



Townsville State High School

Student Code of Conduct 2020-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

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

This 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. It recognises the need for the support and involvement of the total school community as the school, family and wider community are an integral part of the student's network.

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Endorsement

Principal Name: Mr Rob Slater

Principal Signature:



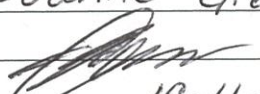
Date:

19-11-2020

P/C President Name:

Joanne Greske

P/C President Signature:



Date:

19-11-2020

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Principal's Foreword

Introduction

All areas of Townsville State High School are learning and teaching environments. We consider conversations about behaviour to be an opportunity for valuable social learning as well as a means of maximising the success of our academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL). The Townsville State High School 'Values' and 'Beliefs' Statements, the Statement of Purpose, the Townsville State High School Code and the Learning and Wellbeing Framework are the main philosophical bases for our policy.

Our school community identifies the following school rules to teach and promote our high standards of responsible behaviour:

- LEARN
- RESPECT
- Be SAFE

All members of the Town High community have the right to be treated with respect and to accept full responsibility for their actions and the consequences that follow. Students who do not accept responsibility in a positive way need to be prevented from interfering with another student's right to learn, and are to be encouraged to develop a plan to successfully achieve this. The outcome is socially responsible adults with self-discipline and self-esteem who are committed to a multicultural society where there is understanding, tolerance and inclusion. Responses to inappropriate student behaviour consider both the individual circumstances and actions of the students and the needs and rights of school community members.

Our Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Townsville State High School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct also provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

Through our school code, shared expectations for student behaviour are plain to everyone. This assists Townsville State High School to create and maintain a positive productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

P&C Statement of Support

As president of the Townsville State High School P&C Committee, I am proud to support the new Student Code of Conduct on their behalf. The P&C Association recognises the integral role parents and families play as partners in their children's education. It is therefore important that parents work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

I encourage all parents to familiarise themselves with the Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. Any parents who wish to discuss the Townsville State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Townsville State High School P&C Association.

Whole School Approach to Discipline

Townsville State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all settings and programs throughout the school, including sporting activities and excursions. All students are explicitly taught and practice behavioural expectations, which positions them to succeed in school and thrive in all dimensions of a balanced adult life including relationships, health, creativity, citizenship and recreation. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

PBL is an evidence-based framework used to:

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

The Essential Features of our PBL lessons are to:

1. **'Tell'** - Teach the procedure for when to use the skill ensuring that the relevant expectation is referred to.
2. **'Show'** - Demonstrate the skill.
3. **'Practise'** - Students practise the skill, review and test daily.
4. **'Feedback'** - Inform students which expectation they have followed and verbalise the specific behaviour that was demonstrated - using positive language.

