



Student Code of Conduct



2021-2023



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Student Code of Conduct for Students

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Date effective: 27 January 2021





Creating Stars for our Future

Student Code of Conduct

Based on: The Code of School Behaviour

Available on the Toowoomba State High School website: www.toowoombashs.eq.edu.au

1. Purpose

Toowoomba State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong well-being.

The Student code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The Student code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone. This assists us in creating and maintaining a positive and productive learning and teaching environment where all school community members have clear and consistent expectations and understandings of their role in the educational process.



Vision: Creating Stars for our Future



Our vision strives to promote high standards of achievement and behaviour across our school community. We believe high expectations and standards are essential in preparing all our students to become active, positive and productive citizens, who take responsibility for their own learning and behaviour.



2. Contact Information

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Phone:	07 4637 1371
Email:	admin@toowoombashs.eq.edu.au
School website address:	www.toowoombashs.eq.edu.au

Endorsement

Principal Name:	T. Kennedy
Principal Signature:	
Date:	18 January 2021
P/C President and-or School Council Chair Name:	D. Stephens
P/C President and-or School Council Chair Signature:	
Date:	18 January 2021

3. Consultation and data review

Toowoomba SHS developed this plan in collaboration with our school community. Consultation with parents, staff and students and was undertaken through survey distribution and meetings held in 2019. School data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2018-2020 has also been reviewed as part of this consultation. This Plan has been endorsed by the Principal, the President of the P&C, and Regional Director in 2020, and will be reviewed in future as required in legislation.



4. Learning and behaviour statement

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.

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

- Excellence
- Integrity
- Courage



These are underpinned by the following expectations:

- **Respect:** For self, for others and their property
- **Responsibility:** Cooperation, courtesy and consideration for all
- **Reputation:** Promote and enhance the good name of the school

Our expectation is that all members of the school community will uphold these values.

	Classroom	Playground	Transitions	Bus Interchange	Outside School
Excellence (Respect)	Have I shown dedication to my studies and other commitments?	Do I respect others?	Do I model our values in all interactions?	Am I acting with honour?	Do I respect my school and its values?
Integrity (Responsibility)	Do I understand the impact of my actions and behaviour on others?	Do I treat others the way I want to be treated?	Am I consistent in what I say and do?	Would I behave in this manner if no one was watching?	Do I show compassion and consideration for others?
Courage (Reputation)	Do I have the courage to fulfil my potential?	Do I have the courage to walk away?	Do I do the right thing even when I am afraid?	Do I give in to peer pressure?	Do I do the right thing when no one is looking?

Our school fosters a positive school climate, in which young people feel connected and an environment where optimal learning can take place.

Our core business is teaching and learning. In order to provide the most effective and relevant education, we seek, through this code, to guide students to manage their own behaviour thereby allowing students to learn, teachers to learn and teach. Students will make choices. Poor choices will be accommodated appropriate consequence and wise choices with opportunity for recognition as opposed to reward.

Our Code, which has been configured from parent, student and staff input, is designed to encourage students to learn from and move on from their mistakes as quickly as possible.



The Student Code of Conduct 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.

The School 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

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



The Toowoomba SHS Student Code of Conduct is applicable for all students whilst at school, travelling to and from school or involved in any school related activity, be it off campus or outside regular school hours. This includes but is not limited to school excursions, school camps, social activities, sporting competitions and school performances.

In creating a positive climate to manage behaviour in the classroom, we use proactive strategies to reduce misbehaviours and are consistent in the delivery of consequences for the full range of students.

Multi-Tiered Systems of Support

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

Recognition Levels:

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

Gold & Platinum Level Awards

These levels are for outstanding students. 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 and Gold Level Awards**. These awards are presented on a semester basis.

These levels reflect students who work to capacity as a person and a learner, respect the rights of others, exert a positive influence on others, are cooperative in their behaviour and attitude, display a willingness to provide helpful assistance and those who have embodied a consistent school attendance record.

- 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. A gold level student must also display willing compliance with school policies.
- 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. **Students new to the school to attain Gold Level in each year since their enrolment date.**



School Actions:

In recognition of the students' ongoing positive influence on our school community, he/she may:

- Be presented with a Gold or Platinum Certificate at a formal school ceremony
- Be selected to represent the school at an official function
- Be nominated for a position of responsibility e.g. School Captain, School Vice-Captain, House Captain, House Vice-Captain, Student Council Executive (Year 7-12), Year Level representative to the Student Council etc. (all students)
- Participate in end of year events

Green Level

All students will commence their enrolment at Toowoomba State High on **Green Level**. Many students remain on this level during their enrolment 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. **Green Level** describes students with satisfactory behaviours and are not subject to specific monitoring.

