



Toowoomba State High School

Student Code of Conduct 2024-2027

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Purpose

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



The Toowoomba State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

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Endorsement

Principal Name:	Therese Sippel
Principal Signature:	
Date: 28.03.2024	
P/C President and-or School Council Chair Name	David McRae
P/C President and-or School Council Chair Signature:	
Date: 28.03.2024	

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Whole School Approach to Discipline

Toowoomba State High School has a proud tradition of providing high quality education to students in the Toowoomba region. We believe strong, positive relationships between all members of our school is the foundation to supporting the success of all students.

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 entitled STAR:

- **S - safe**
- **T - together**
- **A - active learner**
- **R - respect**

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

	At All Times	In the Learning Environment	In the School Grounds and Wider Community
S Safe	<ul style="list-style-type: none"> • Follow all staff directions • Use facilities and furniture appropriately • Keep your hands, feet and objects to yourself • Keep illicit substance and materials out of the school 	<ul style="list-style-type: none"> • Use the appropriate PPE and safety equipment • Adhere to all entry and exit procedures 	<ul style="list-style-type: none"> • Stay within school grounds • Move around the campus safely • Adhere to all road rules • Be sun safe
T Together	<ul style="list-style-type: none"> • Be a positive community member • Be courageous – Seek, Support, Report • Take responsibility for your choices and your actions • Be honest 	<ul style="list-style-type: none"> • Respect teachers' right to teach and students' right to learn. • Celebrate the success of others 	<ul style="list-style-type: none"> • Represent the school positively • Care for the environment • Be inclusive of all • Adhere to the school's uniform policy
A Active Learner	<ul style="list-style-type: none"> • Strive for excellence • Embrace challenges • Learn from mistakes 	<ul style="list-style-type: none"> • Be on time: every lesson; every day • Be prepared for learning • Actively contribute to a positive learning environment • Actively engage – complete tasks, drafts and assessments 	<ul style="list-style-type: none"> • Be an active participant • Play fair • Play school approved games • Be gracious in victory and defeat
R Respect	<ul style="list-style-type: none"> • Take pride in our school • Take pride in yourself • Use respectful, positive language and good manners • Respect everyone's cultures, beliefs and differences - Embrace diversity 	<ul style="list-style-type: none"> • Listen and be accepting of new ways of thinking • Leave your learning space neat, tidy and return any items borrowed • Value others' and your own time – limit disruptions 	<ul style="list-style-type: none"> • Treat everyone with respect • Follow the bus code of conduct

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 with appropriate consequence and wise choices with opportunity for recognition as opposed to reward.

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.

Student Wellbeing and Support Network

Toowoomba State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to make an appointment to meet with the relevant Head of Year if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked – students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The wellbeing framework supports state schools with creating positive school culture and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.



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
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 support process
Social Worker	<ul style="list-style-type: none"> provision of support for mild to moderate mental health needs through therapeutic practices and services (individual, group) work with students referred through Student Support Team, meeting parameters of Wellbeing benchmarks as outlined by the funding package
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, vaping and other drugs.
Youth Support Coordinators	<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.
Head of Years	<ul style="list-style-type: none"> Monitors the social and emotional wellbeing of students Monitors behaviour data to identify areas of additional needs, in consultation with Student Support Team 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"> learning barriers attendance social and emotional needs
Year Level Coordinator	<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.
Head of Department - Diverse Learner	<ul style="list-style-type: none"> providing and managing support, with the Student Support Team, for the inclusion of all students such as: <ul style="list-style-type: none"> EALD Refugee Learning Support First Nations Coordinating testing for student learning support Managing the documentation of NCCD and learning needs of students
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
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
Industry Liaison Officer	<ul style="list-style-type: none"> provide advice and connection with external providers in relation to work experience opportunities, apprenticeships and traineeships
Chaplain	<ul style="list-style-type: none"> provides educational counselling and support services to all students as referred to by Student Support Team provides individual and, at times, group support to students outside of class time
Engagement Centre	<ul style="list-style-type: none"> provides a learning space for students with identified social or emotional needs that require additional support, as identified through the school's Case Management system provides structure and skills for students to engage successfully back into timetables classes

	<ul style="list-style-type: none"> • testing and ongoing tracking of student progress • clear and open communication with family and staff to ensure that students are supported to engage effectively in a safe and effective learning environment
Principal's Withdrawal	<ul style="list-style-type: none"> • provides an alternative option for the principal to engage students whose behaviour choices may result in a student disciplinary absence • provides structure and skills for students to engage successfully back into timetables classes

Parents and Staff

The table below explains the expectations for parents when visiting our school and the standards we commit to as a staff.

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or relevant staff member to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school communications and other materials sent home by school staff.	We will use Daymap as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or relevant staff member if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

Positive Recognition

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. There is also a **Blue Level Attendance Award** for students who are over 98% attendance.

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 including being **above 90% for attendance** and complying with uniform policy.
- To attain a **Blue Level** level award, students must be over 98% attendance.
- 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 and star pin 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

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

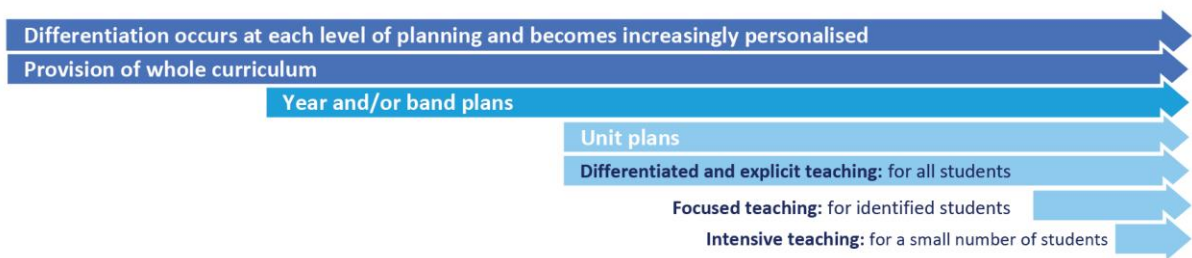
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the relevant staff member to discuss the matter.