PBL Expectations

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



BEHAVIOUR EXPECTATIONS FOR STUDENTS

	SCHOOL SETTINGS	CLASSROOM	MOVING TO CLASS	PLAYGROUND & FACILITIES - HALL / CANTEEN / TOILETS
We all have the right to LEARN	<ul style="list-style-type: none"> • Arrive on time to school • Have appropriate materials ready • Attend school every day because every day counts. • Use equipment appropriately • Own my behaviour • Stop think and then do the right thing 	<ul style="list-style-type: none"> • Classwork and Assessment is not negotiable. • Wait to be dismissed by your teacher • Raise your hand and wait to talk • Arrive on time and be ready to work (arrive before song is finished) • Take an active, positive role in activities • Be prepared with equipment and books • Ask for help if unsure - Give it a go • Be the best you can be • Personal technology devices turned off and out of sight in class 	<ul style="list-style-type: none"> • Move to class as soon as the bell rings • Arrive to class on time (before the song finishes) • Wait quietly outside classrooms until directed to enter • Follow entry and exit procedures 	<ul style="list-style-type: none"> • Go to the toilet and get a drink during break times • Eat during break times
We all have the right to RESPECT	<ul style="list-style-type: none"> • Follow and respond appropriately to staff directions - first time every time • Use appropriate language and tone with all members of the school community • Use polite body language • Respect personal space and property (own and others) • Be inclusive, tolerant and supportive of others • Follow School Policies 	<ul style="list-style-type: none"> • Be considerate of all community members • Follow and respond appropriately to adult directions • Respect other's right to learn and the teacher's right to teach • Hats off in class • Use appropriate volume, tone and language 	<ul style="list-style-type: none"> • Follow and respond appropriately to adult directions - first time every time 	<ul style="list-style-type: none"> • Follow and respond appropriately to adult directions • Place all litter in a bin • Respect the natural and physical environment • Use appropriate language and tone • Ensure toilets are kept tidy -
We all have the right to BE SAFE	<ul style="list-style-type: none"> • Support friends appropriately • Keep hands, feet and objects to self • Wear correct footwear • Follow good hygiene practices • Be Sun Safe • Remain in-bounds 	<ul style="list-style-type: none"> • Enter and exit rooms in an orderly manner • Keep your workspace clean and tidy • Use equipment for its intended purpose • Ensure furniture is returned to correct position when leaving • Pass objects to others when borrowing items • Sit on chairs correctly 	<ul style="list-style-type: none"> • Walk to class and do not congregate in walkways/stairwells • Be mindful of others when moving on stairs and verandas • Walk on the left side at all times 	<ul style="list-style-type: none"> • Use equipment for its intended purpose • Play safe and fair • Report any damage or problems • Walk bikes/skateboards/scooters through grounds • Safe travel to and from school
LEARN, RESPECT & BE SAFE				

Consideration of Individual Circumstances

Staff at Townsville 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 equality, 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 leadership team 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 teacher, deputy principal or principal to discuss the matter.

Differentiated and Explicit Teaching

Townsville State High School uses three main tiers to differentiate for the specific needs of individual students. Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

To respond to the learning needs of all students, teachers vary what students are taught, how they are taught and how students can demonstrate what they know as part of a 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 Positive Behaviour Learning team and teachers to purposefully plan a variety of ways to engage students, assist them to achieve the expected learning and to demonstrate their learning.

Positive and appropriate behaviour by students is developed through a range of whole-school processes and strategies. The school-wide Positive Behaviour for Learning program is underpinned by a Learning and Wellbeing curriculum and encourages students to be the best version of themselves both within and outside the school community.

Specific strategies such as our anti-bullying stance, attendance, wellbeing and behaviour case managements as well as the uniform policy contribute to our school's success as a community of respectful and engaged learners. Students are rewarded for their positive behaviour in a myriad of ways: including certificates, GOTCHA Rewards program, postcards, awards assemblies each term, verbal and/or written acknowledgement from teaching staff.

Focused Teaching

We recognise that students with complex and challenging behaviours may need further systems of support that require regular review in consultation with parents/guardians and specialist support staff. For students who need more focused attention, Townsville State High utilises a range of strategies that cater for their specific needs. Restorative Practice, monitoring cards, "Cool Off" cards, attendance and behaviour monitoring are all considered effective options that facilitate acceptable standards of behaviour in students.

Student Support Teams consisting of year level Deputy Principal, Head of Department Student Services, Year Level Coordinators, Behaviour Support Teachers, Youth Support co-ordinators, Community Education Councillors and Guidance Officers will work closely with identified students and parents to ensure adequate and targeted support of students requiring behavioural and/or wellbeing support.

Intensive Teaching

Sustained problem behaviour requires an intensive and individualised intervention by a range of staff, both within and out of the school. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

Students who require intensive teaching will be assigned a case manager who will oversee the coordination of their program, communicate with stakeholders and directly consult with the students.

Legislation

This section of the Student Code of Conduct provides links to relevant legislation that inform our overall Student discipline procedure.

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

Delegations

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

Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

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

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

Disciplinary consequences

Supportive discipline is an important part of the work undertaken in schools each day to help students develop and extend their capabilities in self-management and personal responsibility. The focus for teachers is on implementing proactive, preventative approaches that facilitate student growth.