School Actions:

While on the Green level a student may:

- Be selected to represent the school at an official function, sporting, academic or cultural event
- Continue to hold a position of responsibility (e.g. Captain/Vice-Captain position).
- During that time the Year Level Deputy, Coordinators and Heads of Department will monitor the student's conduct to assist in upgrading to the Gold level. If the student is unsuccessful in upgrading to Gold level in this time, his/her application will be reviewed by the Principal along with relevant Heads of Department

Support Levels:

By not exhibiting expected behaviours, effort and a positive contribution to the school, students may be placed on the support levels of Yellow or Red

Use of monitoring cards

Monitoring cards may be issued to assist a student in owning their behaviour. Monitoring cards are an opportunity for students to reflect on their actions, receive feedback, reflect and develop strategies to assist them to improve their behaviour/s and repair relationships that may have been damaged. They may be used to monitor broad categories of behaviour or specific behaviours tailored to the student.

- Students will be placed on a **Yellow monitoring card** by a **Head of Department (HoD)** for a period of time determined by them. A Yellow Monitoring Card assists students and the YC/HoD to monitor ongoing minor behaviours which have not improved with teacher intervention alone.
- Students will be placed on a **Red monitoring card** by a **Deputy Principal (DP)** for a period of time to be determined by them. A Red Monitoring Card assists students and the DP/HoD/YC to monitor ongoing minor / major behaviours which have not improved with YC or HoD intervention through the use of a Yellow monitoring card.



Yellow Level

Students are placed on Yellow Level to monitor **persistent minor classroom or external behaviours**. This can include students returning from suspension. This level may involve support by the school in attempting to improve the student's behaviour. Yellow Level is an initial opportunity to demonstrate a willingness to restore relationships or behaviour. If not successful further review may lead to repositioning on Red Level. Student conduct that may result in a student being positioned at this level compromises safety, respect and learning. For example:

- Endangering the safety of others



- Verbal or non-verbal abuse (e.g. Swearing, name calling, racial insult, put-down comment etc.)
- Persistently failing to follow instructions (continued minor referrals to Year Coordinators or Heads of Department)
- Consistent and persistent interruption to the teaching and learning process
- Misuse of the internet (behaviours other than those outlined in the Red Level)

School Actions:

The following strategies may apply in this situation:

- Discuss the options or choice of conduct with Heads of Department, Deputy Principal, Principal and negotiate actions
- Contact with parents/carers made and recorded
- Students may be placed on a Yellow Monitoring card by a Year Coordinator or Head of Department for a period of time determined in consultation with the Year Level Deputy. 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.
- Initial interview with student HoD
- Communication to parents, students teachers and DP
- During that time the HoD will monitor the student's behaviour across all subjects. Monitoring is done by means of a Daily Behaviour Sheet. Disruptive behaviour or poor choices attracting an unsatisfactory result from any teacher will result in a behaviour interview and may incur a consequence.
- Students will cease Yellow Level and return to Green when they have successfully completed a negotiated goal between students and HoD (e.g. completion of 8 - 10 x successful cards). This process will be supported by the YC
- Support team involvement (if necessary)
- Access a Case Manager / member of a Student-based Support Service or one of our School Support Services Team e.g. Guidance Officer, Dean of Students, Social Worker, School-based Youth Health Nurse, Chaplain, Community Education Counsellor (Indigenous students), Guidance Officer Behaviour Support (if necessary)



Support Level Yellow:

Reasons for being placed on Yellow Level:

- You have not fully or consistently accepted your responsibilities as outlined in the code of *Student Rights and Responsibilities*. Persistent inappropriate low level minor behaviour/s

Consequences will include:

- Contact with parents (recorded on database)
- making appropriate restitution
- loss of privileges
- possible exclusion from school events

and may include:

- withdrawal from some classes
- possible suspension from positions of office (including senior badge)
- possible exclusion from school, district or regional representative teams, excursions or cultural events

Red Level

Students are placed on red level to monitor more serious behaviours. This can include students returning from suspension or students who do not respond to the Yellow monitoring process. This level may involve significant support by the school in attempting to improve the student's behaviour. Red level is a final opportunity to demonstrate a willingness to restore relationships or behaviour. If not successful further review may lead to higher level responses / consequences.

A student who does not complete their red level in a timely manner or who is frequently positioned on Red Level will be placed on a *Discipline Improvement Plan*, following an interview process with Principal or Deputy Principal, parent and student.

School Actions:

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 to be monitored by the by the Year Level Deputy. An unsatisfactory result from any teacher will result in a behaviour interview / student consequence
- Parent contact and involvement.
- Support team involvement (if necessary)
- Behavioural support plans including risk management.
- Other possible responses to support improved behaviour may be put in place pending the outcome of restorative practices.
- Access a Case Manager / member of a Student-based Support Service or one of our School Support Services Team e.g. Guidance Officer, Dean of Students, Social Worker, School-based Youth Health Nurse, Chaplain, Community Education Counsellor (Indigenous students), Guidance Officer Behaviour Support
- Administrational review for holding a position of responsibility within the school (e.g. Prefect, Captain, Vice-Captain, Peer Mentor)