Differentiated and Explicit Teaching

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

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

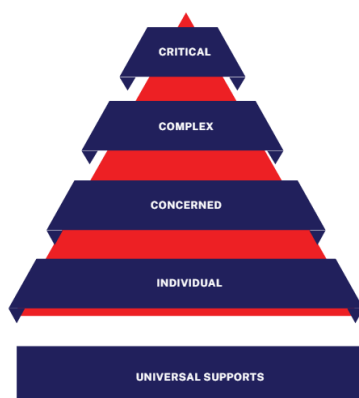
There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the Case Management Systems discussed later in this document. For example, in the framework, Universal Support is differentiated and explicit teaching for all students, Concerned is focussed teaching for identified students and Complex is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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

Case Management Systems



Toowoomba SHS uses a Case Management system of support to learning and behaviour. The model is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, key school staff match increasingly intensive interventions to the identified needs of individual students.

Universal Supports

This encompasses a whole school prevention for learning and behaviour. This includes school/classroom wide systems for all students, staff and settings including the Lofty Lesson Structure and positive rewards systems.

Concerned Supports

“Concerned” interventions of support approximately 10 - 15% of students who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional “Concerned” level interventions.

The focus of “Concerned” is to support students to identify lagging skills and unsolved problems.

It is important that students requiring “Concerned” interventions have received, and are continuing to receive, the same level of Universal support as other students

“Concerned” interventions and supports may include:

- a case management approach
- ongoing monitoring and review
- Positive Engagement Plans
- specialist support and advice for caregivers and staff
- specific small group and individual targeted intervention programs (e.g. Rock and Water)
- ongoing monitoring and review
- monitoring cards

Complex Supports

“Complex” interventions support approximately 5% of students who have not responded to Universal and Concerned interventions. Students may require “Complex” level of supports involving highly individualised interventions to support a tailored learning program. The focus of “Complex” is to reduce the intensity and complexity of existing individual student situations.

It is important that students requiring “Complex” interventions have received, and are continuing to receive, the same level of Universal support as other students.

“Complex” interventions and supports may include:

- a case management approach
- formal behavioural assessment
- specialist individual Behaviour Management Programs
- specialist support and advice for caregivers and staff
- specific small group and individual targeted intervention programs
- ongoing monitoring and review
- external support agencies
- a Discipline Improvement Plan

Critical Supports

“Critical” interventions support approximately 1% of students who have not responded to previous interventions and are now not engaging with school. Students may require “Critical” level of supports involving highly individualised interventions to support a tailored learning program and possible external agencies involved. The focus of “Critical” is to have the student return to school or engage in learning in some capacity.

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

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

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

Differentiated

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

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

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

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detentions – lunchtime & afterschool
- Orange Alerts
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Referral to Student Support Network for Case Management problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

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

Minor and Major Behaviours

Problem and negative behaviour can be categorised and defined under Major or Minor Levels with an increasing level of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

When responding to problem behaviour staff determine whether the problem behaviour is major or minor, with the following agreed understanding:

Minor problem behaviour is handled by staff members at the time it happens and as soon as is practicable. Repeated minor behaviour is initially handled by staff members at the time it happens or as soon as is practicable, in collaboration with the parent. Subsequently repeated minor behaviour is managed by the staff member and relevant HoD who will facilitate a face to face intervention and a consequence for the behaviour.

Major problem behaviours are behaviours by students that significantly violate the rights of others, cause harm or put others at risk of harm, or are prejudicial to the good order of the school. These behaviours can occur on or around school grounds, while on a school organised activity, on the way to or from school (including stops between, whilst in school uniform, or when students are easily identifiable as students of Toowoomba State High School. Major problem behaviour is referred directly to the school administration team (Deputy Principal, Head of Department, Positive Behaviour Support Teacher, and Guidance Officer).

ONE SCHOOL CATEGORY	DEFINITION	MINOR	MAJOR
Abusive Language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<p><u>In Class:</u></p> <ul style="list-style-type: none"> - Swearing at a situation - Inappropriate language between friends - Swearing at a student - Using swear words in the presence of a teacher <p><u>In Playground:</u></p> <ul style="list-style-type: none"> - Swearing at a situation - Inappropriate language between friends - Swearing at a student - Using swear words in the presence of a teacher 	<p><u>In Class:</u></p> <ul style="list-style-type: none"> - Directing offensive and highly insulting terms at a staff member - Swearing at another student in an aggressive, threatening and/or intimidating manner <p><u>In Playground:</u></p> <ul style="list-style-type: none"> - Directing offensive and highly insulting terms at and in reference to a staff member - Swearing at another student in an aggressive, threatening and/or intimidating manner
Academic Misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	<p><i>This category relates to assessment only.</i></p> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> - Draft – evidence of academic misconduct (including AI) available. 	<p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Final submission - evidence of Academic Misconduct available (including use of AI). <p><u>Exams (Block Exams):</u></p> <ul style="list-style-type: none"> - Talking and disruptive behaviour that causes