At times, disciplinary consequences may be used as part of a student's educative process. The role of disciplinary consequences is to assist students to understand behavioural expectations and to learn more acceptable ways of interacting and engaging with others. Disciplinary consequences may include in-class responses managed by the teacher, such as verbal reprimands, restatement of rules or expectations, reminders and practise of routines, restriction or removal of in-class privileges, behaviour monitoring systems, time out, detention and communication with parents.

For persistent or more serious behavioural incidents, other within-school disciplinary consequences may be implemented, such as temporary relocation to a 'buddy' classroom, individual review meetings with nominated staff person (e.g. Guidance Officer, Head of Department), and/or intensive support options. There are no mandated consequences used in Queensland state schools, each individual student case is considered and determined by the principal based on the particular circumstances.

It is important that all staff have a consistent understanding of how to apply consequences for inappropriate behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. When applying consequences, individual circumstances and actions of the student, and the needs and rights of school community members will always be considered. This will include their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

The disciplinary consequences model used at Townsville 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. However, 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 their Head of Department or Executive Leadership team immediately for determination of a further disciplinary consequence.

On occasion the behaviour of a student may be so serious, such as an unacceptable risk to the safety or wellbeing of other students or staff of the school, or causing harm to other students or to staff, that the principal may determine that a school disciplinary absence is necessary as a consequence for the student's behaviour.

School Disciplinary Absences

At Townsville State High School, the use of any School Disciplinary Absence (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. An 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).

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

There are no mandated consequences used in Queensland state schools, each individual student case is considered and determined by the principal based on the particular circumstances.

Students who are suspended for more than 3 days from Townsville State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. Parents/guardians and any other relevant support personnel will also be invited to the meeting. The main purpose of this meeting is for school staff to assist the student in their successful re-engagement in school following suspension and strengthen home-school communication. The inclusion of support staff, such as guidance officers, behaviour support teachers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

When on a 11-20 day suspension, charge related suspension, or suspension with recommendation to exclude, the student will be provided with an alternate course of work. This is organised through the Deputy Principal/ Behaviour Support teacher/Case Manager.

The following table of consequences are suggestions only.

Level 1 Behaviours - <i>managed by the Teacher</i>	
Minor disruption of class	Lesson lateness
Failure to bring basic materials	Minor damage to property
Insufficient work or effort	Failure to complete homework
Chewing gum/ eating food	Mobile Phone/ technology infringements
Verbal misconduct	Littering
Incorrect uniform	Bullying
CONSEQUENCES MAY INCLUDE	
Warning, restating rules, re-writing rules	Loss of privileges
Re-teaching of expectations	Parent contact
Teacher issued detention/ work completed in own time	Buddy class
Classroom behaviour contract – eg seating plan	TIME OUT 1 - Restorative Conversation
Change into correct uniform	TIME OUT 2 – Restorative Conversation
Removal of object	Confiscation of information communication device to office

LEVEL 2 Behaviours- <i>managed by the Curriculum HOD</i>	
Persistent repeating of minor misbehaviours during lessons	Persistent Verbal misconduct
Refusal to engage in the course of study	Persistent lack of effort in class
Refusal to comply with reasonable staff instructions	Physical intimidation – student to student
Misuse of computer/equipment/tools/machinery	Repeated truancy/ lateness to class
Bullying/ cyberbullying	
CONSEQUENCES MAY INCLUDE	
Parents/Guardians notified	HOD withdrawal - Timeout
Detention	Restorative Conversation
Alternative program	Case management – behaviour monitoring

LEVEL 3 - managed by the Deputy Principal / Principal

Repeated Level 2 behaviours	The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
Major disruption of class	Continued bullying/ cyberbullying
Major verbal misconduct – swearing/ using inappropriate language towards a Townsville State High School Staff member	Smoking tobacco
Serious physical intimidation of students or staff	Consuming/ being under the influence of/ possessing/ supplying alcohol or other illicit substances and devices on school grounds or at school activities
Violent physical misconduct involving students or staff	Inappropriate use of technology
Wilful refusal to follow staff instructions	Bringing the school, staff or other students into disrepute by distributing inappropriate material
Persistent refusal to attend school detentions	Possession or supply of dangerous objects
Persistent truancy	Sexual harassment
Theft	Sexual activity on school grounds
Major deliberate property damage	Other conduct prejudicial to the good order and management of the school
Dangerous, careless and/or threatening actions	

