to Discipline

Tullawong State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes.
- ensure that only evidence-based practices are used correctly by teachers to support students.
- continually support staff members to maintain consistent school and classroom improvement practices.

At Tullawong State High School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

Any student or parent/caregiver who have questions or would like to discuss the Student Code of Conduct or PBL is encouraged to make contact with their Year Level Coordinator or Year Level Deputy Principal.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, displaying Integrity, Diligence, Courage and Respect.

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Tullawong State High School.

Integrity

- Is being honest and having strong morals
- Is doing the right thing even when you know no one is watching you.
- Actions match your words.

Diligence

- Is the careful and persistent effort to accomplish something.
- Is doing things to be the best person you can be.
- Diligence leads to success.

Courage

- Is making the right choice even when it is difficult.
- Is putting yourself outside your comfort zone.
- Courage is having the strength to resist peer pressure.

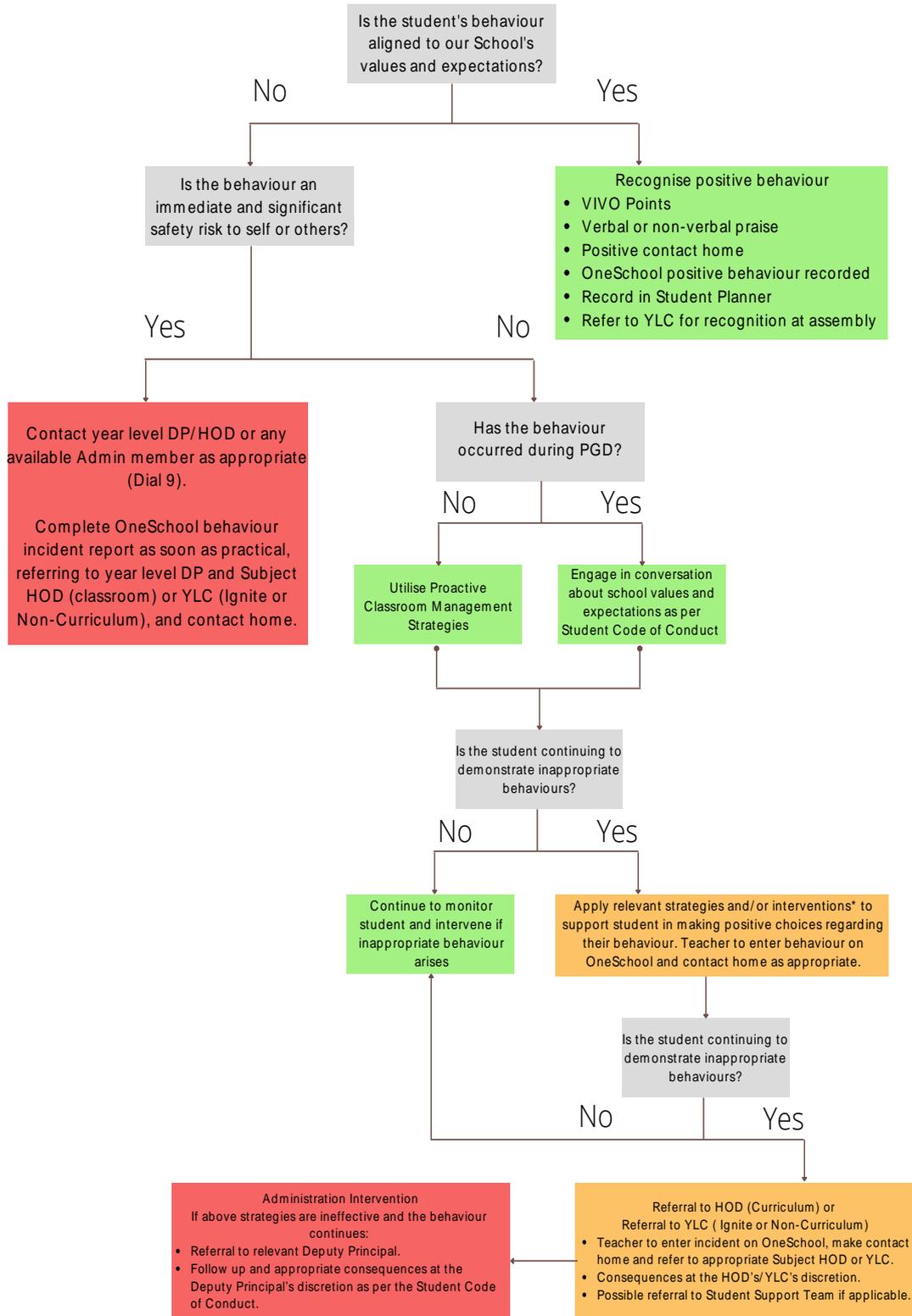
Respect

- Is looking after yourself and others' wellbeing.
- Is treating others how you would like to be treated.
- Respect yourself and others will respect you.
- Respecting our environment.