Support Level Red	
<p>Reasons for being placed on Red Level:</p> <ul style="list-style-type: none"> • You have continued not to fully or consistently accept your responsibilities as outlined in the code of Student Rights and Responsibilities • You have breached the code of Student Rights and Responsibilities • You have repeated or intensified Yellow Level behaviours 	<p>Consequences will include:</p> <ul style="list-style-type: none"> • Contact with parents (recorded on database) • making appropriate restitution • loss of privileges • exclusion from all school functions • suspension from positions of office • exclusion from school, district or regional representative teams <p>and may include:</p> <ul style="list-style-type: none"> • withdrawal from some classes • supervision at lunch/breaks • attendance at detentions • counselling • non participation in excursions

Student Support Network

Toowoomba State High School is proud to have a comprehensive Student Support Team in place to help the social, emotional and physical wellbeing

of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Role	What they do
Community Education Counsellor	<ul style="list-style-type: none"> provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Clontarf Academy	<ul style="list-style-type: none"> provides educational counselling and support services to male Aboriginal and/or Torres Strait Islander students and communities
Dean of Students - Engagement	<ul style="list-style-type: none"> leadership of Student Support Network to promote an inclusive, positive school culture monitors attendance, behaviour and academic data to identify areas of additional need.
Dean of Students - Pathways	<ul style="list-style-type: none"> monitors the social and emotional wellbeing of students provides support to students to assist their engagement with education and training support students to overcome barriers to education such as <ul style="list-style-type: none"> attendance at school training & employment options QCE/learning support
Guidance Officers	<ul style="list-style-type: none"> provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Beyond Broncos	<ul style="list-style-type: none"> provides educational counselling and support services to female Aboriginal and/or Torres Strait Islander students and communities
School-Based Youth Health Nurse	<ul style="list-style-type: none"> provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs.
School based Police Officer	<ul style="list-style-type: none"> works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Youth Hub	<ul style="list-style-type: none"> provides educational counselling and support services to refugee students and communities.
Chaplain	<ul style="list-style-type: none"> provides educational counselling and support services to all students provides individual and, at times, group support to students
Year Level Coordinators	<ul style="list-style-type: none"> responsible for student welfare at each year level provides continuity of contact for students and their families through the six years of schooling ensures students feel safe and comfortable and want to come to school nurtures a sense of belonging to the home group, year level and school.



<p>Youth Support Coordinator</p>	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ QCE/learning support ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.
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Consideration of Individual Circumstances

To ensure alignment with the Student Code of Conduct when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Toowoomba State High School considers the individual circumstances of students when applying support and consequences by:

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



Approximately 90% of our students will have little or no difficulties. However about 10% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 1 to 2% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning. The diverse nature of our student population means that Toowoomba SHS has developed an excellent reputation for providing alternative pathways to support students at risk of disengaging from school.



At the heart of this positive climate is the preservation of everyone's fundamental human rights. All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others. See the Toowoomba SHS website www.toowoombashs.eq.edu.au for more detailed information about our students' rights and responsibilities under this plan.

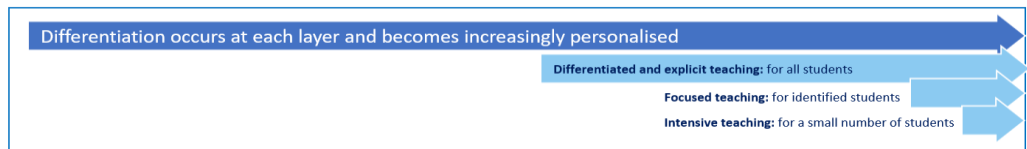
Three key elements underpin the creation of a positive climate across the school community:

- RESPECT: For self, for others and natural/built environments
- RESPONSIBILITY: Cooperation, courtesy and consideration for all
- REPUTATION: Promote and enhance the good name of the school

5. Whole School approach to discipline

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Toowoomba State High School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. This strategy is directed towards all students and is designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

Our approach shapes, supports and recognises appropriate behaviours in all students and celebrates these on a regular basis.



Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Behaviour for Learning expectations. This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (3-10%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Behaviour for Learning expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations.



	<ul style="list-style-type: none"> • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need). <p>If the school data indicates that more than 10% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for few students (1-3%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student’s use of the replacement behaviour • MINIMISE the payoff for problem behaviour.

Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students.



At Toowoomba State High School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A universal or whole school approach means everybody committing to the provision of a safe and supportive school environment.

The basic principles of our whole school approach provide a supportive school environment through:

- Open communication with the school community on the school’s *Student Code of Conduct*
- Shared school values and a positive, inclusive culture.
- Establishment of agreed programs and procedures that are known and understood by all members of the school community.
- Staff, student and parent access to professional development, education and training.
- Managing of incidents through clear and well understood processes.



- Supporting students and building strong community relationships.

At Toowoomba State High School we expect and promote that individuals are responsible for *what they do and say* and encourage students to make appropriate *choices* about their behaviour. Central to our whole school approach is the use of an agreed set of **School Values** and **Expectations** that are embedded in teaching and learning practices across the school.

Targeted behaviour support

Targeted behaviour support occurs around a specific setting, issue, student or group of students. The development and implementation of targeted support is team based and develops strategies that prevent or minimize the occurrence. Where targeted or individual support occurs in the classroom setting, this support is in alignment with our whole school behaviour approach and procedures.