CONSEQUENCES MAY INCLUDE

Parents/ guardians notified	Behaviour Monitoring Program
Restorative Conversation	Discipline Improvement Plan
Alternative program	Suspension
Counselling (internal/ external agencies)	Exclusion
Administration withdrawal	Cancellation of Enrolment
Confiscation of property	Police notified

- Buddy class involves the student completing their normal classwork, but in another classroom supervised by another teacher rather than the timetabled teacher.
- Time Out 1 may involve a student completing a written reflection about their behaviour with their usual teacher in their usual classroom. It could involve a restorative conversation.
- Time Out 2 may involve a student completing a written reflection about their behaviour with another teacher in a different classroom. It could involve a restorative conversation.

School Policies

Townsville 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. These policies include:

- Temporary removal of student property
- Information Communication Technology Devices
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, and to maintain and foster mutual respect between all state school staff and students. This procedure outlines the processes, conditions and responsibilities for 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 Executive Leadership team will 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 Townsville State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- external speakers
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco), drug paraphernalia, and alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

*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

Townsville State High School Staff:

- 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 or prohibited item (for example, a knife) in their school bag, prior to seeking informed consent to search from the student, parent or calling the police;
- require informed consent from the student or parent 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;

- in emergency circumstances 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);
- require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Townsville State High School:

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

Students of Townsville State High School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Townsville State High School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or school staff it is available for collection.

Personal Technology Devices Policy

We believe in preparing students for the future and that electronic communication devices have a place in society, but should not deter from one's learning or positive social interactions. In consultation with the broader school community, Townsville State High school has determined that explicit teaching of responsible use of mobile phones and other PDT devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Therefore, responsible and safe use is encouraged for all devices. Our Personal Technology Devices Policy has been aligned to "Advice for state schools on acceptable use of ICT facilities and devices". For the purposes of this document, 'Personal Technology devices' are defined as any device, which can transmit, store or record information in a digital format. This includes, but is not exclusive to mobile devices such as phones, smart watches, iPad and tablets, laptops, digital cameras, and ear pods/headphones. External speakers are not permitted. We believe that the behaviours modelled in school should reflect common practices in greater society, including expectations and conduct relating to the use of devices. Devices remain the responsibility of individuals at all times.

Students are permitted to bring Personal Technology devices to school under the conditions outlined below:

- Switch off and place out of sight the device during classes, where these devices are not being used in a teacher directed activity. They may only be used in class with teacher consent (teacher-approved and planned device use is aimed to assist and enhance learning experiences).
- Devices must not be brought into examination rooms or be present during formal assessment.
- In-phone cameras must not be used invade someone's privacy by taking photos, video or voice recordings of students or staff and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such
- Use devices before school, during lunch breaks, and after school for personal use only (must not impact upon others).
- The Townsville State High school logo must not be used without permission of the Principal.

While using ICT facilities and devices supplied by the school, students will be required at all times to act in line with the requirements of the Townsville State High school Student Code of Conduct. In addition students and their parents should be aware that:

- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs

- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

We believe that every person at Townsville State High School has the right to feel respected and valued. We expect all members of the school community to conduct themselves in an ethical, lawful and safe manner that respects the rights of others. The school uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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 will be addressed and resolved. At Townsville State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Cyberbullying

Cyberbullying is treated at Townsville State High School 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 students Year level Co-ordinator.

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 Townsville State High School 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, for example on the weekend or during school holidays. 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. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the principal.

