Student
Code of Conduct
(Appendices for the Responsible Behaviour Plan)
Appendix 1

Toowoomba SHS: Rationale

Toowoomba State High School has an ethos that the intent is to promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all students. We are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. We aim to prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of schooling at Toowoomba State High.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.
- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. The Code has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

School communities will use The Code as a basis for providing:
- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

Each school will detail particular strategies to promote appropriate behaviour as well as consequences for unacceptable behaviour within its Responsible Behaviour Plan for Students.

On enrolment, all parties will be expected to sign this agreement, including students (where appropriate), parents/carers and principals. This agreement will require all parties to abide by The Code of School Behaviour and other endorsed conditions stipulated by the school.

STANDARDS:
State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high standards of ethical behaviour as established in the Department of Education’s Code of Conduct. All members of school communities are to abide by The Code of School Behaviour.

THE CODE OF SCHOOL BEHAVIOUR IS BASED ON THE FOLLOWING VALUES AND PRINCIPLES:

Values
The Department’s Strategic Plan defines the following values.
- Professionalism: committing to the highest standards of accountability and performance
- Respect: treating all people with respect and dignity
- Innovation and Creativity: fostering safe environments that support innovative and creative practice
- Diversity and Inclusiveness: encouraging all Queenslanders to participate in education and cultural activities
- Excellence: supporting the pursuit of excellence.

Principles
The Code is underpinned by the following principles.
- State schools expect high standards of personal achievement and behaviour.
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
- Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in schools.
- Staff expertise is valued and developed.
• Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
• Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.
Appendix 2

Toowoomba SHS: Code of Conduct

OUR CODE OF CONDUCT
Communication and care are important elements of our student management program. Each year level has a teacher allocated as Year Level Coordinator to assist in the management of students and to provide an avenue of communication between the school and home. Deputy Principals oversee the Year Level Co-ordinators. Our school’s behaviour management policy is based upon the beliefs of Respect, Responsibility, Rights & Reputation and the school values.

Our Values
At Toowoomba State High School, we expect that all students will demonstrate the key qualities and attributes of our school values:

- Respect
- Responsibility
- Commitment

Our Beliefs

- **RESPECT:** For self, for others and their property
- **RESPONSIBILITY:** Cooperation, courtesy and consideration for all
- **RIGHTS:** Every student has the right to learn unhindered
- **REPUTATION:** Promote and enhance the good name of the school

WHAT THE CODE MEANS:

<table>
<thead>
<tr>
<th>Respect</th>
<th>All members of the school community must:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Respect each other’s rights to learn or teach unhindered</td>
</tr>
<tr>
<td></td>
<td>- Respect each other’s property</td>
</tr>
<tr>
<td></td>
<td>- Be courteous and considerate in all interactions</td>
</tr>
</tbody>
</table>

The following behaviours are not acceptable under any circumstances:

- Verbal or physical intimidation
- Bullying
- Harassment
- Aggressive or abusive language
- Sexual Intimidation
<table>
<thead>
<tr>
<th>Responsibility</th>
<th>There are always positive ways to move forward to solve problems – abusive, aggressive and threatening behaviours are not acceptable, and will not be tolerated under any circumstances. Support and help is available for you to start to solve problems. Be prepared to ask for and accept help when you need it. Support avenues will always be available.</th>
</tr>
</thead>
</table>
|                | • Movement around buildings should be prompt, quiet and orderly.  
|                | • No student is to leave the school premises during the day without permission from Administration.  
|                | • Maintain awareness of the out of bounds areas and ensure you remain in bounds.  
|                | • Take responsibility for the security of your personal possessions. Avoid bringing valuable items or larger amounts of cash to school. Secure your mobile telephone and ensure it remains switched off during the school day.  
|                | • Fulfil your responsibility to keep the school environment clean, tidy and healthy.  
|                | **The following behaviours are not acceptable under any circumstances:**  
|                | Spitting  
|                | Throwing food  
|                | Eating in classrooms  
|                | Chewing Gum  
|                | Graffiti  
|                | Vandalism  
|                | Violence  
|                | Intimidation  
|                | Racism, sexism  
|                | Dis-obedience  
|                | **Items not to be brought to school under any circumstances:**  
|                | Alcohol  
|                | Cigarettes  
|                | Illegal drugs  
|                | Weapons (including knives and other dangerous items)  
| Rights         | Ensure actions do not infringe the Code of Behaviour or the rights of any other members of our school community to learn.  
|                | All members of our school community have the fundamental right to be able to enjoy a safe and supportive environment, free from bullying, harassment, intimidation or fear. Bullying in any form is unacceptable. It is everyone’s responsibility to ensure that their behaviour choices contribute to creating positive and caring interpersonal relationships.  
| Reputation     | Before undertaking any action think about your actions and consider any possible consequences that may arise for self and the school. Everyone’s behaviour (staff, parents and students) at all times should enhance the reputation of the school and reflect favourably on yourself. You should wear the school uniform with pride.  
|                | **Our expectation is that all members of the school community will uphold these values.**
Toowoomba SHS: Expectations