Individual Behaviour Agreement

To formalise agreements from the restorative chat, the school has developed an Individual Behaviour Agreement for use as an additional support to students working to improve behaviour performance.

Discipline Improvement Plan

A Discipline Improvement Plan is a written agreement that sets out strategies and steps to improve a student's behaviour. A Discipline Improvement Plan can take any form: there are no specific requirements; it can be used to respond to a range of behaviours; it can impose a greater scope of conditions; it can be amended or removed at any time; and it can be applied at any time.

Non-compliance with the conditions of a Discipline Improvement Plan by the student is not a ground for suspension, exclusion or cancellation of enrolment; however, the original behaviour which the disciplinary consequence was applied may be.



Intensive behaviour support

Students identified as needing Intensive Behaviour Support are those students who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviour/s.

Detention

Principals have flexibility to exercise their discretion as to when to apply detention, and for how long, taking into consideration the behaviour and the age of the student. If a detention is to be applied after-hours, the principal will arrange for a teacher to supervise the detention.

Intensive access to student support services and tailored programs

A Case Management approach involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teacher/s, the student,



parents/carers and relevant school support personnel such as the Guidance Officer, Youth Support Coordinator, Community Education Counsellor. As a team, the group is focussed on identifying significant factors associated with the occurrence of specific behaviours. Inter-agency groups are used to coordinate services to meet the needs of the student identified with persistent or challenging behaviours. Agencies may include: Child and Youth Mental Health, Disability Services Queensland, Department of Communities and Queensland Police Service.

Behaviour Support

Where a student presents severe and challenging behaviours it may be deemed by the case management team that they require the additional specialised behaviour intervention programs and services maybe sought. The support services provided may include:

- specialist Individual Behaviour Management Programs
- specific whole-class and individual programs (e.g. Rock and Water)
- professional support and advice for staff and parents
- functional Behavioural Assessment

6. Legislative delegations

Legislation

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

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



Delegations

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

Principals are afforded a number of powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities are the responsibility of the Principal. The Principal has delegated the authority to communicate decisions that the Principal has made in relation to suspensions, exclusions and cancellation of enrolment to deputy principals.

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

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

7. Disciplinary consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours as they may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour.

A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, 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.

There are clear consequences for misbehaviour at Toowoomba State High School. Certain types of behaviour are unacceptable and may include more stringent measures such as being placed on Yellow or Red level. 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.



A range of consequences for inappropriate behaviour may be used and include:

- Parental contact (at all levels)
- Lunch session/s – homework, assignments completed
- After school session/s – homework, assignments completed
- Daily Behaviour Reports
- Discipline Improvement Plan (DIP)
- Community service e.g. assist with grounds maintenance (this would occur after school on school days and/or on designated student free days)
- Change of behaviour level
- Reduced access to extracurricular and co-curricular activity
- Renegotiated or managed timetable which may include managed attendance
- Suspension [1-10 days; 11-20 days]
- Cancellation of enrolment
- Exclusion

Minor Misdemeanours/inappropriate behaviours and possible responses		
Teachers manage the expectations of behaviours in the first instance. Where the inappropriate behaviour persists or students fail to follow consequences outlined by their teacher, the matter becomes a serious misdemeanour and will be dealt with by the HOD/DP as a case of persistent and wilful disobedience		
Area	Behaviour	Possible Strategies/Consequences
Classroom	Inappropriate classroom behaviours: <ul style="list-style-type: none"> o Uncooperative behaviour o Disobeying a reasonable request o Refusing a reasonable request o Class disruption o Failure to bring necessary materials o Silly behaviour that may cause an accident o Lack of courtesy and respect to fellow students 	Teacher will employ a range of strategies to re-engage the student in learning. Where the student does not respond to these strategies, the teacher will take steps to ensure that the learning of others is not disrupted and the student receives the support they need to choose to re-engage. This support may include: <ul style="list-style-type: none"> o Learning support o Detention - class o Making up time o Daily monitoring- by class teacher o Contacting parent/guardian o Referral to HOD if persistent through one school o HOD may student on Yellow Behaviour card in consultation with parents Further consequences if required may include: <ul style="list-style-type: none"> o DP escalates to a Red Behaviour o Short term suspension- 1-10 days o Long term suspension- 11-20 days o May be placed on a Flexible arrangement
	Arriving late to class	<ul style="list-style-type: none"> o Teachers will discuss the absence with the student and the student will make up the lost time o Students marked as late in IDAttend o Record on OneSchool o Contact parent/Guardian if student is continually late to class o Students to be referred to HOD if persistent
	Student "walk-outs"	<ul style="list-style-type: none"> o When possible, notify admin or deputy. Check-in with Dean of students o Record on OneSchool o Teachers will discuss the incident with the student and the student will make up the lost time o Contacting parent/guardian o Repeated incidents, referral to HOD/Deputy