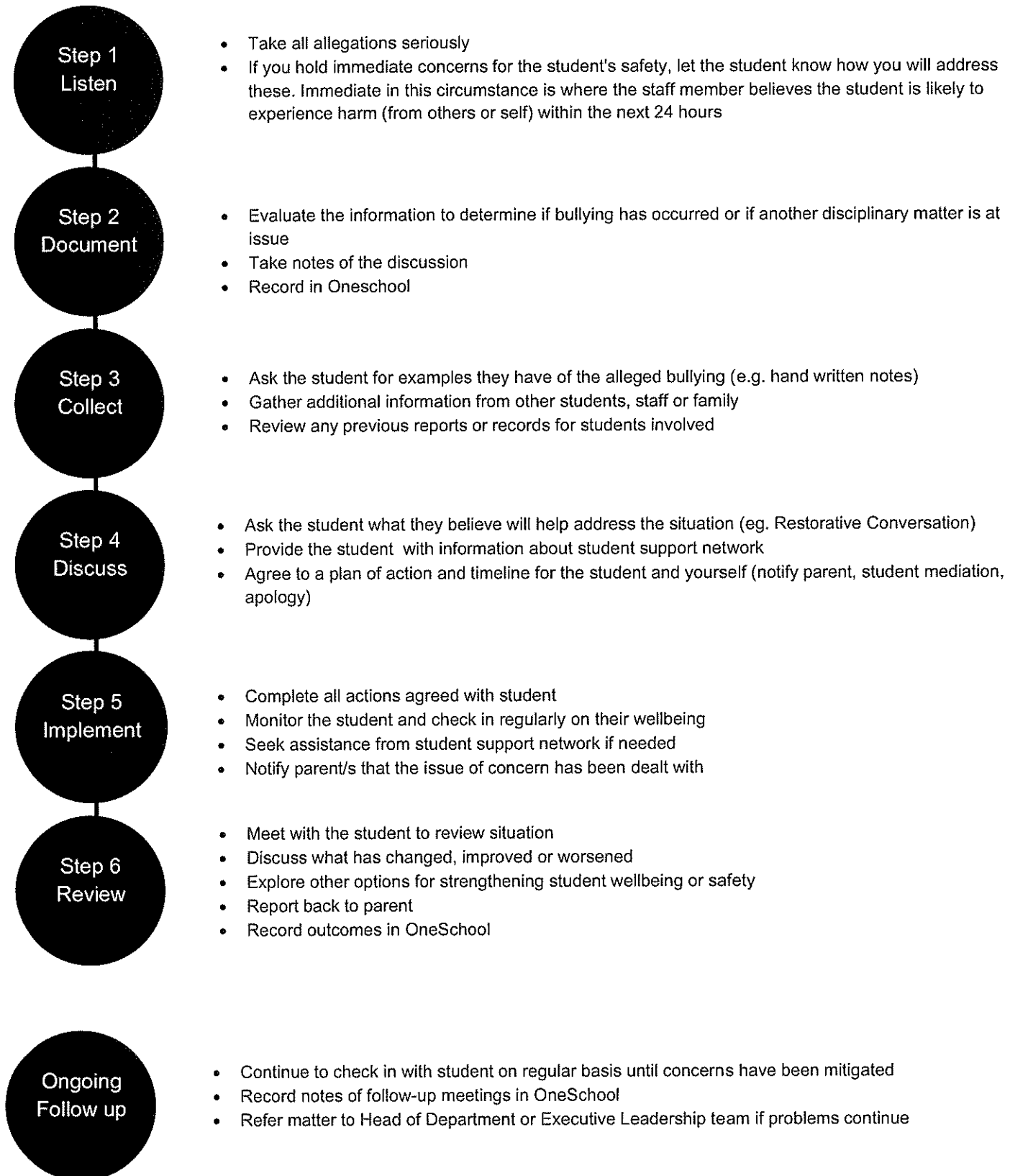
Bullying response flowchart for teachers

The following flowchart explains the actions Townsville State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Year Level Coordinator

Head of Department Student Services – Tegan Smith



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](#).