Behaviour Referral Flowchart

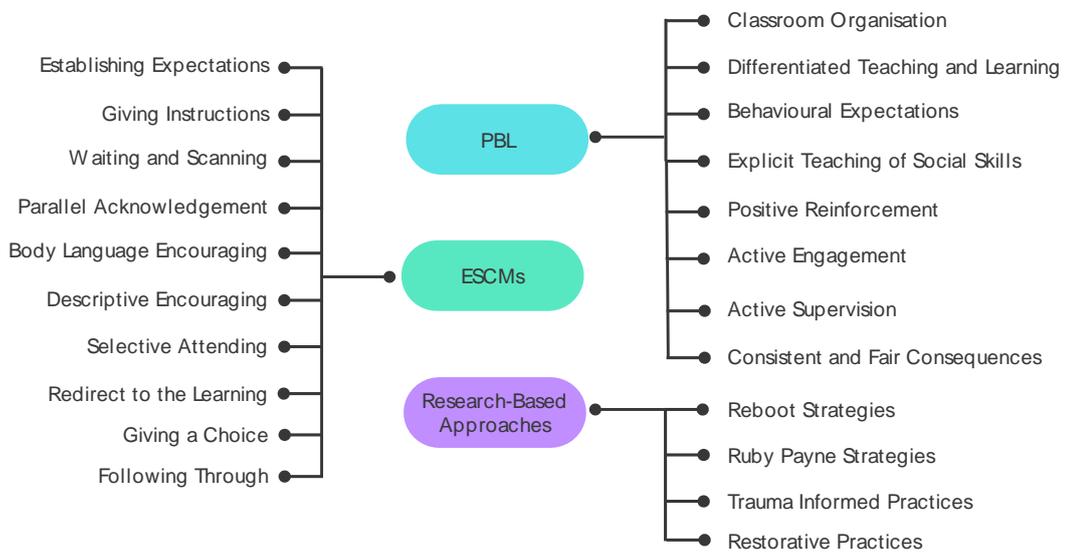


A key role of Tullawong State High School staff is to set high expectations for behaviour and learning for all students. Having clear expectations for behaviour allows staff to provide consistency in what they teach, acknowledge, and correct in terms of student behaviour. Every student should be given opportunities to succeed, with staff utilising escalation prevention strategies to provide a safe and supportive environment. Each situation should be given due consideration and, when determining appropriate actions and consequences, staff members should consider the student's individual circumstances.



*See Student Code of Conduct, Detention Process, and/ or Truancy Process documents for reference.

Proactive Classroom Management



Behaviour Incident Types



Teachers are required to follow the Behaviour Referral Flowchart prior to entering an incident on OneSchool. The information entered by staff may be used to inform decisions and can be requested by parents/caregivers. All student behaviour should be managed by the teacher, however staff may require additional support dependent on the severity of the incident. When entering incidents on OneSchool, teachers should use their professional judgement. A non-exhaustive list of possible behaviours, categorised into the three main levels, has been provided to support staff in entering incidents.

LOW LEVEL

- Attention seeking behaviour
- Disengagement
- Disruptive behaviour
- Eating in learning space
- Failure to bring equipment
- Late to class
- Littering
- Non-compliance with policy:
 - assessment
 - dress code
 - homework
- Out of bounds
- Passive resistance
- Rudeness
- Use of casual register

MINOR

- Disrespecting others' property
- Failure to follow clear instructions
- Harassment
- Intentionally disturbing wildlife
- Minor graffiti/vandalism
- Non-compliance with policy:
 - detention
 - IT
 - mobile phone
- Out of bounds
- Plagiarism/Cheating
- Truancy
- Unsafe actions
- Verbal misconduct directed at others

MAJOR

- Aggressive/Significant verbal misconduct
- Inappropriate Content
 - Accessing
 - Creating
 - Sharing
- Bullying
- Criminal Activity
 - Alcohol
 - Assault
 - Drugs
 - Smoking/Vaping
 - Willfully damaging property
- Dangerous Actions
- Inciting incidents or violence
- Intentional harm to others
- Physical misconduct (causing harm)
- Sexual Harassment
- Significant refusal to follow instructions