	Not completing classwork or homework, not bringing requirements for learning	<ul style="list-style-type: none"> o Teachers will set new timelines for work completion, supervise the completion of work and contact parent/guardian as appropriate o Teacher arrange class buddy system if persistent and referral to HOD o Record on OneSchool
Compliance	Missing Class Teacher Issued Detention	<ul style="list-style-type: none"> o Where this was an oversight and the student attempted to communicate with the teacher concerned, the student may complete the original detention o Record on OneSchool o An additional detention is usually added to the original o Repeated or blatant refusal to attend will be referred to the HOD
	Wilful Disobedience	<ul style="list-style-type: none"> o Continued failure to comply with a reasonable request or instruction o HOD places student on Yellow Behaviour card in consultation with parents o DP escalates to a Red Behaviour if needed o
Attendance	Late to school (arriving after form class)	<ul style="list-style-type: none"> o Students marked as late in IDAttend at SC. o YLCs to follow up with students to obtain reason. o Parent/guardian of persistent offenders will be contacted YLC. A meeting will take place to develop a support strategy to address persistent lateness. Students may face: <ul style="list-style-type: none"> o Detentions o Withdrawal of privileges o Daily monitoring o Positive reinforcement for being on time
	On Grounds Truancy/Truancy from class	<ul style="list-style-type: none"> o Teacher records IDAttend/OneSchool o Parent/Guardian to be notified by the teacher/HOD. o If first offence and schools reputation has not come into disrupt student will face a detention to catch up the time and work that was missed due to truanting. o Yellow card may be issued for monitoring.
Use of Electronic Devices	Inappropriate use of mobile phones or electronic devices in the classroom	<ul style="list-style-type: none"> o Students who misuse mobile phones or any electronic devices in the classroom will be sent, at an appropriate time, to the office. They will exchange the device for an office issued receipt and on return to the class show this receipt to the teacher. Students may exchange the ticket for the phone from the office at the end of the day. o Record on OneSchool o Where a student repeatedly misuses a mobile phone in or outside the classroom the matter will be treated as wilful disobedience or harassment.
	Inappropriate email use, eg offensive language	<ul style="list-style-type: none"> o Removed from internet access for a time determined by HOD eLearning and IT manager.
Environment and Property	Litter Whether dropped by an individual or surrounding a group of students	<ul style="list-style-type: none"> o Student/s will be requested to pick up litter o Staff will attempt to 'work it out' with student/s. o Refusal to comply with request will be regarded as wilful disobedience.



Treatment of others	Threats and Inappropriate Language (including innuendo)- Verbal, physical, sexual, racism	<ul style="list-style-type: none"> Students to be made aware of the school policy. Students will be made aware of the impact these words have had on the person victimised. Students to apologise to the person involved. Student will be asked to locate when appropriate. Teachers dealing with this behaviour for the third time from the same student will refer on to relevant DP and record on OneSchool
Safety	Unsafe behaviour	<ul style="list-style-type: none"> Students will be required to make the situation safe Persistent unsafe behaviour to be referred to DP (playground)/HOD (classroom)
	Water or Food Throwing/fights	<ul style="list-style-type: none"> Students will clean up the mess made including any to their clothing. The space must be left safe and clean. Referral to YLC/DP if required.
School Community	Parking vehicles in school grounds All students who drive vehicles to school must register all appropriate details with the school as per the Education Department Guidelines	<ul style="list-style-type: none"> Students may not park their motor vehicles in school grounds. Students who park their vehicles in school grounds will be asked to move it. If students continue to park their vehicles in school grounds the matter will be referred to parent/guardian and/or police.
Personal Conduct	Inappropriate Language- swearing	<ul style="list-style-type: none"> Students to be made aware of the school policy. Students will be made aware of the impact their words have had on the person victimised. Students to apologise to the person involved. Student will be asked to locate when appropriate. Teachers dealing with this behaviour for the third time from the same student will refer on to relevant HOD/DP. Yellow/Red Behaviour Card may be issued (classroom)- dependant on circumstances Withdrawal from playground (breaks)- dependent on circumstances
	Failure to wear school uniform	<ul style="list-style-type: none"> Students will be issued with a uniform pass by the Dean of Students Students without a note for their out of uniform will be placed on detention by Dean of Students Parent/guardian will be notified and arrangements made to address the concern Consistent failure to comply with uniform requirements may be treated as disobedience.

Major Misdemeanours/inappropriate behaviours and possible responses

Teachers manage the expectations of behaviours in the first instance. Where the major inappropriate behaviour occurs the matter becomes a serious misdemeanour and will be dealt with by the HOD/DP. Parent contact will be made in all but exceptional circumstances. Individual circumstances are considered in each case.

