



**Toogoolawah State High
School**

**Student
Code of Conduct
2025-2028**

Purpose

Toogoolawah SHS is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Toogoolawah SHS 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.

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Contact Person:	Ross Jardine (Principal)

Endorsement

Principal Name:
Principal Signature:
Date:
P&C President Name:
P&C President Signature:
Date:

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Principal's Foreword

Our School aims to provide relevant and engaging learning pathways for all students, whilst maintaining a strong focus on academic achievement leading to tertiary entrance or the workplace.

Our school is a safe, enjoyable, focused and disciplined place of learning. The School takes pride in having high expectations in terms of student behaviour and learning achievement. We recognise we are preparing students for varied and ever changing futures.

We provide a breadth of offerings across Maths, English, Science, Health and Physical Education, Technology and The Arts. Along with these curriculum skills, our students commit to achieving the very best that they can do. Excellence in performance and a positive attitude towards themselves, their work, their community and their School will give them the skills and abilities to successfully access future opportunities.

Our School works together with the local community and School-based apprenticeships and traineeships are well supported by students and local businesses. Partnerships with training organizations enables students to engage in range of VET Certificates. We also offer students the opportunity to be involved in our Duke of Edinburgh, Sporting, Agriculture and Equestrian programs.

Our Motto

"Working Together"

Our Culture

At Toogoolawah State High School we "make a difference". Our school is a teaching and learning environment in which every student is valued, engaged and successful, going on to live a life of choice not a life of chance.

Vision

Every student at Toogoolawah SHS is working, every day, in every classroom to learn and achieve.

Values

Be Responsible, Be Respectful and Be Committed to Achievement

Learning and Behaviour Statement

Our school is a Positive Behaviour for Learning (PBL) school. The PBL team at Toogoolawah SHS is committed to implementing a practical, cohesive, supportive behavioural management program that can be applied proactively and consistently across all school and associated environments.

All areas of Toogoolawah SHS are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Our school's expectations for student behaviour are clear and taught to all students, assisting Toogoolawah SHS to create and maintain a positive and productive learning and teaching environment. All school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school core values to teach and promote our high standards of responsible behaviour. Our school values have been agreed upon and endorsed by all staff and our school P&C.

Values of Toogoolawah SHS

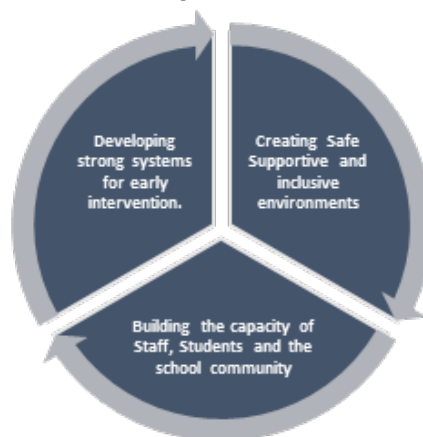
1. Be Committed to Achievement
2. Be Respectful
3. Be Responsible

Student Wellbeing and Support Network

Toogoolawah SHS takes a broad approach to student wellbeing that recognises the importance of Psychological, Physical, Personal, Social and Cognitive elements to Wellbeing.




We recognise the roles of School Leaders, Teachers, Students and the importance of strengthening connections with parents, support services and the wider community to provide this. The links between learning, school attendance and engagement and student wellbeing is recognised and our approach to whole school wellbeing includes:



- Creating Safe Supportive and inclusive environments.
- Building the capacity of Staff, Students and the school community
- Developing strong systems for early intervention.



Our Learning and Wellbeing Framework

Toogoolawah believes in providing the five elements of leadership, inclusion, student voice, partnerships and support as the foundation for the whole school community to promote student wellbeing, safety and learning outcomes.

	<p>LEADERSHIP Visible leadership to inspire positive school communities</p>
<p>Toogoolawah State High School does this by:</p> <ul style="list-style-type: none"> • The Principal leads the school to develop a 'Growth mindset' and to <i>harness the power of 'yet'</i>. • Providing two Year Coordinators. The Junior Coordinator oversees the welfare of students in years 7-9. The Senior Coordinator oversees the welfare of students in years 10-12. • The coordinators play a major role in the positive recognition of students for attendance, effort and behaviour. • Providing student leadership opportunities through - Students Offering Support (SOS), Student Council Executive as well as Personal Development Program (PDP) representatives from each class and grade in the School, School Captains and House Captains. • Staff attend a variety of Professional Development workshops associated with supporting student welfare e.g. Youth Mental Health First Aid, Code of Conduct, Child Protection Training, Embedding Aboriginal and Torres Strait Islander Perspectives, Essential Skills of Classroom Management, Understanding Poverty training and Suicide Intervention training. 	
	<p>INCLUSION Inclusive and connected school culture</p>
<p>Toogoolawah State High School does this by:</p> <ul style="list-style-type: none"> • Providing a variety of academic and vocational pathways to support all students achieving. • Priding itself on offering 'the small school difference' where all students are well known and catered for by all staff. • Providing an Indigenous Student Mentor. This is an indigenous staff member who mentors students, engages in cultural identity development and supports the provision of an 'Emerging Elders' camp annually. • Supporting the Head of Special Education Services to lead inclusive curriculum school wide. 	
	<p>STUDENT VOICE Authentic student participation</p>
<p>Toogoolawah State High School does this by:</p> <ul style="list-style-type: none"> • Supporting a strong and active 'Student Voice' through canvassing student opinions and enabling action. Student Leadership mentoring, Student Council and 'Flourishing at School' surveys provide students with a sense of identity and belonging to the school and its decision making processes. • Involving student leaders who are identified as Students Offering Support (SOS students). Students have been 'Peer Skills' trained and provide 'peer support' to aid student wellbeing. Student leaders in our School attending specific training 	

	<p>opportunities such as 'Leadership development camps and leadership mentoring with the principal and HOD Student Services</p> <ul style="list-style-type: none"> • Providing student leadership opportunities through - Students Offering Support (SOS), Student Council Executive as well as Personal Development Program (PDP) representatives from each class and grade in the School, School Captains and House Captains.
	<p>PARTNERSHIPS Effective family and community partnerships</p>
<p>Toogoolawah State High School does this by:</p> <ul style="list-style-type: none"> • Encouraging students to become involved in a wide variety of extracurricular opportunities that foster respectful relationships with others and provide a sense of belonging within the school and make connections with the wider community eg Musicals, Cattle Club, Equestrian, the Duke of Edinburgh's Award Scheme, sporting teams and school camps. • Providing students with opportunities to engage in community service by volunteering as part of the school's Active Citizens Program. Local representatives include: Toogoolawah Show Society, Toogoolawah Lionesses, Red Cross, S.E.S. • Engaging with our primary feeder schools to provide a Transition Program to improve the student wellbeing associated with the transition from Primary School to High School. 	
	<p>SUPPORT Wellbeing and support for positive behaviour</p>
<p>Toogoolawah State High School does this by:</p> <ul style="list-style-type: none"> • Being a PBL (Positive Behaviour for Learning) School with high expectations – <i>Being Respectful, Being Responsible and Being Committed to Achievement.</i> • Providing a school wide recognition program aligned to PBL that recognises positive behaviour through: VIVO rewards program, 'Stamps' in student diaries, student reward activities and acknowledgement of 'Effort' and 'Behaviour' success along with 'Achievement' success on Report Cards. • Operating a PBL Committee to ensure there is a shared responsibility for a positive school culture. The Committee is made up of a cross section of our school community eg staff representatives, support staff (eg Guidance Officer), parents and administration. • The delivery of the Personal Development Program (PDP) that involves the delivery of wellbeing curriculum including: <ul style="list-style-type: none"> ○ Teen Youth Mental Health First Aid, 'Beyond Blue' and Climate Schools addressing mental Health ○ 'Unleashing Personal Potential (UPP)' addressing a 'Growth Mindset' and student centred leadership ○ 'Love Bites' addressing Domestic Violence and respectful relationships ○ 'Brainstorm Productions' and the 'Wellbeing Hub' addressing issues of Bullying and Cyber safety. • Operating the Student Welfare Organisation Team (SWOT) dedicated to supporting and monitoring the welfare and wellbeing of all students. The Team is made-up of the Head of Department for Student Services, Year Coordinators, School Based Youth Health Nurse, Youth Workers, Guidance Officer and school staff. The Team works together to case manage a wide variety of student wellbeing issues. 	