		<u>Exams (in classroom):</u> <i>Relating to exam conditions and student scripts:</i> <ul style="list-style-type: none"> - Behaviour and/or scripts indicates academic misconduct (copying, cheating, talking or any other forms of communicating, disrupting). 	significant impact in Exam (See <u>Disruption</u>) <ul style="list-style-type: none"> - Evidence of cheating found in student scripts.
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.		<ul style="list-style-type: none"> - Verbal threat of explosion to cause panic through false alarm - Use of social media or other carriage service to threaten explosion or cause panic through false alarm - Evidence of threat in written format to threaten or cause panic
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	<ul style="list-style-type: none"> - Single instances – see also <u>Abusive Language</u>, <u>Disrespect</u>, <u>Fighting</u>, <u>Harassment</u>, <u>Physical Aggression</u> - Delivery of offensive, insulting or threatening terms or actions in person, via people or via social media/carriage service - Taking or using photos, videos or voice recordings of another person without their permission (e.g. Sending a photo of one person to another person) - Student/s immediately stop behaviours upon intervention by a staff member. 	<ul style="list-style-type: none"> - Ongoing (repeated instances) delivery of offensive, insulting or threatening terms or actions in person, via other people or via social media/carriage service despite multiple school-based intervention - Taking or using photos, videos or voice recordings of another person without their permission, accompanied by derogator and/or harmful messaging (e.g. Sending a photo, meme / images or comments) - creating a meme using a person's photo and posting it to social media etc
Defiance	Student refuses to follow directions given by school staff.	<ul style="list-style-type: none"> - Refusal to surrender regulated/prohibited item such as mobile phone, aerosol can etc - Failure to respond to given instruction - Explicitly stating refusal to comply 	<ul style="list-style-type: none"> - Ongoing (repetitive occurrences across multiple episodes) refusal to follow directions given by staff - Ongoing (repetitive occurrences across multiple episodes)

		<ul style="list-style-type: none"> - Refusing to verbally respond to staff member - Failure to respond to a given instruction where safety is an immediate concern - Swearing in response to Teacher instruction (not at Teacher) 	<p>refusal to surrender regulated/prohibited items such as mobile phone, aerosol can etc</p> <ul style="list-style-type: none"> - Ongoing profanity in response to teacher instruction (not at Teacher)
Disrespect	Student intentionally delivers <u>socially rude</u> or <u>dismissive messages</u> to adults or students.	<ul style="list-style-type: none"> - Making inappropriate comments during teacher Instruction. - Purposefully demonstrating verbal or written disrespect. - Making inappropriate comments during lunch time, transitions or alternative activities. - Ignoring Teacher when they are trying to give instructions or communicate with student 	<ul style="list-style-type: none"> - Ongoing (repetitive occurrences across multiple episodes) comments delivered during teacher instruction. - Ongoing (repetitive occurrences across multiple episodes) delivery of rude messages to adults or students. - Serious offensive disrespect to a Staff member in a verbal or written form
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained <u>loud</u> talk, <u>yelling</u> , or <u>screaming</u> ; noise with materials; and/or sustained <u>out-of-seat behaviour</u> .	<p><u>In Class:</u></p> <ul style="list-style-type: none"> - Making unwanted and unnecessary noise that distracts the teacher's ability to teach and students' ability to learn. Examples include: continuously tapping pen/pencil, calling out, talking, whistling, asking unrelated questions or making unnecessary comments. - Movement and behaviour in classroom without permission. Examples include: wandering around the classroom, entering another class/learning area without permission, throwing objects unlikely to cause harm (such a paper plane, eraser etc.). - Directing gestures, using body language and/or commenting through windows, doorways, etc. to gain the attention of students in another class. - Seeking the attention of peers by 	<p><u>In Class:</u></p> <ul style="list-style-type: none"> - Continual and sustained noise that distracts the teacher's ability to teach and students' ability to learn. - Continual and sustained movement and behaviour in classroom without permission after teacher has repeatedly redirected. - Continual and sustained directing of gestures, using body language and/or commenting after teacher has repeatedly redirected. - Entering another class with intention to disrupt and refusal to leave after teacher instruction. - Threatening or intimidating behaviour that has the potential to escalate to significant issues. <p><u>School Activity or Event:</u></p> <ul style="list-style-type: none"> - Continual and sustained unwanted and unnecessary noise

		<p>touching/taking belongings.</p> <p><u>School Activity or Event:</u></p> <ul style="list-style-type: none"> - Making unwanted and unnecessary noise that distracts the event. - Movement or unwarranted behaviour without permission. - Directing inappropriate gestures, using body language and/or commenting to gain attention of other students or participants. 	<p>that distracts the event after teacher has repeatedly redirected.</p> <ul style="list-style-type: none"> - Continual and sustained movement or unwarranted behaviour without permission after teacher has repeatedly redirected. - Continual and sustained inappropriate gestures, using body language and/or commenting to gain attention of other students or participants after teacher has repeatedly redirected.
Dress Code	Student wears clothing that is not within the dress code guidelines defined by the school.	<ul style="list-style-type: none"> - Wears non-school approved clothing, student wears incorrect uniform on the wrong day, non-compliant footwear. - Non-compliant with dress code - Wearing of inappropriate/offensive items - When Non-compliant footwear (OHS) becomes refusal to participate in program of instruction 	Ongoing persistent non-compliance with dress code: See <u>Defiance</u>
Falsifying Documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	<ul style="list-style-type: none"> - Students forging parent signature – Low risk - Uniform - Yellow / red cards / signatures / ticks - Late arrival / unexplained absence 	<ul style="list-style-type: none"> - Students forging parent signature – High risk (excursions, assignment extensions etc.) - Creating fake medical documentation in an attempt to gain an AARA, etc. - Impersonating a staff member on email to create harm or harass - Altering images <p>Fake social media (using digital platforms to impersonate others) to create harm or harass (also see <u>Bullying</u>) or bring the school into disrepute</p>
Fighting	Student is involved in mutual participation in an incident involving physical violence.	<ul style="list-style-type: none"> - At least two parties engage mutually in play fighting, including shoving, 	<ul style="list-style-type: none"> - At least two parties engage mutually in acts of violence, including punching,