Area	Behaviour	Possible Strategies/Consequences
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Classroom / Outside the classroom	<p>Major inappropriate behaviours:</p> <ul style="list-style-type: none"> o Harassment/Threatening of a member of a TSHS staff o Swearing directly at a Staff member o The use of foul language while in conversation with a staff member o Harassment/Bullying of a fellow student o Verbal, sexual and/or physical abuse/fighting o Vandalism/graffiti: Damage to either school or personal property o Persistent failure to arrive at class on time o Persistent failure to bring necessary materials o Persistent failure to complete homework, assignments etc. particularly in the senior school 	<ul style="list-style-type: none"> o Record incident on OneSchool. Refer to HOD/Deputy/Principal o Discussion with HOD/Deputy after incident (asap) o Contact parent/Guardian o Send home to cool down affected students o Red Level, with Red Card if appropriate o Lunchtime or afternoon detentions o Restorative intervention o Referral to student support services o Referral to external support agencies o Referral to police as considered necessary o Restitution of stolen or damaged goods to be negotiated o Invitations to school events may be withdrawn o Invitations to formal and/or graduation may be withdrawn o Persistent offending may result in exclusion from Toowoomba State High school o 1-10 Day suspension considered depending on seriousness of offence o 11-20 Day suspension, exclusion or cancellation of enrolment o Suspension pending exclusion
	<ul style="list-style-type: none"> o Causing a RED ALERT to occur (serious disruption to the learning environment, absolute refusal, dangerous behaviours, placing of self or others at serious risk) 	<ul style="list-style-type: none"> o Record incident on OneSchool. Refer to HOD/Deputy/Principal o Discussion with HOD/Deputy after incident (asap) o Contact parent/Guardian o Send home to cool down affected students o Red Card Alert procedure
	<ul style="list-style-type: none"> o Repeated incidences of misuse of or repeated incidences of refusal to surrender Mobile Phone or other communication technology devices. (Refer Mobile Phone/Personal IT Device Policy Appendix) 	<ul style="list-style-type: none"> o Record incident on OneSchool. Refer to HOD/Deputy/Principal o Discussion with HOD/Deputy after incident (asap) o Contact parent/Guardian o Red Level, with Red Card if appropriate o Restorative intervention o Referral to student support services
	<ul style="list-style-type: none"> o Not completing course requirements (including drafts and assessment submission) 	<ul style="list-style-type: none"> o Teachers will supervise the completion of work as per assessment policy o HODs will supervise the completion of work as per assessment policy o Credit for the subject may be withdrawn o Invitations to school events may be withdrawn o Invitations to formal and/or graduation may be withdrawn o Cancellation of enrolment process may be initiated (compulsory participation phase – yrs 11 – 12) [may also apply to students in year 10 of 16 years of age or over]



Compliance	<ul style="list-style-type: none"> o Persistent and wilful disobedience o Persistent failure to assist in the provision of a safe and supportive school environment Persistent refusal to comply on Red Level o Breaching the "Senior Learning Understanding" o Breaching a Discipline Improvement plan 	<ul style="list-style-type: none"> o Record incident on OneSchool. Refer to HOD/Deputy/Principal o Discussion with HOD/Deputy after incident (asap) o Contact parent/Guardian in consultation with HOD/Deputy o DP escalates to a Red Behaviour if needed o Short term suspension- 1-10 days o Long term suspension- 11-20 days o May be placed on a Flexible arrangement o Suspension pending exclusion o Cancellation of enrolment processes may commence 	
	Attendance	<ul style="list-style-type: none"> o Persistent refusal to attend school detentions, lunchtime and/or afternoon from teacher/HOD/Deputy 	<ul style="list-style-type: none"> o Record incident on OneSchool. Refer to HOD/Deputy/Principal o Discussion with HOD/Deputy after incident (asap) o Contact parent/Guardian in consultation with HOD/Deputy. o Invitations to school events may be withdrawn o Invitations to formal and/or graduation may be withdrawn o Red Level, with Red Card if appropriate o Restorative intervention o Short term suspension- 1-10 days o Long term suspension- 11-20 days
		<ul style="list-style-type: none"> o Persistent refusal to attend school/ failure to meet attendance targets without justification (as determined by the school) or documented evidence 	<ul style="list-style-type: none"> o Contact parent/Guardian in consultation with HOD/Deputy. o Enforcement of attendance process may be initiated (compulsory schooling phase – yrs 7 – 10) o Cancellation of enrolment process may be initiated (compulsory participation phase – yrs 11 – 12) [may also apply to students in year 10 of 16 years of age or over] o Invitations to school events may be withdrawn o Invitations to formal and/or graduation may be withdrawn
<ul style="list-style-type: none"> o Persistent truancy from school grounds o Persistent truancy from timetabled classes 	<ul style="list-style-type: none"> o Record incident on OneSchool. Refer to HOD/Deputy/Principal o Discussion with HOD/Deputy after incident (asap) o Contact parent/Guardian in consultation with HOD/Deputy. o Red Level, with DP Issued Red Card if appropriate o Restorative intervention – daily student monitoring o Short term suspension- 1-10 days o Long term suspension- 11-20 days o May be placed on a Flexible arrangement o Suspension pending exclusion o Cancellation of enrolment processes may commence 		