- **Timely and proactive parent contact** with all staff through phone calls, emails, welcome BBQs as well as formal parent-teacher interviews (held twice a year as part of our reporting schedule).
- Providing a **range of counselling support** to students and their families through internal and external support services.
- Actively **seeking working partnerships** with personnel representing the following external support services such as:
 - School Based Youth Health Nurse (SBYHN) through Queensland Health.
 - Youth Support Coordinator (YSC)
 - Child and Youth Mental Health Service (CYHMS) through Queensland Health.
 - 'Our House' (a local community and respite centre)
 - Guidance Officer
 - School Chaplain through the Local Chaplaincy Committee
- Support staff providing **intervention programs** targeting student wellbeing e.g. 'Rod Riggers' Fishing Rod Program, 'Drum Beat' and 'Shine'
- Hosting termly **Interagency School Support Meetings** termly attended by a variety of external wellbeing support agencies servicing youth in the area.
- Engaging families with support agencies including Family and Child Connect and Intensive Family support agencies.

Whole School Approach to Discipline

Toogoolawah SHS 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 Toogoolawah SHS 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 Toogoolawah SHS 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 students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

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 three Positive Behaviour for Learning (PBL) expectations in place for students, being Respectful, Responsible and Committed to Achievement.

Consideration of Individual Circumstances

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

Differentiated and Explicit Teaching

Toogoolawah SHS 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.

PBL Framework

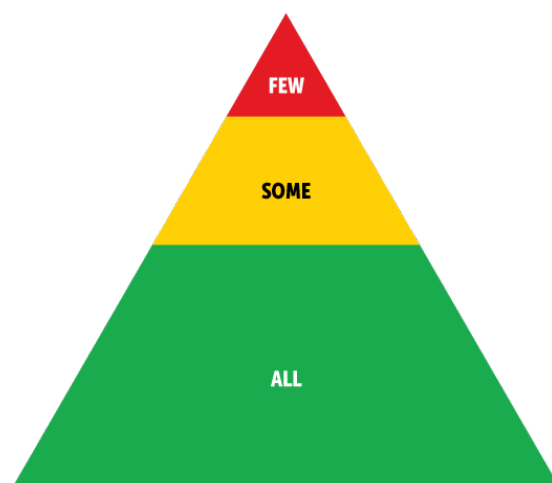
A whole school approach shapes, supports and recognises appropriate behaviours in all students. Standards of positive behaviour are facilitated using a **three-tiered approach**. This approach outlines whole school provision of universal, targeted, and intensive supports. Each layer provides progressively more personalised supports for students.

In the **PBL framework**:

Tier 1 is universal for all students

Tier 2 is focussed/targeted teaching for identified students

Tier 3 is intensive teaching for a small number of students.



Tier 1 – Universal

Tier 1 supports serve as the foundation for behaviour and academics. Schools provide these universal supports to all students. For most students, this core program gives them what they need to be successful and demonstrate the School's values.

Tier 2 – Targeted

Tier 2 supports help students develop the skills they need to benefit core programs at the school. This level of support focuses on improving specific skill deficits students have. Tier 2 supports can be provided to groups of students with similar targeted needs. Providing support to a group of students provides more opportunities for practice and feedback.

Tier 3 – Intensive

Tier 3 supports are the most intensive supports the school offers. These supports represent an individualised approach of developing and carrying out interventions. At this level, we determine a student's need and to develop an individualised support plan. Student plans can include goals related to both academics as well as behaviour support.

PBL Expectations Matrix

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

At Toogoolawah State High School, we are Working Together to be: Respectful, Responsible and Committed to Achievement			
Location	I RESPECT the rights of others when I...	I am RESPONSIBLE for my actions when I...	I am COMMITTED TO ACHIEVEMENT when I...
All (School wide, including School organised activities)	<ul style="list-style-type: none"> Use polite language Listen actively and wait for my turn to speak Follow adult directions Maintain personal space Display physical behaviours appropriate for school Remove my hat inside 	<ul style="list-style-type: none"> Ensure my mobile phone is stored in a mobile phone locker upon arrival at school and is not accessed between the first bell and the last bell of the day Accept the outcomes of my actions Wear the school uniform Use and return resources appropriately Put rubbish in bins Report any damage or equipment problems Demonstrate punctuality Ensure my own and others safety Follow school policies 	<ul style="list-style-type: none"> Attend school Set 'SMART' goals Work hard to achieve my goals Identify my strengths and weaknesses Get help to improve Use positive self-talk Display a willingness to try new things Positively acknowledge my own and others achievements
Classrooms	<ul style="list-style-type: none"> Put my hand up to ask questions Ask permission to leave the classroom 	<ul style="list-style-type: none"> Ask for help Bring the required equipment into class 	<ul style="list-style-type: none"> Know the 'Learning Intent' and 'Success Goals' for the lesson Complete set tasks on time Use a diary to record homework and assessment Use my "Level of Achievement" to set goals
Transitions	<ul style="list-style-type: none"> Line up quietly in 2 lines 	<ul style="list-style-type: none"> Go to the toilet during breaks 	<ul style="list-style-type: none"> Go straight to my destination
Playground	<ul style="list-style-type: none"> Allow others to join in 	<ul style="list-style-type: none"> Wear a hat outside Follow the agreed 'rules of the game' Stay 'in-bounds' 	
Arriving and Leaving School	<ul style="list-style-type: none"> Act in a way that reflects positively on the school while in uniform 	<ul style="list-style-type: none"> Follow directions for boarding buses Follow bus company rules Walk bikes through school and across the crossing Use designated gates 	
<div>  Quality Teaching </div> <div>  Toogoolawah State High School Working Together </div> <div>  Engaged Learning </div>			

Proactive and Preventative Processes

Toogoolawah SHS implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- PBL team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Toogoolawah SHS Student Code of Conduct delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - Temporary removal of student property
 - Use of Mobile Phones
 - ICT Responsible Use Policy
 - Preventing and responding to bullying
 - Appropriate use of social media
 - Detention

Reinforcing Expected School Behaviour

At Toogoolawah SHS, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed.

This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

School-wide Recognition System for Acknowledging Expected Student Behaviours

Reward Type	Reward	When	Description
Free and Frequent	Stamps in School Diary	Every lesson, Every day	Teachers use their unique stamp in student diaries to recognise positive behaviour in class.
Free and Frequent	Vivo rewards	Every Day	Students are able to 'bank' their stamps to earn Vivos. Students can use their Vivos to claim a range of rewards from the Vivo Website https://www.vivomiles.com.au/
Short Term	School Service Certificates	Any time, as required.	Students who have volunteered and/or contributed significantly to an event Certificate presented on parade. Links to 'outstanding service' for Awards Night and Level 1 Points Recorded as Positive Behaviour on Oneschool
Short Term	Postcards	Any time, as required.	All staff have access to 'Postcards' which can be sent to recognise students personally and privately. They are hand written messages and posted home, addressed via the front office. Recorded as Positive Behaviour on Oneschool.