		<p>pushing, poking, kicking, slapping</p> <p>At least two parties continue to engage in play fighting following direction by staff member to stop – see <u>Defiance</u></p>	<p>hitting, kicking or slapping with the intent to cause physical harm</p> <ul style="list-style-type: none"> - Premeditated or preorganised engagement of at least two parties in acts of violence, including punching, hitting, kicking or slapping with the intent to cause physical harm
Harassment	<p>Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.</p>	<ul style="list-style-type: none"> - Comments directed toward another that pertain to any element of a person's identity - Use of derogatory names directed towards another person that pertains to any element of their identity (e.g. Gender, Racial, Sexuality, Physical Ability based etc.) - Drawing of derogatory images or words based on Gender, Racial, Sexuality, Physical Ability based etc. - Directing disrespectful hand gestures (giving the finger etc.) towards another 	<ul style="list-style-type: none"> - Ongoing (repetitive occurrences across multiple episodes) delivery of harmful messages related to any element of a person's identity (see <u>Bullying</u>) <p>Actions that constitute sexual harassment.</p>
Charge Related Suspension	<p>Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.</p>		<ul style="list-style-type: none"> - Confirmation of charge by police / parents <p>Documentation provided</p>
Physical Aggression	<p>Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults,</p>	<ul style="list-style-type: none"> - Directing anger towards property, resulting in minor damage to the property (e.g. Snapping own pencil, punching the back of an empty chair, ripping off leaves off a tree etc.) <p>One student directing anger and/or acts of physical contact towards another</p>	<ul style="list-style-type: none"> - Directing anger at school property, resulting in damage to property - One student directing anger and/or acts of physical violence towards each other - Inciting or encouraging others to fight - Play fighting resulting in injury - Physical intimidation of a staff member

	visitors or animals; or flora or fauna.		<ul style="list-style-type: none"> - Physical assault of a teacher <p>Fauna (Intimidating or aggravating support animal)</p>
Property Damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	<p>Student damages personal or school property, but not maliciously</p> <p>Damage means – changing the condition of property that may belong to school, staff or students.</p> <p>Examples of student behaviour include:</p> <ul style="list-style-type: none"> - “Easy fix” – monetary value (Minimal vandalism the student could rectify) - Damage to desk e.g. graffiti, gum, writing on desk, other - Damage to computers e.g. Keys on keyboard - Accidental damage e.g., ball through window, jostled in corridor – hits wall <p>Damage to school property e.g. graffiti</p>	<p>Student damages school or another’s/others’ property intentionally, such as:</p> <ul style="list-style-type: none"> - Vandalism (Impact on others) - Windows broken - Hole in wall - Targeted offensive graffiti e.g. political, bullying, racist, sexist - Impact on whole school community (causes high safety risk to others & compromises school community safety) e.g., toilets, pipes, electrical <p>Fire extinguishers</p>
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	<ul style="list-style-type: none"> - Throwing paper, plastic bottle or other item across an environment that is unsafe and inconsiderate but is unlikely to cause harm or injury to another <p>Not using context specific equipment of practical learning environments (such as in a Science Lab, Kitchen, Workshop, HPE lesson etc.) correctly.</p>	<ul style="list-style-type: none"> - Throwing furniture, sharp object, spit ball or other item across an environment that has the potential to likely harm or injure another person or the built environment - Misusing context-specific equipment of practical learning environments (such as in a Science Lab, Kitchen, Workshop, HPE lesson etc) in way that seriously jeopardises the safety of others (e.g. Shooting a nail gun into the air, misusing machinery and power tools, allowing excessive gas to escape from the gas tap etc.) - Excreting bodily fluids in a deliberate inappropriate manner

Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	<ul style="list-style-type: none"> - Deliberate non-completion of learning activities during a lesson as a result of not participating and not attempting tasks - Deliberate non-completion of learning activities due to failure to be prepared for learning with all required equipment, including a device - Not participating in practical learning activities, such as sitting out during games and drills in HPE - Not completing Homework tasks <p>Non-submission of assessment, including failing to meet checkpoints and non-submission of drafted work</p>	<ul style="list-style-type: none"> - Persistent non-completion of learning activities during a lesson as a result of not participating and not attempting tasks - Ongoing non-participation in learning activities due to failure to be prepared for learning activities, such as sitting out during games and drills in HPE - Persistently not completing set homework tasks <p>Persistently not submitting assessment, including failing to meet checkpoints and non-submission of drafts (also see <u><i>Academic Misconduct</i></u>)</p>
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.		<ul style="list-style-type: none"> - Being in possession of a Vape, drug paraphernalia, such as a bong, pipe, etc - Being in possession of a vape and/or an illicit drug on school property - Smoking a vape, and/or smoking, inhaling, ingesting or injecting an illicit drug on school property or in school uniform (including being filmed in uniform) - Sharing a vape and/or an illicit drug with others on school property or when in school uniform <p>Selling a vape and/or an illicit drug to others on school property or when in school uniform</p>
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.		<ul style="list-style-type: none"> - Being in possession of a cigarette, tobacco or alcohol on school property - Sharing, inhaling or ingesting a cigarette, tobacco or alcohol on school property or in school uniform (including filmed in uniform)

			<ul style="list-style-type: none"> - Distribution or sale of a cigarette, tobacco or alcohol to others on school property or when in school uniform
Technology Violation	<p>Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.</p>	<ul style="list-style-type: none"> - Student is in breach of the <i>'Away for the Day' Mobile Phone Policy TSHS'</i> including using such devices between 8:55am-2:55pm <p>Student is in breach of IT agreement, including using or attempting to use inappropriate websites on the school network, sharing own or using another's username or password, inappropriate use of school email (e.g. swearing, spamming)</p>	<ul style="list-style-type: none"> - Ongoing (repetitive occurrences across multiple episodes) instances of student breaching <i>'Away for the Day' Mobile Phone Policy TSHS</i> - Attempt or successfully hack or impose a cyber-attack - Installing monitoring or other inappropriate software on the school network - Impersonation of other students or staff - Breach of drone law - Breach of privacy law - Use of school facilities or private devices to access or distribute inappropriate material e.g., pornography, 18+ content, graphic imagery <p>Fraudulent use of devices to cheat under exam conditions</p>
Theft	<p>Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.</p>	<ul style="list-style-type: none"> - Removing items from another's desk or bag - Hiding another student's bag <p>Student takes item/s (low level item such as pencil, pen, art supplies etc.) but returns the item/s voluntarily or upon teacher instruction</p>	<ul style="list-style-type: none"> - Ongoing (repetitive instances) of theft or receipt of stolen goods. - Stealing student or staff property of significant value, with the intent of keeping it Intentional
Truancy (out of class)	<p>Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e., an unauthorised absence).</p>	<ul style="list-style-type: none"> - Student arrives late to class (e.g. >10 minutes after lesson start time) - Student leaves class without permission but returns during the lesson - Student leaves class before Student has been dismissed - Student does not attend timetabled lesson - Student attends another location rather than timetabled classroom 	<p>Ongoing (repetitive occurrences across multiple episodes) or arriving late to class, being unexplained from class but on school grounds. <i>Also see <u>Defiance</u></i></p>