A **RIGHT** is: something which should not be infringed by anyone. A **RESPONSIBILITY** is something you should do without being told. Some of these things you do for others, some of these things you do for yourself.

**UNIVERSAL RIGHTS:**
At all times, everyone who is a member of the Toowoomba State High School Community has the right:

- To be treated with respect and courtesy
- To be free from harassment including physical violence and verbal abuse.
- To carry out their business to the best of their ability, unimpeded by others.

**NATURAL JUSTICE:**
Our students have a right to natural justice. Natural Justice is a term that denotes procedural fairness, ensuring a fair decision is reached by an objective decision maker. Such justice is concerned with ensuring decisions affecting an individual’s rights and interests are reached only after the individual has been made aware of the allegations made against him/her and has had an opportunity to present his/her claims in relation to the allegation(s) and the decisions proposed to be taken affecting them. It also requires that the decision maker does not have a personal interest in the matter that would render him/her not impartial. Care should be exercised to exclude real or perceived bias from any due processes.

<table>
<thead>
<tr>
<th>Students’ Rights</th>
<th>I have the right to:</th>
<th>Students’ Responsibilities</th>
<th>I have the responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Be happy, be treated with courtesy, respect and understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feel safe at school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Obtain maximum benefit from all the learning experiences provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Be proud of my achievements</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Expect my property to be safe</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Express my opinions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not to be pressured into health damaging habits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Learn in a clean and well-maintained school and grounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Be proud of my schools reputation</td>
</tr>
</tbody>
</table>
|                  |                     |                           | Be aware of school policies | Act in accordance with:  
|                  |                     |                           | Learning & Assessment Policy  
|                  |                     |                           | Drug & Alcohol Policy  
|                  |                     |                           | Personal Technology Policy  
|                  |                     |                           | Responsible Behaviour Plan  
|                  |                     |                           | Student Dress Code (Uniform Policy)  

Appendix 4

Toowoomba SHS: Recognition & Consequence

LEVELS OF RECOGNITION AND SUPPORT

There are six behaviour levels: Platinum, Gold, Silver, Green, Yellow, and Red.

RECOGNITION LEVELS

All students are on Green Level when they begin at Toowoomba State High School. Many students remain on this level during their stay at school, because they will cooperate with their teachers and other students, demonstrate self-discipline, develop maturity and be ever mindful of their rights by practising their responsibilities.

By exhibiting excellent behaviour, effort and a positive contribution to the school, students may apply for exemplary levels of Silver, Gold and Platinum.

Platinum, Gold & Silver Level awards

In order to recognise students across the school whose behaviour and effort are exemplary and who clearly and consistently demonstrate the key aspects of our School Values and Expectations, there exists the Platinum, Gold & Silver Level Awards which are presented on a semester basis.

To attain Silver Level a student must have achieved a rating of excellent or very good for effort and behaviour in all but 2 subjects and no less than a single satisfactory in each of the remaining two subjects.

To attain Gold Level a student must have achieved a rating of excellent or very good for effort and behaviour in all but one subject and at least satisfactory for effort and behaviour in the remaining subject.