Reward Type	Reward	When	Description
Short Term	Academic Recognition from Principal	Termly Reporting	Letter home from the Principal recognising all 'A's and 'B's for achievement on reports Recorded as Positive Behaviour on Oneschool. 'Principals Award' 1000 Vivos.
Strong and Long Term	Awards Night	Week 7 Term 4	Various Academic, Behaviour, Service and Community Awards presented on Awards Night
Strong and Long Term	'Level 2'	Applications processed and reviews completed Week 5 each term	Parents receive letters updating changes of level Level 2 students: <ul style="list-style-type: none"> • receive all 'Excellent' and Very Good' results for effort and behaviour on term reports. • meet the School's attendance benchmark (90%) • have no detentions or behaviour referrals submitted in the previous weeks while on level 3. • are seen to be a positive role model. • wear school uniform, meet dress code correctly and show pride in presentation.
Strong and Long Term	'Level 1'	Level 1 students receive badges at Investiture Parade Term 1 each year	Parents receive letters updating changes in level. Students are awarded Level 1 based on Year Level Coordinator and School Leadership Team decision. One school, sustained time (12 mths or more) on Level 2 and display school/community service/leadership are considered. Level 1 Students: <ul style="list-style-type: none"> • always abiding by the Code of School Behaviour and School wide Personal Expectations. • exemplary performance of duties relating to a position of office; • exemplary performance through committee membership; • actively assisting staff; • supporting others in the academic, cultural and sporting areas; • service to the school or broader community. • Level 1 students will have previously met all criteria for Level 2.
Strong and Long Term	Level 1 and 2 Events/Excursions		Students who are on Level 2 or 1 are invited to attend 'rewards days/trips' such as movies at school, BBQs and trips to Movieworld, Gold Coast Indy and the V8s at Willowbank. Students on Level 1 at the end of Yr 11 receive their Snr Jersey free and end of Yr 12 Formal for free.

Classroom Management Flowchart

High expectations for your effort and behaviour are underpinned by a safe, supportive learning environment

1. REINFORCED BY:

- Descriptive encouragement of your behaviour
- Descriptive encouragement of your learning
 - Stamps - Diary
 - Stamps - Daymap
 - Postcard home
- Excellent and Very Good results on report cards
- Level 1 and 2 opportunities

2. REDIRECTED BY:

- Non-verbal redirection to your learning
- Verbal redirection to your learning
 - Learning expectations re-stated
 - Behaviour expectations re-stated
- Specific instruction about the appropriate behaviour
- Choice

3. FOLLOWED BY:

- Moved seating position
- Indicate post lesson discussion
 - Buddy class referral
 - Parent contact
 - Behaviour referral
- Level 4 or 5 monitoring

4. RESTORED BY:

- You will engage in a restorative conversation with your teacher based on the questions below:
 1. What is the expectation?
 2. How did your behaviour affect others?
 3. What could you do differently next time?
 4. What should happen if this behaviour happens again?



Quality Teaching



Toogoolawah State High School
Working Together



Engaged Learning

Using a levels system to facilitate standards of positive behaviour

Levels range from Level 1, which recognises the highest level of positive behaviour, citizenship involvement and leadership, to Level 5, which indicates a student is being supported by Intensive Teaching

Levels provide:

- recognition to be given to students who involve themselves in the school in a very positive manner
- students with an understanding of the consequences of their behaviour
- individualised management and support paths for students demonstrating behaviours of concern
- a structured yet flexible approach which provides the opportunity to provide due consideration of individual circumstances.

Level 1 is awarded to students based on Year Level Coordinator and School Leadership Team decision. Oneschool, sustained time (12 mths or more) on Level 2 and display school/community service/leadership are considered.

Level 1 Students:

- always abiding by the Code of School Behaviour and School wide Personal Expectations.
- exemplary performance of duties relating to a position of office;
- exemplary performance through committee membership;
- actively assisting staff;
- supporting others in the academic, cultural and sporting areas;
- service to the school or broader community.
- Level 1 students will have previously met all criteria for Level 2.

Level 2 students meet criteria set for consistently abiding by the Code of School Behaviour and School wide Personal Expectations. This is demonstrated when students:

- receive all 'Excellent' and Very Good' results for effort and behaviour on term reports.
- meet the School's attendance benchmark (90%)
- have no detentions or behaviour referrals submitted in the previous weeks while on level 3.
- are seen to be a positive role model.
- wear school uniform, meet dress code correctly and show pride in presentation.

Level 3 students are expected to abide by the Student Code of Conduct and School wide Personal Expectations. All students begin on Level 3 upon enrolment in the school. This is demonstrated when students:

- Show Respect
- Take Responsibility
- Commit to Achievement

Level 4 is targeted/focussed behaviour support and may be applied when a student's behaviour causes a moderate impact on the safety or wellbeing of others, self and/or school community. After considering the individual circumstance the school there is an increased likelihood of the behaviour occurring again. This means that the behaviour requires action by administration to mitigate risk. These are behaviours that typically require a focussed response.

Level 4 identifies situations where parents and staff share concern for behaviour and attitudes of students and monitor the behaviour with the intent of guiding the student and supporting improvement.

Contact is made with parents to indicate the need for the student to address the behaviour and enlist support in resolving the issue.

The student may:

- be placed on Level 4 for a period of time e.g. four weeks;
- be placed on Behaviour Monitoring for some of all of their time on Level 4
- need to relinquish any position of Office held for the time on Level 4
- be ineligible for involvement in extra-curricular activities
- be required to meet with a staff member to develop appropriate strategies to support their learning

Level 5 is Intensive Behaviour Support and may be applied when a student's behaviour causes moderate to major impact on the safety or wellbeing of others, self and/or school community. These are behaviours that typically require a focussed response or intensive response.

Students on this level normally have had a period of suspension from school and have their behaviour monitored with a Green Monitoring Sheet and regular contact with the Deputy Principal.

Contact is made with parents to indicate the need for the student to address the behaviour and enlist support in resolving the issue.

A Level 5 student does not have to progress through Level 4 to regain Level 3 and when he/she has successfully completed their Behaviour Plan they move to Level 3.

The student may:

- be placed on Level 5 for a period of time e.g. four weeks
- be placed on Behaviour Monitoring for some or all of their time on Level 5
- relinquish any position of Office held
- be engaged in a formal process which includes reflection and drafting plans to redress the inappropriate behaviours upon reaching Level 5 - except in cases of Withdrawal and Suspension
- not be able to participate in any activities that occur outside of the school grounds e.g. representative sporting activities, Cluster Days, end of year trips, subject excursions where an alternative education program is available within the school, social events
- be required to participate in specific behaviour modification programs provided by Education Queensland staff other Service Providers

Process for Students to Change their Level

- All students begin on Level 3 upon enrolment in the school. Students who finish a year on Level 1 or 2 begin the following year on that Level. Students who finish a year on Level 3 begin each new year on Level 3. Students who finish a year on Level 4 or 5 begin each new year on Level 3.

- The Year Level coordinators are responsible for the process for students to change their level as well as a review of students who are currently on level 1 or 2 to ensure they maintain the expected standard of behaviour.
- Students submit an application to the Year coordinators (as part of the Student Welfare Team) if they wish to move from Level 3 to Level 2.
- Students on Level 4 and 5 are also regularly reviewed with the Head of Department and the Student Welfare Team to identify opportunities for support and intervention.
- Students who hold leadership positions are expected maintain at least Level 2. If a Student Leader drops to Level 3 they may be required to relinquish their leadership position.
- Parents are notified of all changes of level.