Truancy (out of School)	<p>Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).</p> <p><i>* Attendance officer is involved identifying patterns and consequences e.g., contact with teachers and parents.</i></p>	<ul style="list-style-type: none"> - Student leaves school grounds during class time - Student leaves school grounds to collect fast food from another person, and promptly re-enters grounds - Arrives late to school (unauthorised) 	<ul style="list-style-type: none"> - Ongoing (repetitive occurrences across multiple episodes) instances of student leaving the school grounds during the school day - Consistently arrived late to school (unauthorised)
Use/possession of combustibles	<p>Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).</p>	<p>Possession of aerosol cans</p> <ul style="list-style-type: none"> - Use of aerosol spray when no one else is around - Use of aerosol spray when others are present, but not maliciously - Possession of a lighter or matches 	<ul style="list-style-type: none"> - Directing aerosol spray towards others deliberately - Using combustibles to ignite materials or cause explosion
Use/possession of weapons	<p>Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.</p>		<ul style="list-style-type: none"> - Possession of object crafted into sharp implement - Possession of knife, gun or other weapon that could cause bodily harm - In possession of fake weapon (e.g. rubber knife, plastic gun etc.)

Possible Responses to Behaviours	
MINOR	MAJOR
<ul style="list-style-type: none"> • Restorative intervention • Teacher intervention/ logical consequences • lunchtime detention • afterschool detention • parent contact • HoD/Support Team Referrals • withdrawal from class or activities • removal of privileges: such as; reward days, sporting events, trips, camps, formal etc. • HOD monitoring • confiscate items that are causing class disruption or potential safety risks 	<ul style="list-style-type: none"> • Restorative intervention • Principal's Withdrawal • Support Team Referral • Confiscation/surrender items to the SC • Orange Alert response • Sent home • Afterschool detention • Removal of representing the school • Suspension 1-10 days • Suspension 11-20 day • Cancellation of enrolment • Restitution of stolen or damaged property • Exclusion • Referral to Police

School Disciplinary Absences

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

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

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Toowoomba State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

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

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

Monitoring Behaviour – 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)** or **Head of Year (HoY)** for a period of time determined by them. A Yellow Monitoring Card assists students 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)** or **Head of Year (HoY)** for a period of time to be determined by them. A Red Monitoring Card assists students and the DP/HoY to monitor ongoing minor / major behaviours which have not improved with 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)

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.

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.

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, lighters)
- illegal substances, drugs** (including tobacco, cigarettes, vapes, medication prescribed to another person)
- alcohol
- aerosol cans (i.e. spray paint, deodorant cans)
- 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

‘Away for the Day’ Mobile Phone and wearable devices policy

Toowoomba State High School has established this policy following decisions made by the Queensland Government, and supported by the Department of Education. For the purpose of this document, mobile phones and wearable devices include mobile phones, smartwatches, wearable technology, handheld devices and other emerging technologies which have the ability to connect or synched to telecommunication networks or the internet. This document does not apply to personal or school-owned devices / technology, such as iPads, tablets or laptops, that are approved for educational use as part of the school’s Laptop policy.

Purpose

This document:

- outlines the requirement for all Queensland state school students to keep mobile phones switched off and ‘away for the day’ during school hours, and while attending school activities, such as representative school sport, excursions and camps.
- outlines the requirement for all students to switch off notifications on wearable devices, including smartwatches, during school hours, and while attending school activities, such as representative school sport, excursions and camps.
- provides guidance for staff in managing student mobile phones and wearable devices that are brought to school, and
- provides guidance on the application of exemptions for students who require access to their mobile phone or wearable device during school hours and events

Overview

Queensland state schools are committed to reducing the distraction of mobile phones and wearable devices to provide optimal learning environments for all students.

‘Away for the day’ aims to:

- provide optimal learning and teaching environments, free from the distractions caused by the personal use of mobile phones and wearable devices,
- support schools to create safe and supportive learning environments that prioritise student engagement and wellbeing,
- encourage increased face-to-face social interactions between students,
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times, and
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, distributing and/or accessing harmful content, or breaches of personal privacy.

Student use of mobile phones and wearable devices at school

Toowoomba State High School students must keep their mobile phones switched off and ‘away for the day’ during school hours.

- Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours and also through other synched devices.
- This document also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.
- Students may only use their mobile phone or have wearable device notifications enabled during these times if they are participating in a teacher-led educational

activity or have an approved exemption for medical, disability and/or wellbeing reasons.

- Students participating in activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

Bringing mobile phones and wearable devices to school

Students are permitted to bring mobile phones and wearable devices to school to:

- support safe travel to and from school
- make contact with parents, friends and part-time employers outside of school hours (except when on school site or excursions that run outside of these hours, and
- enable contact about their own child or person under their care.

Storage and loss or damage to mobile phones or devices

- The school will provide a pouch (Yondr) on enrolment for the storage of student mobile phones or other personal devices.
- Devices required to be handed in for a breach of this policy is done so under the school's Student Code of Conduct and in compliance with the Temporary removal of student property by school staff procedure. Devices will be checked in front of the owner for any damage checks when they are handed in at the Student Centre. Owner will be provided with a receipt to acknowledge this process.
- Students' personal devices brought to school are at the risk of the student, save for matters to which the school's Student Code of Conduct may apply, for example, the theft or wilful damage to a student's device.
- In any circumstance, the school is not responsible for the replacement of the device, or compensation to the student or parent for any loss or damage to a device the student brings to school.