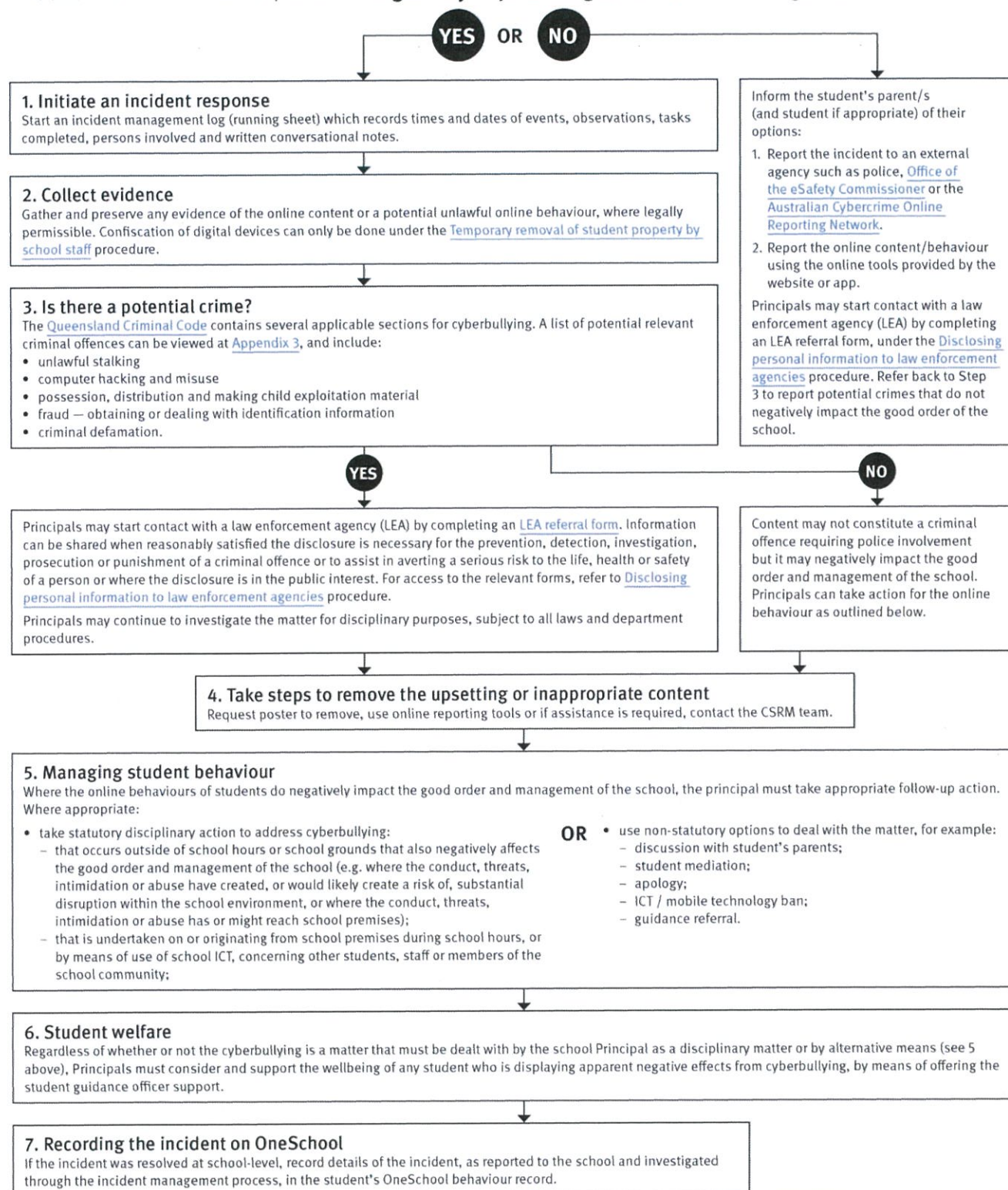
Explicit images

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

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

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

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

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

As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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 principal.

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 and block the offending user
- 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
- report the content to the social media provider.

Restrictive Practices

Staff at Townville State High School will respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of misbehaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff may 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'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:

- Regard to the human rights of those students
- Safeguards students, staff and others from harm
- Ensures transparency and accountability
- Places importance on communication and consultation with parents and carers
- Maximises the opportunity for positive outcomes, and
- 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 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:

- 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.
- 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.

- 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.
- Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
- Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)