Dropping from Level 2

The Year Level Coordinator:

1. Reviews student performance after each reporting period
2. Identifies students on level 2 who did not the expected standard of behaviour
 - a. For minor issues a Student may be given a Level 2 Lifeline for one additional reporting period only
 - b. For major issues a Student will be dropped to Level 3
3. Notifies parents of lifelines or changes in level

Dropping from Level 1

The Year Level Coordinator:

1. Reviews student performance after each reporting period
2. Identifies students on level 1 who did not the expected standard of behaviour
 - a. For minor issues a Student may be given a Level 1 Lifeline for a maximum of two additional reporting periods
 - b. For major issues a Student will be dropped to Level 3
3. Notifies parents of lifelines or changes in level

Legislative Delegations



TOOGOOLAWAH STATE HIGH SCHOOL

Department of Education

Toogoolawah SHS

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education General Provisions Act 2006* ('EGPA')

I, Ross Jardine, Principal of Toogoolawah SHS, **authorise** the persons who are from time to time the holders of the position of **Deputy Principal** at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of **Deputy Principal** to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A **Deputy Principal** who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a **Deputy Principal** tells the student about my decision, as per section 293(3) of the EGPA;
- when a **Deputy Principal** tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

Ross Jardine

Toogoolawah SHS

QUEENSLAND DEPARTMENT OF EDUCATION

3-3-20
DATE

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Working Together



TOOGOOLOWAH STATE HIGH SCHOOL

Department of Education

Toogoolawah SHS

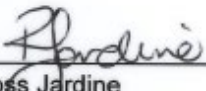
Instrument of Authorisation

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

I, Ross Jardine, Principal of Toogoolawah SHS **authorise** the persons who are from time to time the holders of the position of **Deputy Principal** at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A **Deputy Principal** who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a **Deputy Principal** tells the student about my decision, as per section 283(2) of the EGPA.



Ross Jardine
Toogoolawah SHS
QUEENSLAND DEPARTMENT OF EDUCATION

3/3/20
DATE

Disciplinary Consequences

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

Toogoolawah SHS makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Some students will need additional support, time and opportunities to practise expected behaviours. 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 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 in consultation with staff and other relevant stakeholders. On occasion the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour.

Categories of problem behaviours

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

Minor Behaviour

- A behaviour that causes **insignificant or minor impacts** on the safety or wellbeing of others, self and/or school community
- The behaviour requires a response to de-escalate the situation or ensure the safety of the student or other people and/or reduce environmental risk.
- **These behaviours typically require a differentiated response.**

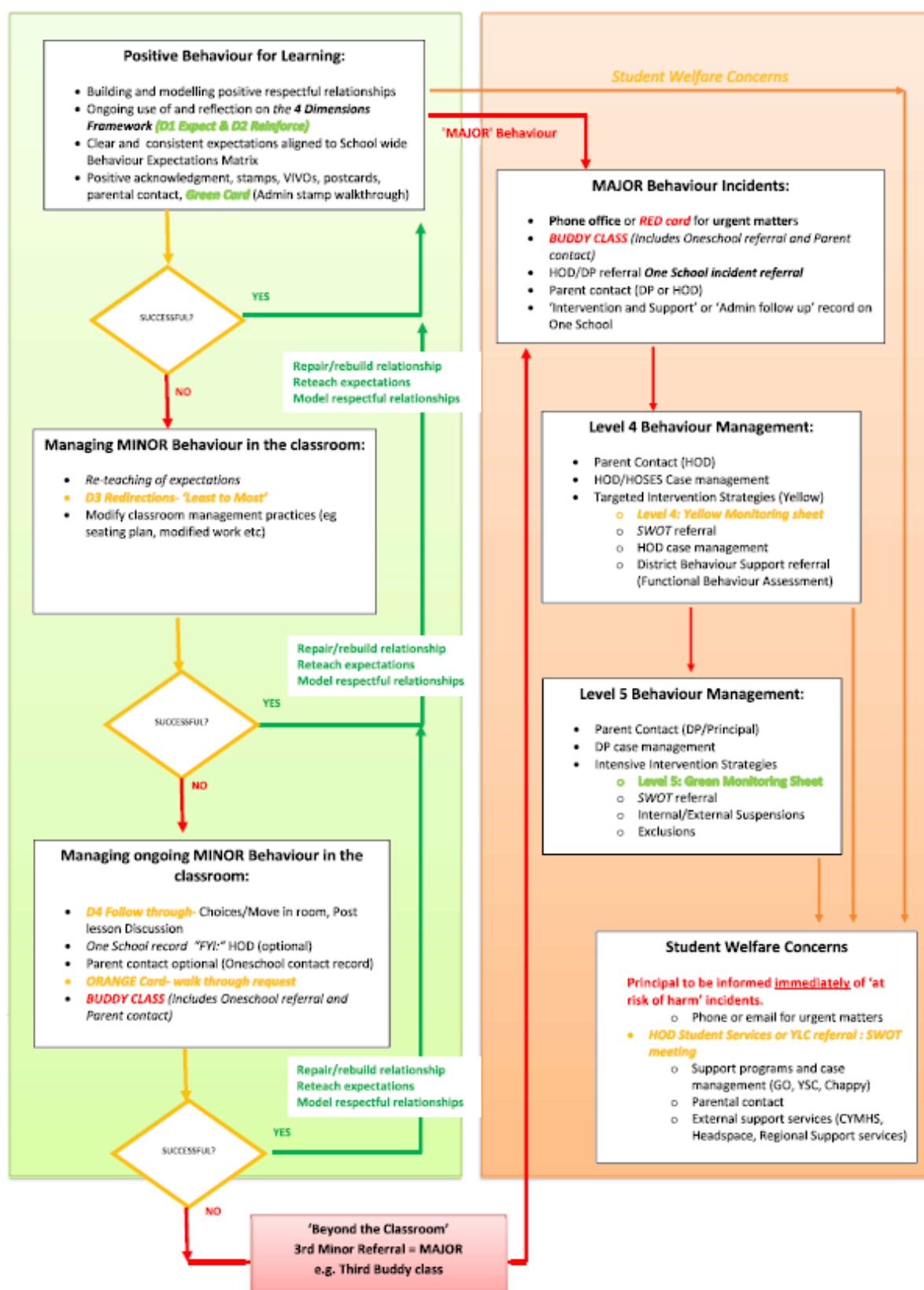
Ongoing Minor

- A persistent minor behaviour that causes **moderate impact** on the safety or wellbeing of others, self and/or school community.
- After considering the individual circumstance the school determines that there is an increased likelihood of the behaviour occurring again and requires action by administration.
- **These behaviours typically require a focussed response.**