Exemptions

The Department of Education consulted with key stakeholder groups to develop a list of exemptions for instances where students may require access to, and use of a mobile phone or wearable device during the school day:

- Parents or carers may apply on behalf of the student for an exemption to the "Away for the day" policy and the student must only use their mobile phone or wearable device for the intended, Principal approved purpose.
- Principal will consider requests for exemption received from students or parents on a case-by-case basis. When considering an exemption request, the principal may seek additional information and /or documentation to support the need for the student to access their mobile phone or wearable device during the school day.
- Exemptions may be temporary for a fixed period or for a student's on-going individual circumstances, as specified in the exemption, if provided by Principal. Consideration of individual circumstances will be given, including where:
 1. the mobile phone or wearable device is used by the student to monitor or manage a medical condition (in accordance with the Managing students' health support needs at school procedure)
 2. the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties, as defined by medical professionals and associated documents.
 3. the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, e.g., navigation or object/people identification applications
 4. the student has extenuating circumstances that necessitate the need for access to their mobile phone or wearable device during the school day,

including (but not limited to) students who contribute financially to their household, independent students, and students who are primary carers for a child or family member, or

5. students in Years 11 and 12 who are applying for Access Arrangements and Reasonable Adjustments (AARA) for assistive technology. 6. Exemptions issued will be documented in the student's OneSchool Support Provisions tab and communicated to school staff, including temporary relief staff, and will include details of how and when a student may access their mobile phone or wearable device,
6. Where an exemption is not approved and the student or their parent expresses dissatisfaction with the decision, information about how to make a complaint and how a complaint will be managed should be made available in accordance with the Customer complaints management procedure.

General exemption from “Away for the day” policy

It is acknowledged that the use of mobile phones and wearable devices can support the school's teaching and learning programs by providing valuable learning experiences for students, as well as supporting day-to-day school operations.

At Toowoomba State High School:

- Teachers may give permission for students to use their mobile phone or wearable device in the classroom, for a specific and agreed educational purpose after considering whether the same outcome can be achieved using student or school-owned devices approved for educational use as part of the school's BYoX policy
- The Principal may, on a case-by-case basis, determine to allow students access and use of mobile phones and wearable devices during school representative sports, camps or excursions at specified and supervised times (in accordance with the School excursions procedure).

Students are NOT permitted to and there will be NO exemption granted to allow students to:

- connect their mobile phone to the school's network, or
- use their device to “hot spot” their school provided or BYoX device to ensure students only use their mobile phone or wearable device for the intended, and agreed purpose. (See the school's Student Code of Conduct)

Supporting responsible use of mobile phones and other devices

Toowoomba State High School Student Code of Conduct details staff responsibilities to support students to understand and meet behavioural expectations of the school, and guidance on the application, where required, of disciplinary consequences.

The Student Code of Conduct explains the school's approach where a student does not comply with, or breaches the “Away for the day” policy.

Maintaining the “Away for a day” policy

A whole-school approach consistent with the school's Student Code of Conduct will be adopted to ensure the school:

- promotes the safe, respectful and positive use of mobile phones and other technology through delivery of the Australian Curriculum and specific programs focused on digital literacy.
- manages inappropriate online behaviours or reputation management incidents where the primary concern is the safety and wellbeing of the students and/or staff members involved.

- enforces consequences for breach of this policy which are outlined in the school's Student Code of Conduct.
- ensures that the temporary removal of mobile phones and/or wearable devices from the student requires they are stored and retained in accordance with the department's Temporary removal of student property by school staff procedure.
- Parents are reminded of how important it is to work together and coordinate.
 1. in cases of emergency, contact with their child (defined as a crisis, predicament, urgent situation), is via the school's Student Services Office
 2. they should not interrupt the school day with unnecessary or non-emergent contacts. Matters of daily routine or messaging that can reasonably wait until the end of the school day should be left to that time of day.
 3. that if a student becomes ill at school, or any other situation where a student may need to contact a parent or carer that Student Services remains the only point of contact in order to ensure the student is reached quickly, without potential for confusion, is assisted in the appropriate way and their attendance in school is accounted for.

Mobile phones and wearable devices: A guide for students

- During the school day from first bell at 8.50am (warning bell) to the bell at end of school day at 2.55pm mobile phones and electronic devices must be switched off and in the pouch provided by the school, and may not be used.
- Mobile phones must be kept out of sight. Wearable devices must have notifications switched off. It is the student's responsibility to ensure compliance with this requirement.
- In Class time:
 - Mobile phones and other wearable devices such as smart watches with Bluetooth or wireless connection / synching capability must NOT be used during class time to: "hotspot" in order to bypass the school's network
 - play music or videos other than that as directed by the teacher • stream music to a wearable device such as in-ear headphones.
- At break times
- Mobile phones and wearable devices may not be used for any purpose including the taking of videos or still photograph images, and must remain switched off and out of sight in the pouch provided by the school.
- Students are responsible for the safe keeping of their personal items including mobile phones and wearable devices:
 - Where the student elects to keep the phone on them during the day, the device must be out of sight. In class, all mobiles phones must be placed in the pouch provided by the school and locked. The school's responsibility does not extend to ensuring/safeguarding the device.
 - During exams, all mobile phones are to be turned off and locked in the Yondr pouch, as outlined above. Smart watch notifications turned off and silenced and remain in the student's bag or handed to the

supervising teacher. Where a student does not follow this school policy (refer to flowchart).

- Where the student has a mobile phone and/ or wearable device visible in the class or the playground, they will be directed to the Student Centre. The device will be logged and remain there until collected by the student at the end of the day.
 - The second and subsequent incidents of where students have a mobile phone and / or wearable device visible, it will be logged and remain at the Student Centre until collected by the registered parent or carer.
 - Alternatively, the student can be sent to Student Services to hand the device in and return with the lodgement receipt to show the teacher. The phone will remain there until collected by the registered parent or carer.
- Failing to comply with this reasonable instruction will result in disciplinary consequence under the school's Student Code of Conduct.
 - Persistent breach of the "Away For The Day" policy
 - On the 2nd occasion this occurs, the student will be required to participate in proactive re teaching of expectations in a Principal's Withdrawal or other appropriate location. If further non compliance occurs, the student may be suspended for failing to follow a reasonable instruction from a teacher or staff member.