Consideration of Individual Circumstances

At Tullawong State High School, it is our practice to always acknowledge the individual differences when applying consequences for inappropriate behaviour. This includes acknowledging the social, emotional, intellectual, physical, cultural, socio-economic and even spiritual needs of students to ensure responses are transparent, fair and equitable.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. This is done by:

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

Differentiated and Explicit Teaching

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

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

Focused Teaching

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

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

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

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

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

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

In this section the Tullawong State High 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](#)

Disciplinary Consequences

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

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

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

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

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

Differentiated

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

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

- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

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

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)

- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Detention Process

Staff Member	Student
Phase 1	
Staff member will issue a detention for low level and/or minor behaviours.	Student is expected to comply with instruction and attend the negotiated detention time.
Phase 2 - If student fails to attend	
Staff member is to inform parents that a detention was set, and that their child failed to attend. Staff member is to set a second detention.	Request parents to support classroom teacher in ensuring their child attends the set detention.
Phase 3- If student fails to attend	
Staff member refers the student to the appropriate Head of Department. Head of Department to set a detention. HoD may extend detention time if appropriate to do so.	Record on OneSchool and OneSchool Parent contact.
Phase 4- If student fails to attend	
Deputy Principal to refer student to Principal with a recommendation to issue appropriate consequences.	Record Consequence on OneSchool – Managing Behaviour

Expectations for students on detention:

- Detentions are to be actively monitored by the staff member who set the detention
- Detentions are to be conducted in a learning environment not outside staff rooms.
- No mobile phones are to be used on detentions
- The consequence is to be appropriate eg. If a student is late to class, the student is to catch up on the missed work.
- At the end of every detention a restorative conversation is to take place between staff member and student.

Restorative Practice Questions:

1. What happened?
2. How were you feeling and what were you needing?
3. Who else has been affected?
4. What have you learnt and what will you do differently next time?
5. How can the damage be repaired?

Examples of Inappropriate Behaviours	Examples of Consequence - On Detention
Late to class	Complete missed work
Task avoidance	Complete missed work
Disrupting others	Write out the behaviour matrix
Not completing course requirements	Complete missed work
Littering	Take student on PGD to pick up litter
Use of inappropriate language (not at a teacher)	Write out the school values

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 Tullawong State High 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.

A Deputy Principal will review and manage incidents which may include providing further behaviour support, referral to external agencies or recommendation for suspension or exclusion to Principal. Consultation with appropriate staff member for students with special circumstances must be had prior to recommending a suspension to the Principal. For example Students with Disabilities, Out of Home Care Students and Indigenous Students.

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 Tullawong State High 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 or caregivers, 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. 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, in writing and usually via email. Re-entry meetings are not designed to be time consuming and kept small with only the Principal or their delegate attending with the student and their parent or caregiver. At times the school may offer extra support staff to attend the meeting to ensure we are setting the student up for success.

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 and issue behaviour monitoring card
- Thank student and parent/s for attending

Reasonable adjustments

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

School Policies

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

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

Temporary Removal of Student Property

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

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

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

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

- The following items are explicitly prohibited at Tullawong State High 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)
- vapes, e-cigarettes and similar devices
- 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)
- zip ties
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- motorised and electric cycles, scooters, skateboards, unicycles

- rollerblades
- permanent markers
- metal rulers
- chewing gum
- Bluetooth speakers
- Laser pointers
- Liquid paper

* 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 Tullawong State High 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 Tullawong State High School

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

Students of Tullawong State High 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 Tullawong State High 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 their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of Mobile Phones and Other Devices by Students

MOBILE PHONE AND ELECTRONIC DEVICE POLICY

In order to maximize learning opportunities for every student and as a result of the significant technologies now available through mobile phones and electronic devices, the use of these everyday items at school or school related events was reviewed. The review determined that the capacity to enhance student learning opportunities was available through appropriate use of these devices when used as detailed in the *Student Electronic Device Agreement Form*.

Parents, students and teachers each have responsibilities relating to correct student use and management of such devices. All enrolled/enrolling students are required to complete and submit the *Student Electronic Device Agreement Form* upon enrolment or as an update to the student's enrolment. Where student use of devices falls outside of the agreement or where a breach of this policy occurs, parents are to be informed and consequences apply for students.

This Policy is part of the Tullawong State High School's *Student Code of Conduct*.

The following is to be followed by all students and staff at Tullawong State High School regarding the use of mobile phones and electronic devices.