Use of Electronic Devices	<ul style="list-style-type: none"> ○ Inappropriate use of mobile phones or electronic devices in the classroom ○ Repeated misuse of or refusal to surrender Mobile Phone or other communication technology devices. ○ Uploading, sending or filming fights or pictures to the internet/social media/other persons ○ Repeated inappropriate use of IT devices (recording, publishing, distributing inappropriate material and /or as a distraction or disruption to the learning environment) ○ Use of IT to access, download or distribute inappropriate content (eg Pornography) 	<ul style="list-style-type: none"> ○ Record incident on OneSchool. Refer to HOD/Deputy/Principal ○ Discussion with HOD/Deputy after incident (asap) ○ Contact parent/Guardian in consultation with HOD/Deputy. ○ Red Level, with Red Card if appropriate ○ Restorative intervention – daily student monitoring ○ Possible change of subject due to restricted access to technology ○ Removed from internet access for a time determined by HOD eLearning and IT manager. ○ Removed from all network access for a time determined by DP/HOD eLearning and IT manager. ○ 1-10 Day suspension considered depending on seriousness of offence ○ 11-20 Day suspension, exclusion or cancellation of enrolment ○ Suspension pending exclusion ○ Referral to QPS
	<ul style="list-style-type: none"> ○ Inappropriate email use, e.g. offensive language 	
	<ul style="list-style-type: none"> ○ Cyber Bullying ○ Repeated or use of Social Media that causes minor harm, disrepute or disruption to others or the school (e.g. Facebook) 	
	<ul style="list-style-type: none"> ○ Attempts to gain unauthorised access to any part of the Network systems, misuse of school data or damaging the network <ul style="list-style-type: none"> ○ Via hacking, spyware or other backdoor methods ○ the use of the teacher or network manager logins or copying 	
Environment and Property	<ul style="list-style-type: none"> ○ Vandalism/graffiti: Damaging or destroying school or personal property (or intent to damage or destroy) ○ Trespass on private property ○ Stealing (or intent to steal) ○ Interfering with the property of others or the school 	<ul style="list-style-type: none"> ○ Record incident on OneSchool. Refer to HOD/Deputy/Principal ○ Discussion with HOD/Deputy after incident (asap) ○ Contact parent/Guardian in consultation with HOD/Deputy. ○ Red Level, with Red Card if appropriate ○ 1-10 Day suspension considered depending on seriousness of offence ○ 11-20 Day suspension considered depending on seriousness of offence ○ Suspension pending exclusion considered depending on seriousness of offence ○ Referral to QPS



Treatment of others	<ul style="list-style-type: none"> Threats and Inappropriate Language (including innuendo)- Verbal, physical, sexual, racial, bullying (including cyber-bullying) Incitement / encouragement of others to behave in an inappropriate manner (including threats of violence/ fighting) 	<ul style="list-style-type: none"> Record incident on OneSchool. Refer to HOD/Deputy/Principal Discussion with HOD/Deputy after incident (asap) Contact parent/Guardian in consultation with HOD/Deputy. Red Level, with Red Card if appropriate 1-10 Day suspension considered depending on seriousness of offence 11-20 Day suspension considered depending on seriousness of offence Suspension pending exclusion considered depending on seriousness of offence Referral to QPS
	<ul style="list-style-type: none"> Serious Unsafe Behaviour - ongoing 	<ul style="list-style-type: none"> Parent/guardian to be notified Red Behaviour Card may be issued (classroom) Withdrawal from playground (breaks) 1-10 Day suspension considered depending on seriousness of offence
	<ul style="list-style-type: none"> Objects throwing/fights (on grounds or public) 	<ul style="list-style-type: none"> 11-20 Day suspension considered depending on seriousness of offence Suspension pending exclusion considered depending on seriousness of offence Referral to QPS
Safety	<ul style="list-style-type: none"> Possessing or using weapons 	<ul style="list-style-type: none"> Items that are considered unsafe will be confiscated Parent/guardian to be notified Referral to QPS Long term suspension- 11-20 days Suspension pending exclusion
	<ul style="list-style-type: none"> Publishing inappropriate or abusive material about staff, students or school in any public or school domain including the internet 	<ul style="list-style-type: none"> Students will be instructed to remove the material from public view or the internet Short term suspension- 1-10 days Long term suspension- 11-20 days Suspension pending exclusion
	<ul style="list-style-type: none"> Contacting media outlets without the authorisation of the Principal 	<ul style="list-style-type: none"> Long term suspension- 11-20 days Students who contact or supply information to media outlets or facilitate this and this results in harm to students, staff or negative publicity for the school can expect to be excluded.
School Community	<ul style="list-style-type: none"> Inappropriate Language-swearing Theft – stealing of school or personal property Bringing the school's good name into disrepute both at and outside of school, or on the way to & from school (including stops in-between). 	<ul style="list-style-type: none"> Record incident on OneSchool. Refer to HOD/Deputy/Principal Discussion with HOD/Deputy after incident (asap) Contact parent/Guardian in consultation with HOD/Deputy. Red Level, with Red Card if appropriate 1-10 Day suspension considered depending on seriousness of offence 11-20 Day suspension, exclusion or cancellation of enrolment Suspension pending exclusion Referral to QPS
	<ul style="list-style-type: none"> Any Sexually oriented activity or action on/around school grounds; while on a school organised activity; whilst in school uniform or while easily identifiable as a Toowoomba State High School Student 	<ul style="list-style-type: none"> Suspension pending exclusion Referral to QPS
Personal Conduct		