Glossary

- **Wearable device** - is a device any technology that is designed to be worn, such as smartwatches, smart glasses, synced ear pods , handheld devices, headphones and other emerging technology.
- **School hours** - are the hours identified by our bell times, starting with the first bell at 8:55am and the last bell at 2:55pm. School hours can also include times that students are involved in an activity, event or excursion sanctioned by the school that are conducted outside of the first bell and last bell of a normal school day.
- **Switched off** - denotes that a mobile phone must be turned off completely, unless a student is exempted for medical purposes. It also denotes that wearable devices/ technology must be on airplane mode and not be used to access phone calls, texts, notifications or sync to other technology.
- **'Away for the day'** - Queensland Government Policy (2023) where the Education Minister stated that all state school students are to keep mobile phones switched off and locked in the school- provided mobile phone pouch.
- **Pouch** - a simple, lockable storage solution that is provided by the school and utilised in the designated school hours, which includes events, activities and excursions that may occur outside of 8:55am and 2:55pm, Monday to Friday. • **Principal approved purpose** - a purpose that is determined by the Principal of the school to be reasonable for a student or class to be able to use a mobile phone and/ or wearable device, such as conditions documented by medical advice - e.g. diabetes

Responsibilities

Toowoomba State High School students are responsible for and expected to turn off mobile phones and other wearable devices as soon as you enter the school. From this point in time, students are required to keep mobile phones and other personal digital devices out of sight until the end of the school day at 2:55pm. T

he table below illustrates the procedures to follow if incorrect use of mobile phones and other personal digital devices occurs.

Deliberate Misuse of Mobile Phones or Related Devices in School: What Can Students Expect?

Incorrect Use	Consequence
Phone visible in class or out of class – 1st offence	Student directed by teacher to take the phone/ device to the Student Centre. HOY informed. Student collects phone/ device after 2:55pm from the office and consequences applied.
Phone visible in class or out of class – 2nd offence	Student directed by teacher to take the phone/ device to the Student Centre. HOY informed. Student has a meeting with the HOY to discuss use of phone/ device at school , proactive re-teaching of requirements and home contact is made. Parent notified of second incident via email or phone call. Parent collects phone/ device after 2:55pm from the office.
Phone visible in class or out of class – 3rd offence	Student directed by teacher to take the phone/ device to the Student Centre. Year level deputy informed. Student has a meeting with the deputy principal to discuss use of phone/ device at school and home contact is made. Parent to collect phone/ device from the office and meet with deputy principal to discuss disciplinary consequences. Student work at Reset Room or alternative space/ program is required. Subsequent consequences for ongoing non-compliance could result in the decision to suspend (1-10 days, 11-20 days), Exclusion or Cancellation

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 Voice 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.

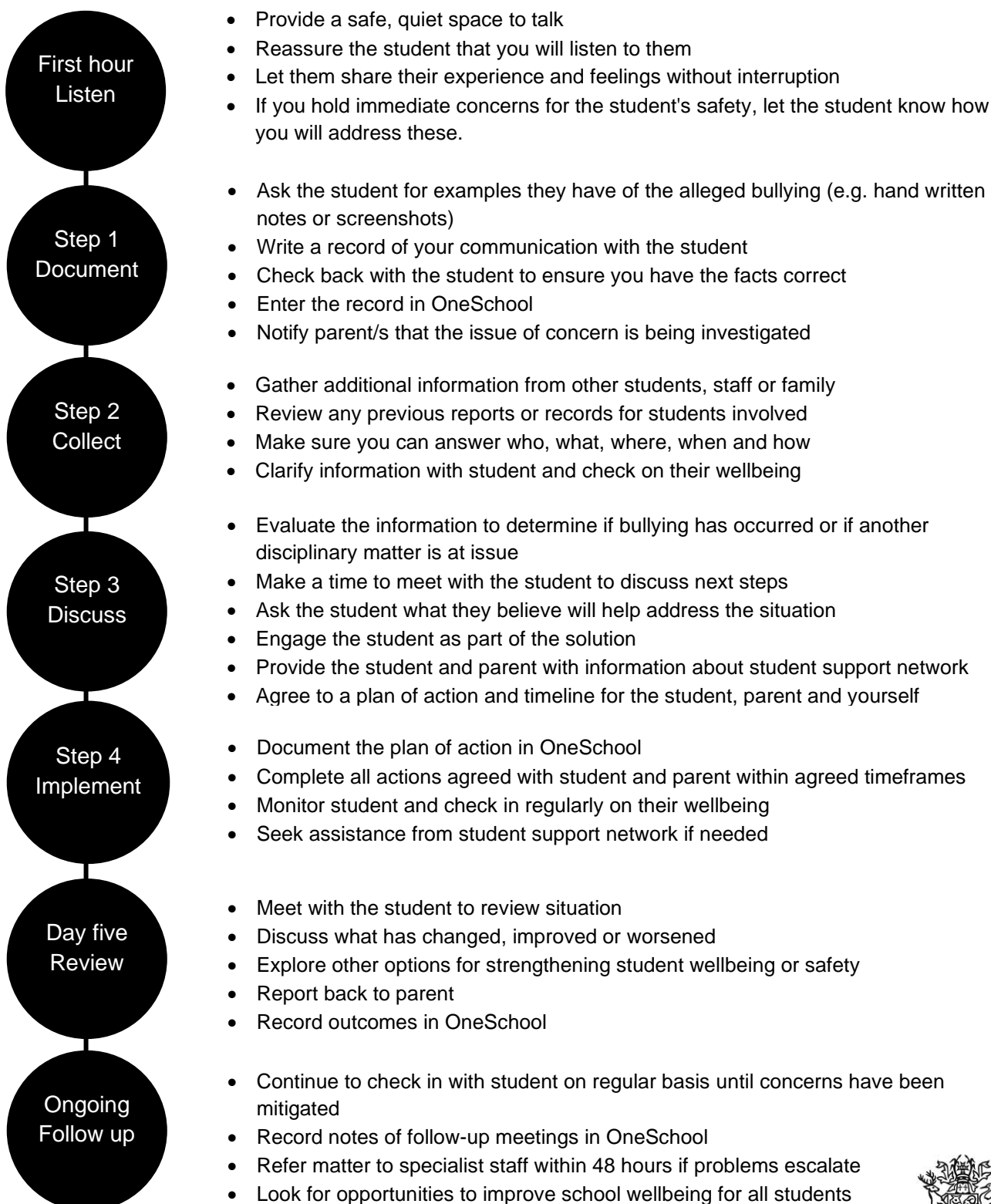
The following flowchart explains the actions Toowoomba SHS teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment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