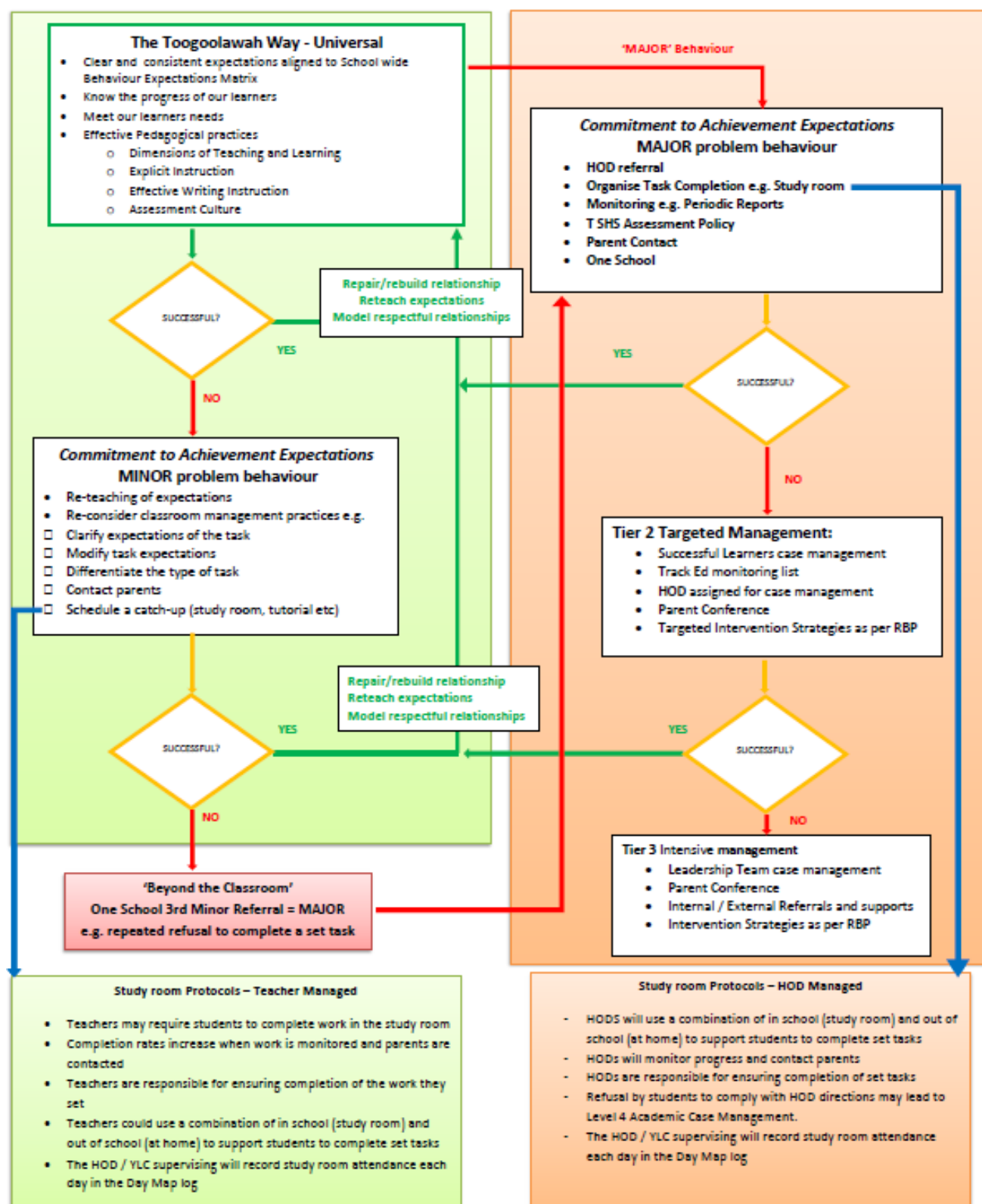
Major

- A behaviour that may causes **major or significant impact** on the safety or wellbeing of others, self and/or school community
- The behaviour requires and immediate response by administration to avert an adverse outcome and reduce risk to the student or others.
- **These behaviours typically require an intensive response.**

Behaviour Management Flow Chart



Academic Management Flow Chart



Tier 1 – Differentiated / Universal

Responses may include:

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Ratio of 4 positive to 1 negative commentary or feedback to class
- Demonstration of expected behaviour
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan
- Low voice and tone for individual instructions
- Give ‘take-up’ time for student/s to process instruction/s
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Redirection of inappropriate behaviour
- Restatement of expectations/rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Moved seating position
- Warning of more serious consequences (e.g. Buddy class, Administration Referral)
- Discussion of Behaviour with Parent
- Post lesson discussion with student about expected behaviour

Using the '4 Dimensions Framework' to Guide a Differentiated Approach to Consequences

FOUR DIMENSIONS IN THE CLASSROOM

Dimension One	Expect	<p>Actions include:</p> <ul style="list-style-type: none"> • Peripheral vision. • Verbal and written expectations. • Cueing. • Referral to expectations – Proactive and Reactive. <p>Keys to success:</p> <ul style="list-style-type: none"> • Clarity of purpose – curriculum and behaviour. • 2-5 classroom expectations—verbal and/or written. • Regular reminders of expectations. • Routines.
D1		
Dimension Two	Reinforce	<p>Actions include:</p> <ul style="list-style-type: none"> • Reinforcement for curriculum and/or behaviour, delivered to individuals, groups and/or whole class. • Instruction Encouragers. • Descriptions of Reality. • Selective Attending. <p>Keys to success:</p> <ul style="list-style-type: none"> • Mob Buy In. Making connections with every student. • Catching students doing the right thing. Two Plus. • Fill your teaching space with conversations of the behaviours you want to see not those you do not want to see. • Curriculum is our core business in every conversation.
D2		
Dimension Three	Redirect	<p>Actions include:</p> <ul style="list-style-type: none"> • Curriculum Refocus and Cue Through Others. • Close talk, Non-verbal Redirection and Proximity. • Questioning to Redirect and Humour to Redirect. • Redirections. <p>Keys to success:</p> <ul style="list-style-type: none"> • Every conversation with students start in D1 or D2. • Reduce public nature of unproductive behaviour conversations. • Choosing your narrative. • Unless a safety issue, use less intrusive actions first.
D3		
Dimension Four	Follow Through	<p>Actions Include:</p> <ul style="list-style-type: none"> • Giving choices to return students to the curriculum. • Warnings or indicating a post-lesson discussion. • Follow Through. <p>Keys to success:</p> <ul style="list-style-type: none"> • Certainty is a must 100% of the time. • Deliver when calm and emotions are removed. • Link action to expectations (Dimension1).
D4		

Tier 2 – Focussed / Targeted

Responses may include:

- ‘Beyond the Classroom Consequences’ e.g. Buddy class, Administration follow up, Study room referrals
- Discussion of Behaviour with Parent
- Detention (in or after school hours)
- Referral to Student Support Network for team based problem solving and individual case management
- ‘Check in Check Out’ e.g. Level 4 Behaviour Monitoring
- Stakeholder meeting with parents and external agencies
- Individual Student Mobile Phone Plan
- Counselling and guidance support
- Targeted skills teaching in small group
- Functional Behaviour Assessment
- Individual Behaviour Support Plan
- Internal Suspension
- Short term suspension (up to 10 school days)
- Discipline Improvement Plan
- Temporary removal of student property (e.g. mobile phone)

Tier 3 – Intensive

Responses may include:

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

School Disciplinary Absences

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

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

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

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 schools 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 Toogoolawah State High School may be required to attend a re-entry meeting on, or prior to, the day of their scheduled return to school. Toogoolawah State High School considers the use of re-entry meetings as part of a critical feature of the overarching approach to behaviour.

The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is a strategic option for schools to use to support rebuilding positive relationships between the student, family and school staff.

The meeting is a support for the student to assist in their successful re-engagement in school following suspension. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a 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.

The details of the re-entry meeting will be communicated in writing. Re-entry meetings are generally short and kept small with only the Principal or their delegate attending with the student and their parent/s. In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student and parents.

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 supports to prevent reoccurrence of problem behaviour
- Identify opportunities for ongoing monitoring and communication between school and family
- Discuss a plan for ongoing support.

School Policies

Toogoolawah 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:

1. Temporary removal of student property
2. Use of Mobile Phones
3. ICT Responsible Use
4. Preventing and responding to bullying
5. Appropriate use of social media
6. Detention

Temporary Removal of Student Property Policy

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 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 and 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 Toogoolawah State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, throwing stars, brass knuckles, chains)
- knives*
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco and alcohol)
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- Mobile phones not in lockers between the first bell of the school day and the last bell of the school day.

* 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 Toogoolawah 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 prohibited item (for example, a knife) in their school bag, prior to seeking consent to search from the student or 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 must have consent 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 student's parents and / or the police.

Parents of students at Toogoolawah 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 Toogoolawah 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 Toogoolawah 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 Toogoolawah 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 Policy

Toogoolawah State High School supports the appropriate use of technology in learning and for safety. Parents may wish their student to have a mobile phone with them whilst travelling to and from school.