CONSEQUENCES

- Students who breach this policy at school will be sent to the office to have the item confiscated. Students can be sent to the office by any staff member of Tullawong State High School (this includes teacher aides, pre-service teachers, supply teachers, office staff etc)
- Staff members may report students breaching this policy outside of school hours for later follow-up of consequences
- Repeated breaches of this policy will be treated as willful disobedience and school consequences will apply.
- Action will be implemented for any student who sound records, photographs or films other individuals (staff or students) without their consent, distributes or uploads these images to the internet, or who sends harassing or threatening messages.
- Action will be implemented for any student caught using a mobile telephone or electronic device to cheat during exams and assessments.



STUDENT ELECTRONIC DEVICE AGREEMENT FORM

Dear Parents and Guardians,

We recognise that electronic communication devices are an important part of our everyday world and are increasingly being used in teaching and learning. However, we do not want these devices to interfere with the students' learning environment. Please read the following agreement with your student and return the form with your signatures. Thank you.

As a student at Tullawong State High School, if I bring an electronic device to school, I understand that:

- I do so completely at my own risk;
- Student electronic devices are not a mandatory requirement and I am not required to bring them to school;
- It is **my** responsibility to ensure the security of the device and how it will be stored while engaging in school activities;
- My phone will not be used to make or receive phone calls;
- My electronic device will not interfere with my learning, the learning of others or classroom practices. Any electronic device I have will always remain silent during class and in the playground;
- My electronic device will not cause disruption or annoyance in the playground;
- I must adhere to all existing school policies and procedures;
- It is my teacher's decision if I am able to use the electronic device in their classroom to enhance learning;
- I will not take photos or record video / sound of any persons;
- I will not upload photographs, video or sound taken at school into the public domain (e.g.the internet);
- I will not use my electronic device in any way that breaches the school bullying and harassment policy;
- The use of the device will not breach the Computer Use Agreement;
- The use of the device will not breach the Enrolment Agreement for Students;
- Workplace Health and Safety Regulations do not allow the use of electronic devices in workshops and kitchens;
- No student electronic device will have access to Education Queensland networks;
- If I do not follow the school's policy on student electronic device policy, I will be required to hand the device to the office for collection at the end of the school day or by a parent if it was the third confiscation. I may also be given other consequences for breaching the school's Responsible Behaviour Plan for Students.

Additionally, the school may have consequences for students who misuse electronic devices away from school on their own time if:

- The student's use of the electronic device causes significant disruption at school or harm to the school's reputation, other students, or school personnel.

I understand that failure to follow these rules may result in disciplinary consequences and affect my right to use electronic devices while at school and at school-sponsored or related activities both on and off campus.

Preventing and Responding to Bullying

HANDS OFF PROTECTION POLICY INCLUDING CYBERSAFETY

Hands Off Protection Policy

At Tullawong State High School policies and programs that deal successfully with bullying and harassment are based on a whole school approach. The Tullawong High School community has developed a school culture that supports effective student management policies and procedures. We also promote a positive learning environment that encourages diversity and empowers students to reach their full potential in their educational and person development.

At school, during school events or whilst in journeying to or from school (not in the care of parents), hands off means no unwanted or inappropriate touching or contact, no holding hands, kissing, or hugging, no rough house play – including, grabbing, tackling, and pushing, no physically aggressive contact actions or behaviours of any sort and hands off other people's property.

No Tolerance Approach

Tullawong does not tolerate bullying. Bullying is an abuse of power to threaten or harm another person. Bullying can be defined as unprovoked aggressive or hurtful behaviour, deliberately inflicted on someone repeatedly or in a 'one off' incident, where those being bullied find it difficult to defend themselves. Examples of these types of bullying behaviours are:

- Physical: shoving, hitting, kicking, damaging or taking belongings
- Mental: name calling, teasing, insulting or racist remarks
- Relational: spreading rumours, being excluded from groups, offensive gestures
- Sexual: inappropriate sexual touches or comments, being made to look at parts of bodies or pictures you don't want to look at
- Cyberbullying

A message about Cyber safety

The safety of our students is paramount and this responsibility includes management of Cyber safety and cyberbullying. Cyberbullying is when technology, such as email, mobile phones, chat rooms and social networking sites, is used to verbally or socially bully another person. This includes sending or posting abusive, threatening, humiliating or harassing messages.