Online Reporting of Bullying for students and parents:

- STYMIE – www.stymie.com.au



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 Deputy Principal. Heads of Department and/ or Year Level Coordinators, who can be approached directly by students, parents for assistance in preventing and responding to cyberbullying.

Students may choose to anonymously report a situation through STYMIE, through Stymie.com. Such reports will go directly to the Deputy Principal responsible for the year level/s identified in the information provided.

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.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

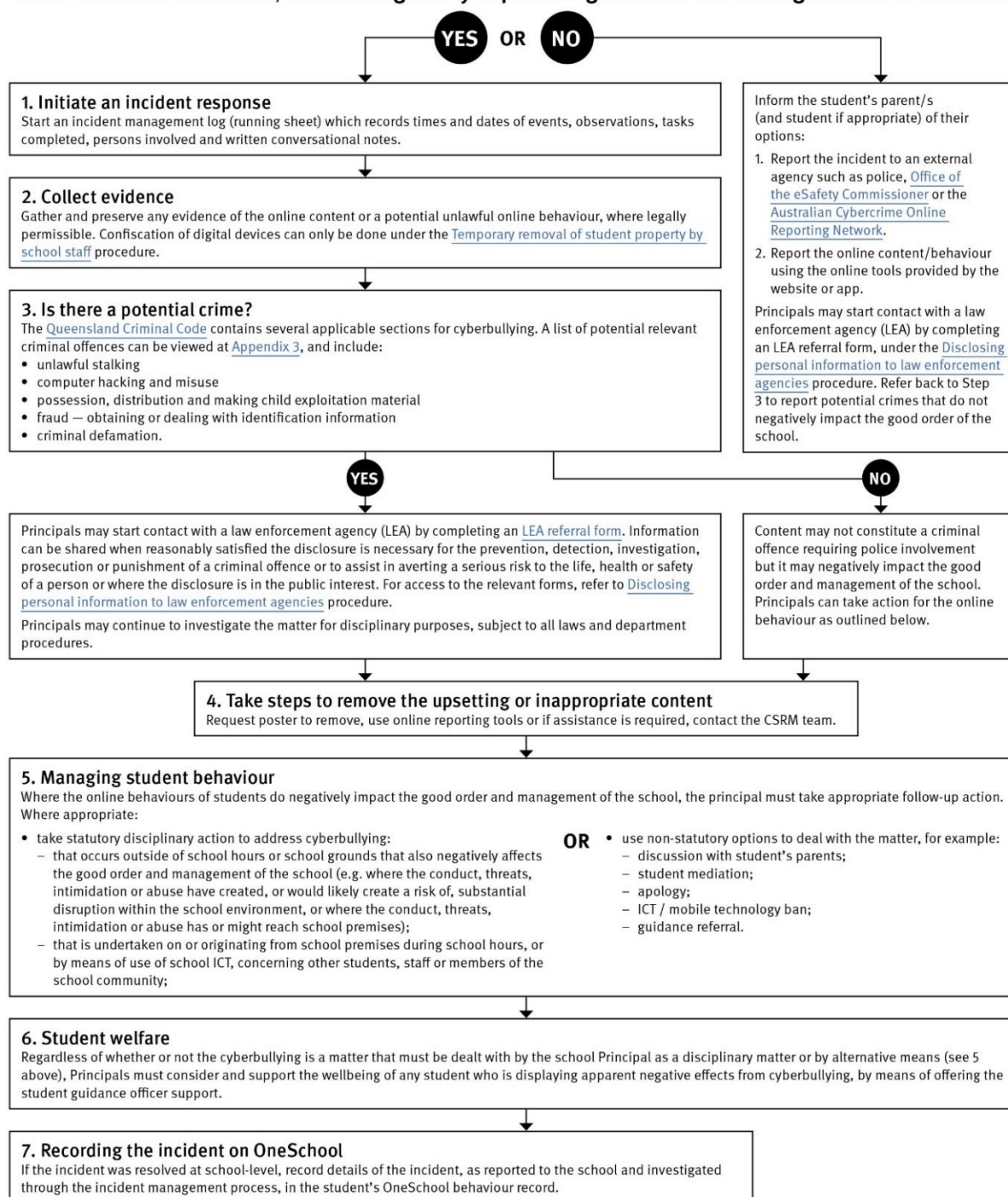
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Help

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

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



Appropriate use of Social Media

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.

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.

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.

Related Procedures and Guidelines

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

- 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 procedure
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff procedure
- Use of ICT systems
- Using mobile devices
- Managing risks in school curriculum activities procedure
- Complaints management procedure
- Cybersafety and reputation management
- Managing student's health support needs at school procedure
- National Safe Schools
- Working Together resources for schools

Other resources:

- Stymie
- Bullying. No Way!
- Take a Stand Together
- Safe Schools Hub
- eHeadspace
- Kids Helpline
- Beyond Blue
- Office of eSafety Commissioner
- Parentline
- Student wellbeing hub

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](#)