To attain Platinum Level, which applies to Year 12 students only, a student must have attained Gold Level in each year of their enrolment at TSHS.

Support Levels Yellow & Red

Green Level: ascribed to students with satisfactory behaviours. This is not subject to specific monitoring.

Yellow Level: Students may be placed on a monitoring card by a Year Coordinator or Head of Department for a period of time. Yellow card assists students and the YC/HOD to monitor ongoing minor behaviours which have not improved with teacher intervention alone. The aim is to return to Green Level in the shortest possible time.

Red Level: Students are placed on red level to monitor more serious behaviours. This level may involve significant support by the school in attempting to improve the student’s behaviour.

Placement on Red Level may usually also involve, but not be restricted to one or more of the following consequences:

- Monitoring by means of a Daily Behaviour Sheet. An unsatisfactory result from any teacher will result in a behaviour interview.
- Parent contact and involvement.
- Support team involvement
- Behavioural support plans including risk management.
- Other possible responses to support improved behaviour may be put in place pending the outcome of restorative practices.

Red level is a final opportunity to demonstrate willingness to restore relationships or improve behaviour. If not successful further review may lead to other serious responses.
A student who does not complete their red level in a timely manner or who is frequently on Red Level will be placed on a Discipline Improvement Plan, following an interview process with parent, student and Head of School.

<table>
<thead>
<tr>
<th>Support Level Yellow:</th>
<th>Support Level Red:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reasons for being placed on Yellow Level:</strong></td>
<td><strong>Reasons for being placed on Red Level:</strong></td>
</tr>
<tr>
<td>- You have not fully or consistently accepted your responsibilities as outlined in the code of Student Rights and Responsibilities. Inappropriate low level behaviour/s</td>
<td>- You have continued not to fully or consistently accept your responsibilities as outlined in the code of Student Rights and Responsibilities</td>
</tr>
<tr>
<td>- You have breached the code of Student Rights and Responsibilities</td>
<td>- You have breached the code of Student Rights and Responsibilities</td>
</tr>
<tr>
<td>- You have repeated or intensified Yellow Level behaviours</td>
<td>- You have repeated or intensified Yellow Level behaviours</td>
</tr>
<tr>
<td><strong>Consequences will include:</strong></td>
<td><strong>Consequences will include:</strong></td>
</tr>
<tr>
<td>- Contact with parents (recorded on database)</td>
<td>- Contact with parents (recorded on database)</td>
</tr>
<tr>
<td>- Making appropriate restitution</td>
<td>- Making appropriate restitution</td>
</tr>
<tr>
<td>- Loss of privileges</td>
<td>- Loss of privileges</td>
</tr>
<tr>
<td>- Exclusion from school events</td>
<td>- Exclusion from school events</td>
</tr>
<tr>
<td>and may include:</td>
<td>and may include:</td>
</tr>
<tr>
<td>- Withdrawal from some classes</td>
<td>- Withdrawal from some classes</td>
</tr>
<tr>
<td>- Suspension from positions of office (including senior badge)</td>
<td>- Suspension from positions of office (including senior badge)</td>
</tr>
<tr>
<td>- Exclusion from school representative teams</td>
<td>- Exclusion from school representative teams</td>
</tr>
<tr>
<td>and may include:</td>
<td>and may include:</td>
</tr>
<tr>
<td>- Withdrawal from some classes</td>
<td>- Withdrawal from some classes</td>
</tr>
<tr>
<td>- Supervision at lunch/breaks</td>
<td>- Supervision at lunch/breaks</td>
</tr>
<tr>
<td>- Attendance at detentions</td>
<td>- Attendance at detentions</td>
</tr>
<tr>
<td>- Counselling</td>
<td>- Counselling</td>
</tr>
<tr>
<td>- Internal suspension</td>
<td>- Internal suspension</td>
</tr>
<tr>
<td>- Non participation in excursions</td>
<td>- Non participation in excursions</td>
</tr>
</tbody>
</table>

**Targeted School Behaviour Support**

The focus of Toowoomba SHS is to target good and exceptional behaviour but there are some students whose behaviour needs targeting for negative reasons – such intervention can be the result of being directionless, bullying, intolerance, disruption and so on. Such students become the focus of the welfare and discipline body of the school such as Administration, Year Level Coordinators, Teachers, Guidance Officer, Chaplain, School Nurse, Learning Support and others. Individual interventions are tailored for these students and in severe cases will be in the form of an intensive intervention.