Our school is committed to addressing cyberbullying. The Department of Education and Training protects students from inappropriate websites through special filtering software, blocking sites such as Facebook and YouTube. When used safely, these sites offer opportunities to learn and communicate, however when used inappropriately they can become hurtful and dangerous places.

If students use websites inappropriately outside of school hours the school can, in certain circumstances, take disciplinary action as detailed in our *Student Code of Conduct*, with serious matters referred to police.

A recommended approach is for parents and carers to discuss cyberbullying with their child and highlight the importance of appropriate online behaviour. If your child is of a suitable age to be connected to any social networking site, reviewing their 'friends list' may help you manage their safety and reduce the risk of them associating with inappropriate contacts. Please remember, as a parent or caregiver you play an important role in helping your children have safe and positive experiences online.

For clear directions about the permissible use of mobile phones and other electronic equipment by students during school hours while at school and at school-sponsored or related activities both on and off campus, see the School's Mobile Phone and Electronic Device Policy and the Computer Network and Internet Policy.

To assist you, provided below are websites containing advice and resources:

<http://www.cybersmart.gov.au>

<http://www.kidshelp.com.au/>

<http://www.cyberbullying.org.nz/>

The department also has cyber safety information available on its website at:

<http://www.education.qld.gov.au/studentservices/behaviour/gsaav/cybersafety.html>

Report It!

Tullawong staff deal with bullying incidents. Statements identifying incidents of bullying can be given to Year Level Co-ordinators and Guidance Officers to ensure appropriate action can be taken. House Leaders and Guidance Officers can provide support in the areas of:

- *Assertiveness Training*
- *Conflict Resolution*
- *Anti-Bullying Strategies*

Other student Support Staff may include the Chaplain and the Youth Health Nurse.

STYMIE it via <https://stymie.com.au/>

The following information summary has been taken directly from the Stymie website:

Stymie allows bystanders to send anonymous notifications to Your School, about someone who they believe is being bullied or harmed. The notification interface allows bystanders to upload evidence like screen shots of FB discussions, Snapchats, text messages or instant message conversations and an outline of the incident(s).

Your School receives the Stymie Notifications in the form of an email alert. The notifications are encrypted, anonymous and confidential. Stymie does not store any information; we are merely the road upon which it travels.

Stymie complements Your School's existing student well-being/pastoral care framework. Stymie was built in consideration of the Australian Safe Schools Framework and the recommendations from the Australian Covert Bullying Prevalence Study.

Bystanders are the largest group in the cycle of bullying. They are either witness to, encourage, take an active part in, or instigate bullying behaviours.

- *Most bystanders passively accept bullying because: they are scared, they do not feel as though it is their business, they do not like the person being bullied, they feel peer-pressured to participate or they think that notifying someone may make things worse.*
- *Bystanders behave the ways in which they do because they are fearful and do not have the experience or skill, to deal with serious incidents.*
- *Bystanders often feel guilty.*
- *Stymie promotes the pro-social responsibilities of bystanders and outlines their responsibilities in the cycle of bullying. We are empowering your students to stand up for each other without fear.*

If you have any further questions, please email them to enquiries@stymie.com.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 under the [Student protection procedure](#).

Explicit images

If the incident involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content (including into 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 team (CSRM) on 3034 5035, email Cybersafety.ReputationManagement@qed.qld.gov.au or search 'Cybersafety' through [Services Catalogue Online](#).

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

YES or **NO**

1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence

Gather and preserve evidence of the online content or a potential unlawful online behaviour, where legally permissible. Note the exemption about explicit images above. Confiscation of digital devices can only be done under the [Temporary removal of student property by school staff procedure](#).

3. Is there a potential crime? (See Appendix 3 of the [Online incident management guidelines](#).)

YES

Principals may start contact with a law enforcement agency (LEA) by completing an [LEA referral form](#). Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to [Disclosing personal information to law enforcement agencies](#) procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cyber Security Centre](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with an law enforcement agency (LEA) by completing an LEA referral form, under the [Disclosing personal information to law enforcement agencies](#) procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

Content may not constitute a criminal offence requiring police involvement, but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour in line with the Student Code of Conduct.

4. Take steps to remove the upsetting or inappropriate content

If the poster of the content is known, request removal. Alternatively use online reporting tools. If assistance is required, contact the CSRM team.

5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school community, the principal can take appropriate follow-up action according to the Student Code of Conduct.

6. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.



Appropriate Use of Social Media

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

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

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

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

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.

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.

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. *This may include reference to*

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

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](#)

Conclusion

Tullawong State High 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 you feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).
Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. 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](#).