	<ul style="list-style-type: none"> o Possession, use and/ or supply of smoking/ vaping equipment (Includes possession of cigarettes, tobacco, papers, lighter, vaping device, vaping liquid etc. Includes the act of smoking or being in the company of others smoking) while on/around school grounds; while on a school organised activity; whilst in school uniform or while easily identifiable as a Toowoomba State High School Student. o Possession, use and/or supply of dangerous objects and/or substances o Possession, use and/or supply of illegal substances (alcohol, drugs, drug paraphernalia) on/around school grounds; while on a school organised activity; whilst in school uniform or while easily identifiable as a Toowoomba State High School Student 	<ul style="list-style-type: none"> o Record incident on OneSchool. Refer to HOD/Deputy/Principal o Discussion with HOD/Deputy after incident (asap) o Contact parent/Guardian in consultation with HOD/Deputy. o Red Level, with Red Card if appropriate o 1-10 Day suspension considered depending on seriousness of offence o 11-20 Day suspension, exclusion or cancellation of enrolment o Suspension pending exclusion o Referral to QPS
	<ul style="list-style-type: none"> o Being charged with an offence o Refusing a Community Service Intervention 	<ul style="list-style-type: none"> o Referral to Deputy/Principal for consideration of any of the above listed consequences.

** Drugs may include prescription drugs, inhalants, illicit or prohibited substances and substances purported to be a drug.*

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. The use of any SDA is considered serious. 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).

the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Suspensions, Exclusions and Cancellations

Suspension is a serious disciplinary consequence applied to address student disobedience or misconduct. The duration of a **short suspension** is 1-10 days and is not subject to review or appeal. A **long suspension** is 11-20 days. Students are entitled to make a submission for review of long suspension decisions.



A **charge-related suspension** means the student is suspended until the charge is dealt with, or until the principal decides the suspension will end. Students are entitled to make a submission to the Regional Director for review of charge-related suspension decisions.

A suspension can commence immediately upon the Principal or authorised delegate verbally notifying the student. It is intended that this will facilitate an immediate response to student behaviour and allow the school to send a strong and clear message about what is acceptable behaviour at the school.

These grounds apply to a student of a State school includes misconduct happening while the student is:

- attending or representing school off campus;
- truanting from school, or
- travelling to or from the school.

At the conclusion of a suspension, a re-entry interview with student, parent/carer and representative of the School may be required to resolve the issues which led to suspension.

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

The Principal may consider **exclusion** only if suspension is inadequate to deal with the behaviour or the risk. The grounds for exclusion are:

- persistent disobedience
- misconduct
- conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
- the student being convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.



The following are examples of behaviours that are categorised as grounds for exclusion.

- possessing, using, selling or supplying illicit drugs,
- acts of violence and/or assault
- acts of physical aggression against staff.
- acts of threats against staff
- extreme harassment and/or threatening behaviour (this may include harassment and/or defamation via social media)
- extreme acts of vandalism
- theft/stealing of personal and/or school property



- possession of and/or use of weapons
- persistent disobedience

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.

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An *emergency situation* or *critical incident* is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.



Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that the school's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment



- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.
- Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident,
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report on the schools central database

8. School policies

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

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

Temporary removal of student property



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

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

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



The Principal or authorised 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 Toowoomba SHS and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol cans (ie. 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).

* 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



Staff at Toowoomba SHS:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police should be called to make such a determination.



Parents of students at Toowoomba SHS

- 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 Toowoomba SHS 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 Toowoomba SHS

- should not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Toowoomba SHS 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;
- should collect their property as soon as possible when advised by the Principal or authorised school staff it is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.



In consultation with the broader school community, Toowoomba SHS has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Responsibilities

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

It is **acceptable** for students at Toowoomba SHS to:

- use mobile phones or other devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills



- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Toowoomba SHS to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.



Recording voice and Images

Every member of the school community 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.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. 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 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may occur.

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 police involvement.

Text communication

The sending of messages that contain obscene language and/or threats of violence may be classified as cyberbullying and or harassment or even stalking, and will subject the sender to consequences and possible police investigation. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the Year Level DP. In these cases, The Stop Harassing Me Postcard system will be recommended.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.



Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which he/she is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal 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 or IT based subject) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.



Preventing and responding to bullying

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

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



Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Toowoomba SHS our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Toowoomba SHS teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Bullying response flowchart for teachers



Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.



First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these.

Step 1 Document

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

Step 2 Collect

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

Cyberbullying

Cyberbullying is treated at Toowoomba SHS with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the appropriate Co-ordinator or Deputy Principal. Dean of Students, who can be approached directly by students, parents for assistance in preventing and responding to cyberbullying.

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

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service.



Appropriate use of social media

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

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



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

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

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

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

While many schools use social media to update parents of school notices, the Department of Education prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.



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

Possible civil or criminal ramifications of online commentary

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



What about other people's privacy?

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

What if I encounter problem content?

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

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

9. Restrictive Practices

Staff at Toowoomba SHS are obliged to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The Department of Education'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.

10. 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.

11. Related procedures & guidelines

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



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



12. Resources

- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)
- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#)
- [eheadsace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Date effective: 27 January 20