**Intensive behaviour support**

Intensive behavioural support is provided to students, who despite previous intervention are unable to modify, on their own, their behaviour.

Intensive interventions may include support from a range of internal and external providers, a revised timetable, and an Individual Behaviour Support Plan. A broad range of strategies including negotiation, conciliation and reasonable adjustments will be made in order to attempt to re-engage the student.

**Consequences for unacceptable behaviour**

There are clear consequences for misbehaviour at TSHS. Certain types of behaviour are unacceptable and may include less stringent measures such as being placed on Yellow or Red, (refer to the Levels/Reasons for Placement on Levels). However should a student’s behaviour warrant it, more stringent measures are applied such as the application of higher levels, including suspension and exclusion should student behaviour escalate.
### Indication of behaviour/conduct that may attract suspension or exclusion

| Conduct that generally attracts a short suspension (1-10 days) as a consequence | • Verbal abuse directed at school staff  
• Acts of violence, including fighting  
• Encouraging, relaying messages and/or inciting fighting between other students  
• Acts of vandalism  
• Theft  
  o Theft and/or vandalism – restitution will also be required. A student who is present at the time yet not an active participant will be deemed complicit if he/she is an accomplice. Extreme theft causing significant financial loss and/or distress may result in proposal to exclude  
• Repeated inappropriate use of a personal electronic device). Upon a student returning for re-entry interview it will be explained that:  
  - the device is not to be at school for a period of 4 school weeks  
  - if the student is not compliant with this instruction within that 4 week period, a further suspension will be actioned and on re-entry the device will be banned for one school term.  
• Knowingly being filmed with the result, knowingly or unknowingly, bringing the school into disrepute and/or adversely affecting the well being of another.  
• Unacceptable moral behaviour (eg. Use of obscene language; exhibiting or in possession of offensive material; voluntary bodily exposure). If the nature of this behaviour is repeated and/or extreme it may result in an exclusion  
• Refusal to participate in the complete course of instruction (eg persistently late to school/class, continuous pattern of non-submission of assessment by a required timeline or not at all)  
• Truancy (this can take the form of a lesson, part-lesson, part-day and/or full day)  
• Use of tobacco/cigarettes – possession, use, distribution; an offence may be judged where the student positions him/herself in the company of smokers and/or where the student places him/herself in questionable circumstances (possibility of extended suspension up to 20 days)  
• Possession of a weapon  
• Disobedience – failure to comply with reasonable directions issued by the Principal or Principal’s delegates  
• Conduct that is deemed prejudicial to the good order and management of the school  
• Conduct that adversely impacts upon the learning of others |  |
|---|---|
| Conduct that generally attracts a long suspension (11-20 days) as a consequence | • Repeated verbal abuse directed at school staff  
• Repeated acts of violence  
• Repeated fighting  
• Use of alcohol (Extended suspension between up to 20 days, or possibility of exclusion)  
• Ongoing harassment/bullying (eg sexual, verbal, non-verbal, physical), cyber-bullying of students and/or staff. Extreme and/or repeated incidence may result in a proposal to exclude  
• Supply/distribution of tobacco/cigarettes – (possibility of exclusion)  
• Posting (contributing) to the internet/social networking site such that students, staff and/or school are maligned. Membership to a site inciting maligning of students and/or staff. This has potential for proposal to exclude  
• Repeated disobedience – failure to comply with reasonable directions issued by the Principal or Principal’s delegates  
• Repeated conduct that is deemed prejudicial to the good order and management of the school  
• Repeated conduct that adversely impacts upon the learning of others |  |
| Conduct that generally attracts an exclusion as a consequence | • Threats and/or harassment directed at school staff  
• Extreme acts of violence; deemed as:  
  o Violence of an extreme nature or unprovoked assault – regardless of motivation of involvement (instigation or retaliation) although this may be taken into account depending on the circumstances eg. throwing objects with intent, hitting, punching, |  |
kicking, pushing and verbal abuse. Premeditated and/or extreme violence resulting in significant distress/injury to the victim
- Violence involving weapons
- Theft – where there is deliberate intent and/or pattern
- Use, possession or distribution of illicit drugs, which includes:
  - Possession of any illicit drug and/or illegal substances and/or implements
  - Dealing in/supplying any illegal
  - Use of illegal substances –
    - Involvement in the possession and/or exchange of illegal substances ie being knowingly complicit in the dealing of an illegal substance albeit not actually accepting money or providing the drug.
    - Similarly engaging in Fraud – believing the substance to be an illegal drug and requesting payment or knowing it is not an illegal substance but pretending it is such and requesting payment
- Extreme vandalism causing significant financial loss and/or distress
- Persistent disobedience – failure to comply with reasonable directions issued by the Principal or Principal’s delegates
- Persistent or extreme conduct that is deemed prejudicial to the good order and management of the school
- Persistent or extreme conduct that adversely impacts upon the learning of others