Students are required to store their mobile phones in the mobile phone lockers provided, when they arrive at school. All students have been assigned a mobile phone locker and shown how to set their 3 digit combination lock. These lockers are organised in to year level groupings easily accessible on entry to and exit from school. To support students with this behaviour and to reduce the risk of damage or theft the school has provided mobile phone lockers. We have had overwhelming support from parents and community in removing mobile phones from the classroom environment.

The purpose of this policy is to maximise learning time and minimise distraction. Students do not need a mobile phone in the learning environment – whether to check the time, to make calculations or to take photos. There are clocks in each classroom, calculators are essential in studying maths Year 7 -12 and a bank of iPads is available for loan from the school library to record performances or art work. Our school office has always and continues to accept messages from parents to pass on to students.

Parents may call the school office to pass on urgent messages to their student otherwise students can check text messages at the end of the school day.

School wide Expectation

RESPONSIBILITY: Ensure my mobile phone is stored in a mobile phone locker upon arrival at school and is not accessed between the first bell and the last bell of the day.

School staff can remove phones from students as per Temporary removal of student property policy. When a student's phone is temporarily removed, the details will be entered in the 'Items handed in' log and the phone will be stored securely in the office. Students will be provided with a receipt for the phone.

Consequences for not meeting the school wide expectation

1. The student will be directed to administration and may have their phone temporarily removed. The phone can be collected at 3pm by student.
2. The student will be directed to administration and may have their phone temporarily removed. The phone can be collected by a parent.
3. The student will be directed to administration and may have their phone temporarily removed. The phone can be collected by a parent. The school will work with the parents to implement an Individual Student Mobile Phone Plan.

Individual Student Mobile Phone Plan will be developed by meeting with the parent/s and discussing a range of options to support the student in meeting the School's expectations. An example outcome may be that a student will sign the phone into the office for storage each day, for two weeks.

Examples of behaviours involving mobile phones that causes a major or significant impact on the safety or wellbeing of others, self and/or school community include:

- persistently disobeying the school policy for the use of mobile phones
- using the mobile device in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use of obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- commit plagiarism or violate copyright laws
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the mobile phone (including those with Bluetooth functionality) to cheat or take photos during class assessments
- sending of text messages or posting of statements to websites that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking.

ICT Responsible Use Policy

Our school community recognises that Information and Communication Technology is an integral to learning. Toogoolawah State High School uses technology as a tool to support our mission of ensuring that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship. Every user needs technology skills and knowledge to succeed as an effective and productive citizen. The 21st century learning environment at Toogoolawah State High School includes a variety of digital resources including but not limited to:

- computing devices
- Internet sites
- software
- Images, text and audio
- Interactive multimedia
- Learning Management Systems (LMS)

The responsible use of ICT is imperative in the lives of students and is best taught in partnership between home and school. Safe and responsible behaviour is explicitly taught at Toogoolawah State High School and parents and caregivers are requested to reinforce this behaviour at home.

School community beliefs about the importance of using ICT responsibly

It is important that students, staff and parents and caregivers have a shared understanding of the importance of the responsible use of technology at school and at home. The School:

- Believes students and staff should have ready access to the vast instructional potential of technological tools available to support learning.
- Believes that the school has a responsibility for students digital literacy and safety outside of school hours by promoting safe internet and social media use
- Is committed to incorporating digital technologies into student's lessons where possible
- Feels that this policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.
- Defines a "personal learning device" is any electronic device authorised under the School Take-Home Laptop program or Bring Your Own Device program.
- Requires students to seek written approval for their personal learning device to be connected the school's information and communication technology (ICT) network.

Responsibilities – General Standards

School

- Inform parents of the school's ICT Responsible Use Policy
- Maintain a high level of digital security on the school network
- Explicitly teach students safe and responsible digital and online behaviour
- Monitor students use of digital technology at school and in class

Parents (or guardians)

- Ensure that your child follows the school's ICT Responsible Use Policy.
- Assist the school by monitoring problematic online and social media behaviour by students.
- Talk to their students about being a courteous, respectful and safe user of technology.

Students

- Be aware of and follow the school's ICT Responsible Use Policy
- Not disable settings for virus protection, spam and filtering that have been applied as a departmental standard.
- Ensure that communication through internet and online communication services is related to learning.
- Keep passwords confidential, and change them when prompted, or when known by another user.
- Use passwords that are not obvious or easily guessed.
- Never allow others to use their personal e-learning account or loan the device to others.
- Log off at the end of each session to ensure that nobody else can use their e-learning account.
- Promptly tell their supervising teacher if they suspect they have received a computer virus or spam (i.e. unsolicited email) or if they receive a message that is inappropriate or makes them feel uncomfortable.
- Seek advice if another user seeks excessive personal information, asks to be telephoned, offers gifts by email or wants to meet a student.
- Never knowingly initiate or forward emails or other messages containing:
 - a message that was sent to them in confidence.
 - a computer virus or attachment that is capable of damaging recipients' computers.
 - chain letters and hoax emails.
 - spam, e.g. unsolicited advertising material.
- Never send or publish:
 - unacceptable or unlawful material or remarks, including offensive, abusive or discriminatory comments.
 - threatening, bullying or harassing another person or making excessive or unreasonable demands upon another person.
 - sexually explicit or sexually suggestive material or correspondence.
 - false or defamatory information about a person or organisation.
- Ensure that personal use is kept to a minimum and internet and online communication services is generally used for genuine curriculum and educational activities. Use of unauthorised programs and intentionally downloading unauthorised software, graphics or music that is not associated with learning, is not permitted.
- Never damage or disable computers, computer systems or networks of the department.
- Ensure that services are not used for unauthorised commercial activities, political lobbying, online gambling or any unlawful purpose.

- Software that is capable of accessing protected sections of any network, damaging the network or obtaining other people's passwords is prohibited and must not be used.
- Never use the network to disrupt its use by other individuals or by connecting networks.
- Ensure that teachers are able to clearly see digital work in progress, and that no means are used to avoid teacher scrutiny.
- Be aware that all use of internet and online communication services can be audited and traced to the e-learning accounts of specific users.

Responsibilities – Privacy and Confidentiality

Students

- Never publish or disclose the email address of a staff member or student without that person's explicit permission.
- Not reveal personal information including names, addresses, photographs, credit card details and telephone numbers of themselves or others.
- Ensure privacy and confidentiality is maintained by not disclosing or using any information in a way that is contrary to any individual's interests.

Responsibilities – Intellectual Property and Copyright

Students

- Never plagiarise information and will observe appropriate copyright clearance, including acknowledging the author or source of any information used.
- Ensure that permission is gained before electronically publishing users' works or drawings. Always acknowledge the creator or author of any material published.
- Ensure any material published on the internet or intranet has the approval of the principal or their delegate and has appropriate copyright clearance.

Assessment and exams

Mobile devices or wearable technologies are not permitted in any exam room. Personal electronic devices and laptops are permitted only when explicitly directed by the classroom teacher.

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the relevant Head of Department.

Recording voice and images

Every member of the School should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Toogoolawah State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to

others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students and parents must not record images anywhere 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). Recording of events in class is not permitted.

Students must not film, photograph or record members of the School community without permission and do not use film, photographs or recordings without permission of members of the community.

Even where consent is obtained for such recording, the School will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying (including racial and sexual harassment), or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion). Students should note that 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 the Queensland Police Service.

Consequences for inappropriate use of technology

Students who use their personal learning devices used contrary to this policy may have their device confiscated. They will be made available for collection at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students should be aware that:

- they are held responsible for their actions while using internet and online communication services.
- they are held responsible for any breaches caused by them allowing any other person to use their e-learning account to access internet and online communication services.
- the misuse of internet and online communication services may result in disciplinary action which includes, but is not limited to, the withdrawal of access to services.
- network administrators may review files and communications at any time to maintain integrity and ensure users are using the network responsibly.

Monitoring, evaluation and reporting requirements

Students will report:

- any internet site accessed that is considered inappropriate.
- any suspected technical security breach involving users from other schools or from outside the QLD Department of Education.

Students should be aware that:

- their emails are monitored for use of inappropriate conversations or language. Emails are also archived and their web browsing is logged. The records are kept for seven years.
- the email archive and web browsing logs are considered official documents.
- they need to be careful about putting their personal or sensitive information in emails or on websites.
- these records may be used in investigations, court proceedings or for other legal reasons

Preventing and Responding to Bullying Policy

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

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

However, these conflicts still need to be addressed and resolved.

Reporting behaviours that may be a crime

Bullying in person and online can sometimes include behaviours that are against the law. These include if someone:

- is physically violent
- intimidates or threatens violence
- stalks another person, which means following, watching or contacting the person repeatedly in a way that scares them
- damages or steals belongings
- accesses personal accounts without permission
- spreads lies to hurt a person's reputation (defamation)
- encourages someone to commit suicide
- shares inappropriate sexual images.
- seriously harasses a person because of their:

- race
- gender identity
- sexuality
- religion.

If you feel you are in immediate physical danger call the police

If you think the behaviours might be against the law, keep notes on what happened and when, evidence of screen shots, account details or messages that have been received.

If you are being harassed or discriminated against you can contact the [Australian Human Rights Commission](#) online or on 1300 656 419. You need to contact them within 12 months of the incident you are reporting.

Reporting serious online bullying

You can flag or report inappropriate or offensive content to the website administrator. Administrators can remove posts and content from your account which they agree are inappropriate or against their terms of service.

If you need more help to deal with online bullying or other inappropriate behaviours online, you can:

- click the report abuse button on the site
- go to the [Report Cyberbullying](#) section of the [Office of the eSafety Commissioner](#) website for advice about reporting and direct links to social network and online gaming websites reporting pages.

The [Office of the eSafety Commissioner](#) provides a **complaint scheme** for all Australians' who experience serious bullying online.

This includes managing complaints about offensive or illegal online content. Visit the website at www.esafety.gov.au/

Some of the specific website links relating to online bullying and other complaints are:

- [Cyberbullying complaints](#)
- [Video about lodging a cyberbullying complaint](#)
- [Offensive and illegal content complaints](#)
- [Cyberbullying support tool](#) - a guide for parents
- [Current eSafety issues](#) including protecting personal information, online gaming and trolling.

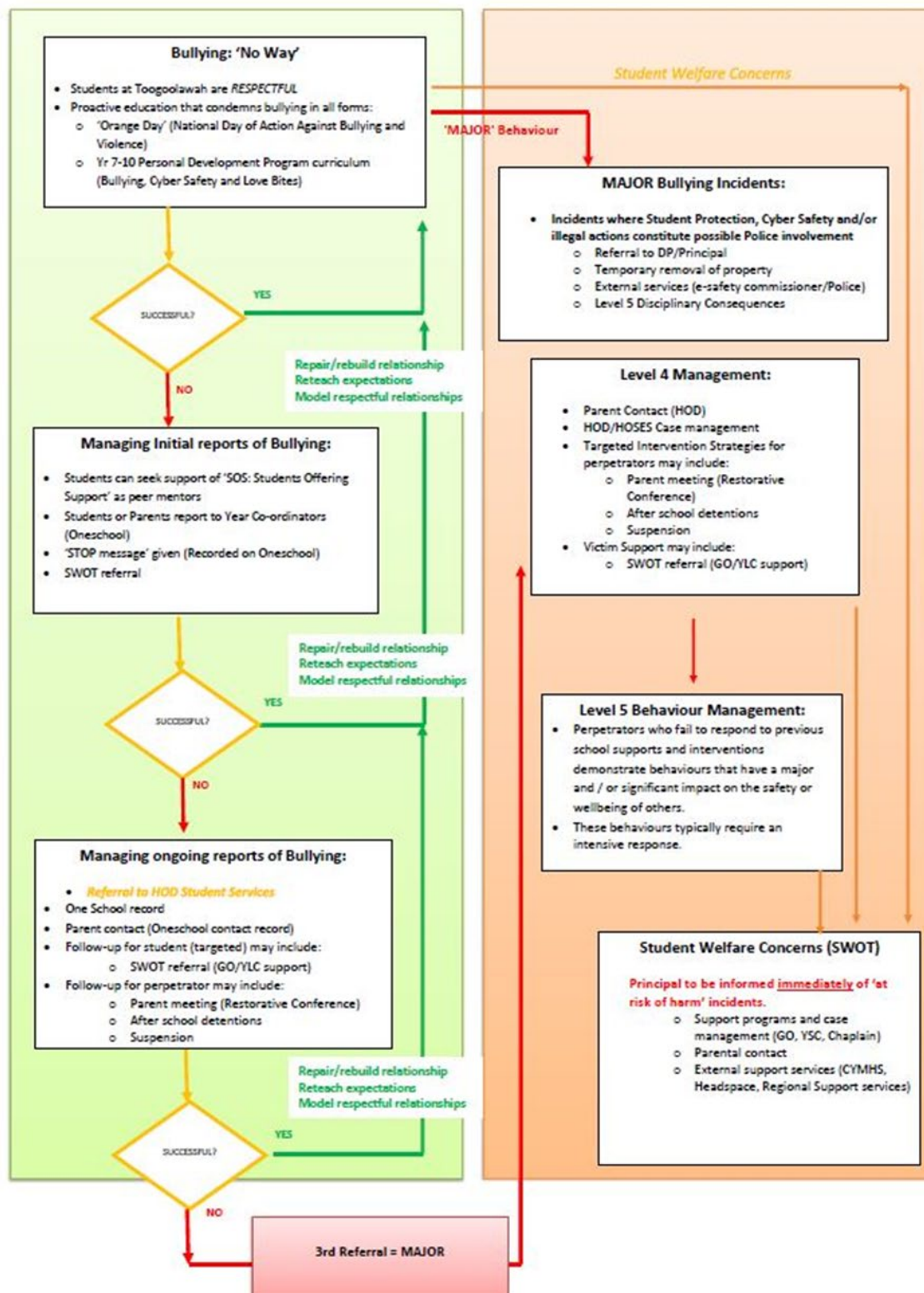
What does the research say?

Research, both in Australia and overseas, has identified the following combination of broad strategies as most likely to prevent and reduce bullying:

- a universal whole-school approach over a long duration that takes a multi-faceted approach rather than focusing on one single component
- A focus on building positive relationships and reducing bullying in the school community through a range of activities that engage students, families and staff (including professional development for teachers)
- a whole-school detailed policy that addresses the effective prevention of and response to bullying within the broader context of improving school culture and fostering student engagement
- effective classroom environments supported by statements of rights and responsibilities developed with student involvement
- the promotion of a positive school environment that provides safety, security and support for students and promotes student wellbeing
- effective approaches and strategies to encourage positive student behaviour as well as approaches to discipline that are consistent, inclusive, solution-focused and non-punitive
- explicit teaching of values and skills to all students (and especially bystanders) including strategies for responding to bullying behaviour and supporting students who are bullied
- integration of social emotional learning within the curriculum

A Universal Whole-School Approach to Prevention and Reduction

The following flowchart detail the strategies used by Toogoolawah SHS to prevent and reduce bullying, including bullying which may have occurred online or outside of the school setting.



Appropriate Use of Social Media Policy

The purpose of this policy is to set standards and guidelines of behaviour in the use of social media by students that are consistent with the values and expectations of the Academy School.