If a student’s conduct does incur a suspension:
- Parent/carer contact, to notify of the incident and consequence, will be made on the day of the suspension by the HOD, YC, Deputy Principal, or Principal (if the carer is unable to be contacted, further attempt will be made the next day).
- When possible, work to be completed from each of the student’s subjects will be provided before the student departs the school grounds. Alternatively, such work may be collected by the student from the main office within two days of the commencement of the suspension
- It is expected that the student participates in a re-entry interview with parent/carer and the appropriate HOD, YC, Deputy Principal, or Principal prior to returning to school. This is a positive interview during which the student is expected to discuss strategies for different choices in the future.
- Every support from staff will be on offer. At this interview the student may be required to table all work required to be completed while on suspension. Failure to do so may result in the student returning home to complete work as required.
- As a general rule, a student returning to school from suspension, would return on the same recognition level that they were on prior to commencing suspension from school.
- The exception being, should a student on Silver, Gold or Platinum recognition level incur a suspension from school, the recognition level upon return would be no higher than Green Level.
Appendix 5

Toowoomba SHS: Routines

**ENTRY**

(Learning Goal)
- On time
- Line up
- Give teacher full attention
- Materials ready
- Listen to entry expectations (tasks, hats, phones etc)
- Greeting/Positive welcome
- Enter in an orderly manner
- Wait to be seated

**ENGAGEMENT**

(Lesson Schedule)
- Seated and prepare: books, margins ruled etc.
- Wait quietly
- Warm up (Activate learner)
- Intent/learning goals explicitly stated and written down
- Link previous lesson to current lesson
- Engage the brain – pen out

**EXIT**

(Leave Ticket)
- Summarise/reflect
- Recapture attention
- Diary/homework
- Tidy desks, room etc
- Dismissed by teacher, leave in an orderly manner
RESPONSIBLE BEHAVIOUR PLAN INCIDENT

TEACHER
Record on Oneschool
FEEDBACK
FURTHER SUPPORT
NOT RESOLVED

Year Level Co-ordinator
RESOLVED
NOT RESOLVED

Deputy Principal
RESOLVED
NOT RESOLVED

PRINCIPAL
RESOLVED
NOT RESOLVED

Possibility
Exclusion

At any point in the behaviour management flow chart the use of Student Support Services may be required.

Severe/urgent/high level incident
Flowchart Learning & Assessment Policy

LEARNING POLICY INCIDENT

TEACHER
Record on Oneschool

FEEDBACK

FURTHER SUPPORT
NOT RESOLVED

HEAD OF DEPARTMENT
Communicate issue with student & parent

RESOLVED

NOT RESOLVED

Deputy Principal

RESOLVED

NOT RESOLVED

PRINCIPAL

RESOLVED

NOT RESOLVED

Possibility
Cancellation of Enrolment