This policy also aims to promote positive relationships with all members of the School community. Social Media can be an effective social and educational tool when used correctly and appropriately. It is expected that students will uphold the expectations of the School in all social media exchanges and interactions.

Students whilst enrolled at the School will not act in a way that damages the values and ethos of the School by bringing it into disrepute. Students will not use social media to act in a way that causes offence or harm to others. We expect our students to use social media in a respectful, courteous and responsible manner at all times, using appropriate and inoffensive content and language. Social media should not be used to insult, offend or misrepresent the School and its values.

Definition

Social Media means all social networking sites such as Facebook, Instagram, SnapChat, Twitter, LinkedIn, Google+, YouTube, MSN and includes all email and mobile devices. Note that the list is not exhaustive and the Policy is designed to cover all social network sites including those developed in the future.

School community beliefs about the importance of using social media responsibly

It is important that students, staff, parents and caregivers have a shared understanding of the importance of the responsible use of social media at all times. Students are expected to respect the dignity of all members of the community, including members of the School community.

Students are expected to show respect to the reputation of the School in all their dealings with each other and members of the broader community. Students are expected to comply with the lawful requirements of all social networking sites. Students are expected to accept responsibility for any damage to the School's reputation, self or others, as a result of social media misuse.

Responsibilities

Students should:

- Respect the rights and confidentiality of others
- Use social media safely and responsibly at all times
- Encourage parents to work in partnership to address this issue
- Use technology responsibly for learning during class times, following all class teacher directions

Students should not:

- bully, intimidate, abuse, harass or threaten others;
- make defamatory comments;
- use offensive, threatening language or personal abuse towards each other or members of the Academy community;
- post content that is considered disrespectful, hateful, threatening, pornographic or incites violence against others;
- impersonate or falsely represent another person;

- harm the reputation of the Academy and those within its community;
- film, photograph or record members of the Academy community without permission and do not use film, photographs or recordings without permission of members of the community.

Parents (or Guardians)

- Ensure their child follows of the school's Appropriate Use Of Social Media Policy.
- Assist the school by monitoring problematic online and social media behaviour by students;
- Talk to their students about being a courteous, respectful and safe user of social media;
- Do not film, photograph or record members of the Academy community without permission and do not use film, photographs or recordings without permission of members of the community. To do so is in breach of the Invasion of Privacy Act 1971.

School

- Inform parents of the school's of the school's Appropriate Use Of Social Media Policy;
- Maintain a high level of digital security on the school network;
- Explicitly teach students safe and responsible digital and online behaviour;
- Monitor student use of digital technology at school and in class;

Text Communication and Social Media

The sending of text messages, social media messages or posts that contain obscene language and/or threats of violence, may amount to bullying, harassment or even stalking, and will subject the sender to discipline and possible referral to the Queensland Police Service.

Students receiving such text messages at the Academy, should ensure they keep the message as evidence and bring the matter to the attention of their Head of House. Students are reminded that behaviour that affects other members of the school community whilst enrolled at the Academy, even if it is performed outside of school hours, may be subject to disciplinary action within the school.

Inappropriate Behaviour using Social Media outside School Hours

Whilst enrolled at the School, students may receive disciplinary consequences for cyberbullying or misuse of social media resulting in inappropriate behaviour and breach of policy that occurs outside of School hours.

Breach of Appropriate use of social media Policy

A breach of the Responsible Behaviour and Social Media Policy may also involve a breach of other Academy policies and procedures, and should be read in conjunction with the

A breach of this policy will be considered by the Principal or delegate, and will be dealt with on a case-by-case basis. Cyber safety is paramount at the School and reports of cyber bullying and other technology misuses may result in a notification to police.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Detention Policy

Detention are issued to students in accordance with the Toogoolawah SHS Student Code of Conduct and within the parameters outlined in the [Department's Student Discipline](#) procedure, as a disciplinary option used to address inappropriate student behaviour. It is important to remember that the goal of discipline is to teach a student to act in accordance with the rules. This is different from punishment, which is not designed to teach but to subject a student to a penalty for breaking a rule.

The Principal has the flexibility and autonomy to apply detention as a meaningful consequence for inappropriate student behaviour.

At Toogoolawah SHS detentions can be applied:

- during school hours
- after-school hours on a school day

Authorisations

At Toogoolawah SHS teachers have been authorised by the Principal to require students to attend a post lesson discussion. Detentions on a school day or after-school may be issued by the Principal, Deputy Principal or Heads of Department.

Post Lesson Discussion

A post lesson discussion is a follow up strategy that involves the teacher speaking with a student after the lesson. When Teachers use this strategy they acknowledge off-task behaviour and indicate to a student a discussion regarding behaviour will occur after the lesson. This strategy shows the student there is a consequence and allows the teacher to continue teaching the class. It also allows the student thinking time to deescalate their behaviour and re-engage with learning.

Protocols for Post lesson discussions

- This may occur at the end of the lesson or at another time scheduled by the teacher e.g. during a break.
- Students will comply with Teacher directions to discuss behaviour after the lesson, at the time designated.
- During the discussion, the Teacher and Student will discuss the off-task behaviours and reach agreement of future expectations. The discussion will be based on the following questions:
 - What did you do / should you have been doing?
 - What is the Expectation?
 - How did your behaviour affect others?
 - What could you do differently next time?
 - What should happen if this behaviour happens again?
- Students who continue to demonstrate off-task behaviours or disrupt learning during the lesson may be sent to buddy class in that lesson.
- Students who fail engage with their Teachers during a post lesson discussion may be sent to buddy class for the next lesson.

Detentions during School Hours

Detentions during school hours will be issued during a lunch break. Students are required to report to the staff member implementing the detention for a maximum of 30 minutes duration (provision made for food and toilet breaks during the remaining time at lunch). During the detention, students will be supervised and will be required to complete set tasks.

Protocols for Detentions during School Hours

- Student's individual circumstances have been considered
- Student's behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct
- Detention has been issued during school hours
- The student's parent has been notified of the detention
- Disciplinary consequence, reasons and Student's attendance have been documented in the student's One School record

Detentions After School Hours

Detentions after school hours focuses on effectively managing student behaviour with less impact on student learning than other serious disciplinary consequences e.g. suspension. The [Department's Student Discipline](#) procedure permits schools to apply detention even if families need to make alternate travel arrangements or reschedule activities. This includes whether the student's regular mode of transport to and from school is personal or public.

At Toogoolawah SHS after-school hours detentions will be issued on a weekday for a maximum of 45 minutes duration from 3.15- 4.00 pm. During the detention, students will be supervised and will be required to complete set tasks.

Protocols for Detentions After School Hours

If the detention is to be undertaken outside of school hours the following procedures will apply:

- Student's individual circumstances have been considered
- Student's behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct
- Parents will be informed of the location, time and duration of the detention
- Parents will be notified of the proposed detention at least 24 hours before the detention is scheduled to occur and will provide consent
- Parents will be informed of their responsibility to arrange travel following a detention
- The disciplinary consequence, reasons and Student's attendance are documented in the student's OneSchool record
- If a student fails to attend a detention, this may be considered as disobedience and the school principal makes a decision about the appropriate course of action. Examples of consequences for non-compliance or non-attendance may be the implementation of a discipline improvement plan or suspension.

Intended location, time and duration for detentions after school Hours

The school has determined the parameters for the after school hour's detentions through consultation with the P&C and has set following parameters.

- Detentions will occur on a Friday from 3:15pm to 4:00pm
- The detention location will be B1
- The detention will be 45 minutes in duration
- Two staff will supervise the detention
- At 4pm students will be dismissed to travel home by the pre-arranged means

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.
5. **Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations