



Indooroopilly State High School

Student Code of Conduct 2021-2023

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 2020-2024

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|-------------------------|---|
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Endorsement

Executive Principal Name: Lois O'Reilly

Executive Principal Signature:

Date:

P/C President and-or School
Council Chair Name: Glenys Harbottle

P/C President and-or School
Council Chair Signature:

Date:

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Purpose

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

The Indooroopilly State High School's 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.

Principal's Foreword

Indooroopilly State High School is committed to providing a safe, respectful and disciplined learning environment for students in our community, where students have opportunities to engage in quality learning experiences and acquire values supportive of their wellbeing.

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

Our vision: *A Community of Forward Thinkers*

We value:

- Each person's dignity
- Our community's diversity
- Open communication
- Quality learning

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Indooroopilly State High School staff take an educative approach to discipline and believe that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies including the use of mobile phones and other devices, removal of student property and the approach to preventing and addressing incidents of bullying. It also 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.

I thank the students, teachers, parents and other members of the community for your work in bringing this Indooroopilly State High School's Student Code of Conduct together over the last four months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of the Indooroopilly State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive and transparent consultation process led by Mrs Glenys Harbotte and the P&C Executive Committee has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Indooroopilly State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet behaviour expectations.

We encourage all parents to familiarise themselves with the Indooroopilly State High School Student Code of Conduct, and to take time to talk with their students about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating. It can have particularly devastating impacts on our young people. It is important that every parent and student of Indooroopilly State High School know what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Indooroopilly State High School's Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact me or to join the Indooroopilly State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately guided to meet their individual social and learning needs.

School Captains' Statement

On behalf of the student body at Indooroopilly State High School, we endorse the Student Code of Conduct for 2021. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Indooroopilly State High School P&C Association to monitor how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative; however, you are also invited to approach any of us directly.

Junior Secondary Captain: (2021 confirmed)

Date:

Junior Secondary Captain: (2021 confirmed)

Date:

Senior School Captain: Marianna Athanassiadis

Date:

Senior School Captain: Rubin Wolf Boyle

Date:

Consultation

The consultation process used to inform the development of the Indooroopilly State High School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between October and November in 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to all students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to members of the school community. The third phase of consultation was completed in December 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in December 2020 for endorsement. The P&C Association endorsed the Indooroopilly State High School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Indooroopilly State High School Student Code of Conduct, including parent information evenings, promotion through the school website, fortnightly newsletter and email footer links of staff emails. The Student Code of Conduct and other relevant policies will be available on the eDiary platform, Student Portal and behaviour expectations identified in classrooms. The Indooroopilly State High School Student Code of Conduct has also been translated into a simplified English version and is available in Mandarin. Any families who require assistance to access a copy of the Indooroopilly State High School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Junior/Senior School Principal or Executive Principal.

Review Statement

The Indooroopilly State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on identifying the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions about the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions about the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals

In Term 4, 2020 qualitative research was conducted to gather perceptions of Indooroopilly State High School's behaviour expectations, to gain further insight from our School community regarding previous School Opinion Survey data (2019) and to enable community members to provide feedback for the development of our Code of Conduct 2021-2023. Participants included parents and carers in phone interviews; students were engaged in a series of focus groups; and staff in focus groups and submission of written responses to questions concerning behaviour processes enacted at the School.

For more information, refer to the [frequently asked questions](#) page.

School Opinion Survey

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree [#] that: | 2017 | 2018 | 2019 |
|--|------|------|------|
| • their child is getting a good education at school (S2016) | 94% | 97% | 96% |
| • this is a good school (S2035) | 95% | 95% | 98% |
| • their child likes being at this school* (S2001) | 92% | 96% | 98% |
| • their child feels safe at this school* (S2002) | 93% | 95% | 97% |
| • their child's learning needs are being met at this school* (S2003) | 91% | 93% | 93% |
| • their child is making good progress at this school* (S2004) | 93% | 95% | 94% |
| • teachers at this school expect their child to do his or her best* (S2005) | 94% | 97% | 98% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 91% | 91% | 94% |
| • teachers at this school motivate their child to learn* (S2007) | 87% | 89% | 92% |
| • teachers at this school treat students fairly* (S2008) | 90% | 94% | 93% |
| • they can talk to their child's teachers about their concerns* (S2009) | 91% | 93% | 96% |
| • this school works with them to support their child's learning* (S2010) | 91% | 89% | 93% |
| • this school takes parents' opinions seriously* (S2011) | 88% | 89% | 91% |
| • student behaviour is well managed at this school* (S2012) | 93% | 86% | 87% |
| • this school looks for ways to improve* (S2013) | 95% | 94% | 95% |
| • this school is well maintained* (S2014) | 94% | 93% | 94% |

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

| Percentage of students who agree [#] that: | 2017 | 2018 | 2019 |
|---|------|------|------|
| • they are getting a good education at school (S2048) | 94% | 94% | 95% |
| • they like being at their school* (S2036) | 92% | 85% | 91% |
| • they feel safe at their school* (S2037) | 95% | 88% | 96% |
| • their teachers motivate them to learn* (S2038) | 86% | 82% | 93% |
| • their teachers expect them to do their best* (S2039) | 96% | 94% | 98% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 87% | 83% | 94% |
| • teachers treat students fairly at their school* (S2041) | 85% | 75% | 82% |
| • they can talk to their teachers about their concerns* (S2042) | 78% | 73% | 76% |
| • their school takes students' opinions seriously* (S2043) | 80% | 75% | 78% |
| • student behaviour is well managed at their school* (S2044) | 70% | 65% | 75% |
| • their school looks for ways to improve* (S2045) | 90% | 84% | 87% |
| • their school is well maintained* (S2046) | 93% | 87% | 90% |
| • their school gives them opportunities to do interesting things* (S2047) | 91% | 85% | 89% |

| Percentage of students who agree# that: | 2017 | 2018 | 2019 |
|---|------|------|------|
|---|------|------|------|

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that: | 2017 | 2018 | 2019 |
|--|------|------|------|
| • they enjoy working at their school (S2069) | 96% | 97% | 97% |
| • they feel that their school is a safe place in which to work (S2070) | 98% | 98% | 97% |
| • they receive useful feedback about their work at their school (S2071) | 77% | 83% | 87% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 85% | 87% | 81% |
| • students are encouraged to do their best at their school (S2072) | 95% | 96% | 97% |
| • students are treated fairly at their school (S2073) | 95% | 93% | 95% |
| • student behaviour is well managed at their school (S2074) | 84% | 70% | 79% |
| • staff are well supported at their school (S2075) | 72% | 76% | 77% |
| • their school takes staff opinions seriously (S2076) | 67% | 72% | 72% |
| • their school looks for ways to improve (S2077) | 83% | 92% | 92% |
| • their school is well maintained (S2078) | 84% | 83% | 91% |
| • their school gives them opportunities to do interesting things (S2079) | 84% | 91% | 91% |

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension and exclusion.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2017 | 2018 | 2019 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days | 77 | 130 | 159 |
| Long suspensions – 11 to 20 days | 2 | 6 | 5 |
| Exclusions | 0 | 8 | 4 |
| Cancellations of enrolment | 2 | 1 | 5 |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Learning and Behaviour Statement

Our emphasis on values and beliefs translates into desirable behaviours for members of our school community. At Indooroopilly State High School we promote an environment that encourages students to make appropriate choices in accordance with the vision, values and beliefs that have been determined by the school community. These processes are aligned with the Department of Education's Student Code of Conduct.

We value:

- Each person's dignity
- Our community's diversity
- Open communication
- Quality learning

We believe:

- All students can learn and have the right to learn
- Students and teachers deserve a mutually supportive and safe environment
- Students learn best by engaging in rigorous and rewarding experiences
- A self-disciplined environment contributes to effective learning
- Our education develops multiple intelligences
- Our learning has value beyond the classroom
- Services are client-focused and create belonging
- Our learning is global and futures oriented
- Students contribute positively to their communities and a pleasant environment
- Teachers are professionals and learners
- Enjoyment and success are integral to learning

Academic Excellence

Our purpose is to provide challenging and rewarding learning opportunities for all students. Our learning environment provides students with the support and motivation they need to achieve. Our committed teachers and extensive support network assist students to meet the high standards upon which our school is founded.

Curriculum

Quality curriculum is our passion and our work. Our curriculum is designed to provide all students with opportunities and choice to equip them for their future lives. The Australian Curriculum, Senior Phase of Learning inclusive of the QCE system, International Baccalaureate Diploma Programme (IB) and High School Preparation Program (HSP) courses are delivered by dynamic, experienced teachers who are highly respected in their fields of study.

Learning and Engagement

We focus on the learning and engagement of all students. We expect that all our students demonstrate a mature level of self-discipline in the interests of promoting a harmonious learning community. Illegal, anti-social, and disruptive behaviours will not be tolerated. Possession and/or use of drugs or prohibited items are not tolerated by our community. We value a healthy, positive and safe environment.

Extra-Curricular

In addition to the formal curriculum, we offer a rich array of extra-curricular programs and activities. We encourage our students to excel in academic, sporting, creative and cultural areas.

Inclusion

Our students travel from suburbs throughout Brisbane and from other countries to participate in our quality learning programs. All of our students benefit from academic support offered by our caring and expert teachers. Students have access to specialist staff inclusive of English as a Second Language or Dialect (EALD), Integrated Student Support (ISS) and Student Services to enhance learning outcomes.

Pastoral Care

Our Pastoral Care programs cater for the physical, emotional, social and spiritual wellbeing of every student. Our Student Services department provides students with quality service by experienced and caring professionals.

Community and Environment

We value the contribution that can be made by our community. We believe that it is our duty to nurture strong relationships between students, parents, staff and the greater community. We actively foster partnerships with community groups and services to ensure the ongoing sustainability of the built and natural environments surrounding our school.

System of Behaviour Engagement and Support

Our emphasis on our vision, values and beliefs provides the impetus for these to be translated into desirable behaviours for members of our community. The Rights and Responsibilities tabled here, describe these behaviours.

Indooroopilly State High School's Student Code of Conduct begins with the individual and an environment which encourages appropriate choices by students according to the values, beliefs and vision that we have all determined.

| | Rights | Responsibilities |
|---|--|--|
| Students | <p>Students have the right to:</p> <ul style="list-style-type: none"> ✓ a safe, positive and engaged learning environment ✓ develop their own ideas freely ✓ a learning environment that develops self-confidence and self-esteem ✓ respectfully express their point of view ✓ input into school decision making ✓ positive feedback and constructive criticism ✓ work with their teachers to develop their learning approach | <p>Students have the responsibility to:</p> <ul style="list-style-type: none"> ✓ comply with school procedures and policies ✓ be punctual and come prepared for their learning ✓ complete all classwork and homework to the best of their ability ✓ help build self-esteem and self-confidence of others ✓ respect the ideas and beliefs of others ✓ respect other's property, and treat all school buildings/property/equipment/natural environment with care and respect ✓ maintain self-discipline ✓ communicate openly on matters affecting learning outcomes |
| School Staff | <p>Staff have the right to:</p> <ul style="list-style-type: none"> ✓ teach in a positive, productive and engaging learning environment ✓ work in a safe, positive and collaborative classroom ✓ align expectations for behaviour and performance in their classroom with the school's values ✓ be treated with courtesy and dignity ✓ have input into school decision-making ✓ Respectfully express their point of view | <p>Staff have the responsibility to:</p> <ul style="list-style-type: none"> ✓ comply with school procedures and policies ✓ establish a safe, productive and engaging, inclusive learning environment ✓ provide quality differentiated learning programs that are engaging and well prepared ✓ guide students towards personal responsibility ✓ respect the ideas and beliefs of everyone ✓ be positive role models ✓ communicate openly with parents and students on matters affecting learning and well-being ✓ maintain records of behaviour reinforcement and supports for students |
| Parents/ Carers and Members of our community | <p>Parents/Carers and Members of the Indooroopilly SHS Community have the right to:</p> <ul style="list-style-type: none"> ✓ a safe, positive and co-operative environment ✓ expect the school to support students' learning ✓ be informed of their student's progress ✓ respectfully express their point of view ✓ an active role in the school community ✓ feel comfortable/welcome at school ✓ have input into school decision-making | <p>Parents/Carers and Members of the Indooroopilly SHS Community have the responsibility to:</p> <ul style="list-style-type: none"> ✓ conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights, ideas and beliefs of others ✓ work in partnership with the school to achieve the best outcomes for their student ✓ support school staff in maintaining a safe and respectful environment for all students ✓ initiate and maintain constructive communication and relationships with school staff regarding their student's learning, wellbeing and behaviour ✓ contribute positively to behaviour support plans that concern their student |

These Rights and Responsibilities along with our vision and values are instilled in students via a number of strategies including:

- Care Group lessons with vertical student clusters
- Year Level Connect Programs
- School Assemblies and Year Level Assemblies
- During active supervision by staff within classroom and extra-curricular activities
- Individual counselling and mentoring.

- Indooroopilly SHS implements the following proactive and preventative processes and strategies to support students to improve learning, engagement and behaviour expectations:

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- Strong pastoral care focus through Connect lessons, Year Level and Care Group forums
- Explicit teaching/implementation of strategies from programs such as *Bullying- No Way*, *Respectful Relationships* and *Rock and Water*.

Consideration of Individual Circumstances

Staff at Indooroopilly 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 principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are obliged by law to respect and protect the privacy of individual students. 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 student. 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 Junior School Principal, Senior School Principal or Deputy Principal to discuss the matter.

Student Wellbeing

Indooroopilly 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 speak with the Connect teacher or make an appointment to meet with the Guidance Officer 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 [student learning and wellbeing framework](#) supports state schools with the intent of fostering positive school cultures and embedding student wellbeing in all aspects of school life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through the elements of [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) that are embedded in the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the importance of creating a positive and supportive learning environment and to maintain cultural and social-emotional awareness when delivering curriculum content that may be sensitive to some students. As part of the whole school's curriculum at Indooroopilly State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships

education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

Policy and expectations

Within a school community, there are a range of health and wellbeing topics and issues that are addressed at a global, cohort or individual level. Schools also need to adjust the nature and intensity of support and intervention when unforeseen circumstances impact individuals, groups of students or the school community at large.

Drug education and intervention

Indooroopilly State High School implements drug intervention measures for students involved in drug-related incidents at school or during school activities. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Indooroopilly State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a level of support that is commensurate with their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Indooroopilly State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the School can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Indooroopilly State High School maintains a minimum of one epi-pen and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health

Indooroopilly State High School delivers mental health-related education within the Health and Physical Education curriculum and through targeted extra-curricular programs. Early intervention and emergent support is also available for students on site through Guidance Officers, School-based Youth Health Nurse and Chaplain Service. When individual students present with mental health difficulties, appropriate school staff will liaise with parents and caregivers and make referrals to, or consult with, external support agencies. If appropriate, Guidance Officers will facilitate the development, implementation and periodic review of a Student Support Plan.

Suicide prevention

When dealing with a mental health crisis where there is an imminent threat to the safety of a student, schools call 000, maintain close supervision and provide first aid or other appropriate support interventions. In all other situations, Indooroopilly State High School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported

Suicide post-intervention

In the case of a suicide of a student, Indooroopilly State High School enacts a post-intervention response by forming an immediate emergency response team which includes the Senior Executive Team, the Senior Guidance Officer, School Guidance Officers, by communicating with the family of the student and by ensuring immediate support is provided to students and staff who may be affected.

Additional support is available through the Headspace Schools Support Team who work with the school to ensure that the short-term and long-term post intervention response is implemented sensitively and comprehensively. Where a suicide has occurred on school grounds or at a school event, Indooroopilly State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Indooroopilly State High School is proud to have a comprehensive Student Support Network 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.

Students can approach any trusted school staff member at Indooroopilly State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure that the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact Troy Gorman, Head of Department – Student Services on the school phone number.

| Role | What they do |
|---|--|
| Indigenous Coordinator | <ul style="list-style-type: none">• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.• creates contexts that preserve connection with Indigenous culture. |
| Community Elder | <ul style="list-style-type: none">• provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students• enhances student capability development for Aboriginal and Torres Strait Islander students. |
| Student Services, Head of Department | <ul style="list-style-type: none">• provides leadership of Student Support Network to promote an inclusive, positive school culture• monitors attendance, behaviour and academic data to identify areas of additional need.• provides comprehensive support to International Student Program |
| Guidance Officers | <ul style="list-style-type: none">• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting• assists students with specific difficulties, acting as a mediator or providing information on other life skills• liaises with parents, teachers, or other external health providers as needed as part of the counselling process. |
| Junior Secondary, Head of Department | <ul style="list-style-type: none">• coordinates transition to secondary for students moving from Year 6 into Year 7• supports teachers in implementing engagement strategies in line with the school's Code of Conduct• facilitates positive engagement with parents regarding their student's engagement at school |

| | |
|---|---|
| | <ul style="list-style-type: none"> monitors student attendance, achievement and wellbeing, arranging intervention and support for students in Years 7 – 9 |
| Senior Secondary, Head of Department | <ul style="list-style-type: none"> monitors student attendance, achievement and wellbeing, arranging intervention and support for students in Years 10-12 facilitates positive engagement with parents regarding their student's engagement at school provides support for students identified as at-risk of achieving a Queensland Certificate of Education provides advice, support and devise plans for students considering pathways such as school based traineeships and apprenticeships (SBATs) and certificate courses through external RTOs. |
| Integrated Student Support (ISS), Head of Department <ul style="list-style-type: none"> - Learning Support Coordinator - Deaf Support Coordinator | <ul style="list-style-type: none"> advises on reasonable adjustments for student access to learning supports student capacity building to be able to independently access learning provides disability specific information to teachers about the impact of a diagnosis in the classroom liaises with parents, teachers, or other external professionals as needed to ensure adjustments are 'best practice' where possible. |
| Chaplain | <ul style="list-style-type: none"> provide individual student support and targeted student group support in areas including: provide Social and/or emotional support. provide Spiritual support (with prior Parent / Carer permission) provides mentoring and educational support provides community development and support with extra-curricular activities |
| School-Based Youth Health Nurse | <ul style="list-style-type: none"> offer individual health consultations to provide assessment, support, health information and referral. It is a voluntary confidential service for young people. Topics that school based youth health nurses help with include: <ul style="list-style-type: none"> ➤ Feeling sad, worried or angry ➤ Relationships ➤ Health eating and physical activity ➤ Personal and family problems ➤ Growth and development ➤ Sexual health ➤ Smoking, alcohol and other drugs |
| Year Level Coordinators | <ul style="list-style-type: none"> responsible for student welfare at each year level provides continuity of contact for students and their families through the six years of schooling ensures students feel safe and comfortable and want to come to school nurtures a sense of belonging to the home group, year level and school. |

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and the Senior Guidance Officer. For more information about these services and their roles, you are invited to communicate with the Troy Gorman, Head of Department – Student Services, or Sandra Odger, Head of Department – Integrated Student Support or the relevant year level Deputy Principal.

Whole School Approach to Discipline

The Rights and Responsibilities describes the behaviours that support the school values and beliefs. The following sections outline processes, including the School Values and Setting table with identified behaviour expectations to highlight the impact on the learning and engagement rights of others.

Targeted support at Indooroopilly State High School involves managing incidents and behaviour patterns in context to ensure relevance of support and ownership of behaviour. A range of data and processes are used to identify “at risk” students due to behaviour or learning and engagement concerns that require support and intervention, including:

- Academic and engagement data
- Academic Conferencing
- Behaviour management and referral data
- Attendance data
- Referral processes.

Our approach emphasises:

- Prevention, learning, understanding and developing solutions
- Engaging appropriate personnel in a team approach to foster supportive relationships (see section *Student Support Network*)
- Creating plans with teachers to support students
- Engaging parents as partners in developing support plans
- Liaising with appropriate external agencies/personnel when relevant (see section *Student Support Network*).

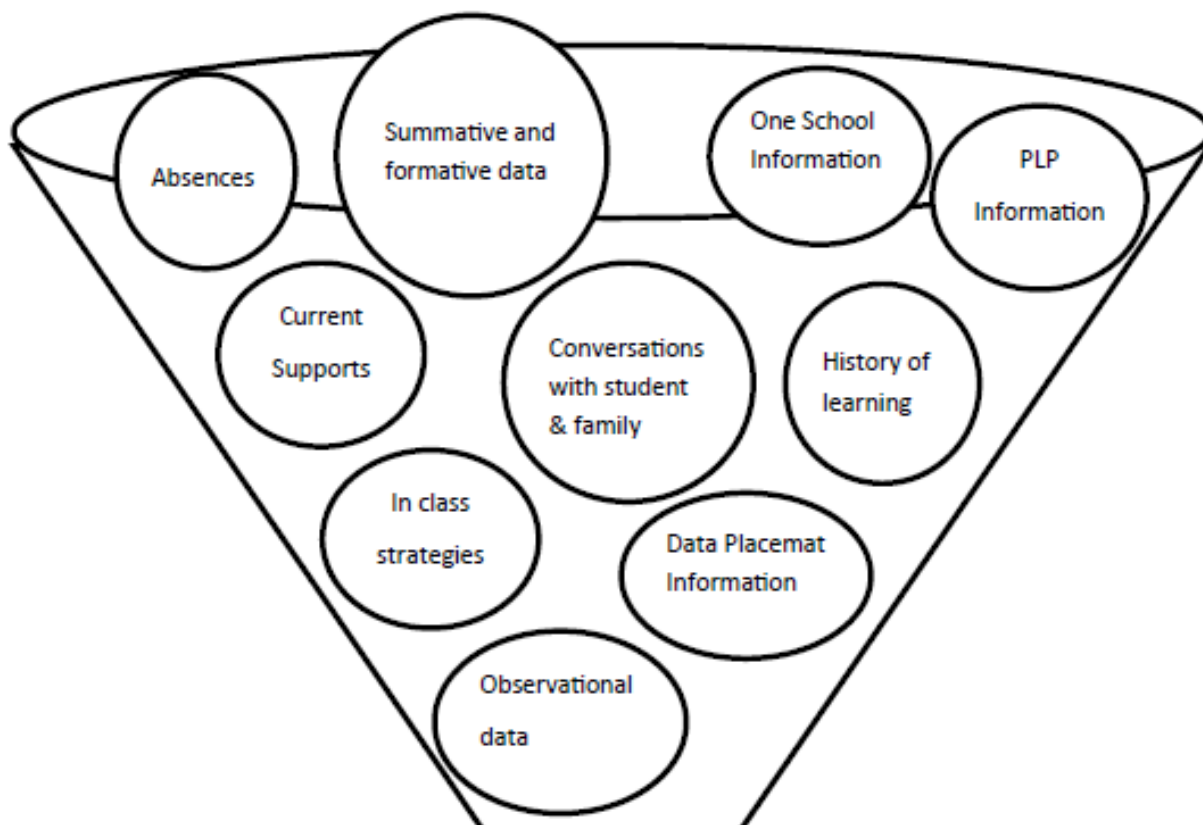
The focus for targeted behaviour support is to keep students connected with school, so that they feel they are part of the school community – an important factor in developing personal resilience and improved health and well-being.

The School Values and Settings on page 20, describes student engagement and behaviour expectations that align to the school values and beliefs in a range of different educational settings.

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the Connect teacher or make an appointment to meet with the Junior or Senior School Principal.

| <div style="text-align: right; padding-right: 5px;">School values</div> <div style="text-align: left; padding-left: 5px;">Setting</div> | Each person's dignity | Our community's diversity | Open communication | Quality learning |
|---|---|--|---|--|
| All Settings (Classroom, Assemblies, Playground) | <ul style="list-style-type: none"> ✓ Treat all everyone with courtesy, consideration, respect and dignity, following routines and procedures as required ✓ Treat all property, facilities, equipment and surrounds with care and respect ✓ Show consideration for the learning and needs of others ✓ Respect the learning environment and leave the classroom clean and tidy ✓ Take ownership of own behaviour ✓ Comply with Indooroopilly SHS's Dress Standard | <ul style="list-style-type: none"> ✓ Treat others with respect and kindness ✓ Promote inclusivity through awareness of different perspectives and opinions—be kind, understanding and accepting of difference ✓ Respect and actively contribute to a culture of acceptance and celebration of individual differences ✓ Be open to other people's beliefs, ideas, backgrounds, experiences, individuality, differences, learning abilities and celebrate their strengths and achievements | <ul style="list-style-type: none"> ✓ Choose appropriate verbal and non-verbal communication appropriate to education setting ✓ Personal devices are use appropriately, remain on silent and out of sight unless explicit permission sought from teacher to use ✓ Respect your teacher and classmates when engaging in class discussions ✓ Comply with sign in and sign out processes at Student Services to leave the school campus ✓ Be open to positive and critical feedback and suggestions to improve own learning and behaviour ✓ Report any problems/issues to staff as required | <ul style="list-style-type: none"> ✓ Demonstrate exemplary behaviour and continued engagement in learning ✓ Behave in a way that actively contributes to a productive and ethical learning environment ✓ Maximise your learning by: <ul style="list-style-type: none"> ✓ Maintaining attendance ✓ Being punctual ✓ Being prepared for learning ✓ Maintaining engagement in learning opportunities ✓ Complete classwork, draft and assessments by the due date |
| Digital Spaces | <ul style="list-style-type: none"> ✓ Be a safe, polite, responsible and ethical online citizen ✓ Follow the privacy laws and act with personal integrity when communicating online ✓ Keep your personal passwords private and updated regularly ✓ Acceptable, respectful and responsible use of social media and digital platforms when communicating with others ✓ Comply with acceptable mobile phone uses as outlined in the Acceptable Use of Mobile Phones and Other Devices Policy | <ul style="list-style-type: none"> ✓ Think before you share/send—consider other people's cultural, ethical and personal differences ✓ Be respectful to people's beliefs, ideas, backgrounds, experiences, differences, learning abilities in digital spaces ✓ Act in accordance with the Acceptable Use of Mobile Phones and Other Devices Policy ✓ Submit your own work and acknowledge by citing relevant sources ✓ Respect the copyright and ownership of digital property | <ul style="list-style-type: none"> ✓ Think before you share or send on social media platforms to respect the rights of other students and staff ✓ Communicate openly, lawfully and thoughtfully to create a positive online relationship/community ✓ Report unwanted, inappropriate or disrespectful use of digital technologies (e.g. cyberbullying) ✓ Avoid any online/social media activities | <ul style="list-style-type: none"> ✓ Active participation and engagement in online learning activities ✓ Use appropriate digital devices to improve school work, obtain feedback and strengthen positive relationships ✓ Check student email, engage with virtual classrooms as instructed by staff ✓ Back up own work regularly and keep it organised ✓ Keep your device in a good condition (charge the battery each night; install antivirus software; avoid harmful files etc.) |
| Community (Public transport; near roads; travel to/from school; excursions etc.) | <ul style="list-style-type: none"> ✓ Treat all members of the community with courtesy and respect. ✓ Store bikes, scooters/skateboards in correct locations when you arrive at school ✓ Use designated footpaths and crossings and be aware of your surroundings ✓ Follow road rules and regulations ✓ Follow driver instructions and train/bus rules | <ul style="list-style-type: none"> ✓ Be a good multicultural ambassador for yourself and the Indooroopilly SHS in the community ✓ Be courteous and kind to other members of the community ✓ While on public transport, vacate your seat if you're sitting in a designated area needed by a passenger with a disability, or if you're a student paying concession fares and adults are standing | <ul style="list-style-type: none"> ✓ Speak politely to members of the public ✓ Report any concerns to staff members ✓ Take ownership of own words/behaviour and be mindful to uphold our school values in the community ✓ Report/refrain from behaviour that would bring Indooroopilly SHS into public disrepute | <ul style="list-style-type: none"> ✓ Engage positively in extra-curricular activities and events in our community ✓ Return all permission forms and make payments by the due date for excursions ✓ Bring required equipment in all settings |

Differentiated and Explicit Teaching



Differentiated / Inclusive Teaching

- Seating plan implementation
- Different assessment format (additional scaffold, less questions, individual rather than group)
- Visual schedules/clear learning goals
- Additional scaffolds

Focused Teaching

- Homework club attendance
- Specialist subject tutorials (with curriculum teacher/s)
- Small group targeted teaching (within normal class time)
- Literacy and Numeracy Tutorial

Intensive Teaching

- Individual Case Manager (ISS)
- Classroom targeted small group lessons
- Individual support lessons

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

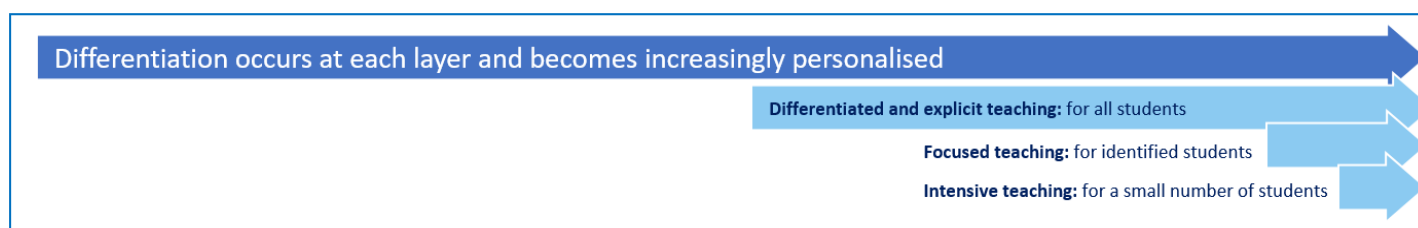
Focused teaching: for identified students

Intensive teaching: for a small number of students

Indooroopilly 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 Indooroopilly State High School vary what students are taught, how they are taught and support students to demonstrate what they know as part of this differentiated approach to behaviour and learning. 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.



Every classroom in our school uses the Student Code of Conduct, as a basis for developing their behaviour standards. Using this agreed plan, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The Values and Settings table 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.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectation, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Indooroopilly State High School to provide focused teaching. Focused teaching is aligned to the School Values and student progress is monitored by the classroom teacher/s and Integrated Student Support to identify those who:

- no longer require additional support
- require ongoing focussed teaching
- require intensive teaching

Indooroopilly State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Literacy and Numeracy support
- Individual Curriculum Plans
- Access to additional support including the Homework Club
- ASDAN
- Functional Based Assessment

For more information about these programs, please speak with the Troy Gorman, Head of Department – Student Services.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. 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, 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.

Legislative Delegations

Legislation

In this section of the Indooroopilly 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”.

The Executive Principal is 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

The disciplinary consequences model used at Indooroopilly 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 curriculum Head of Department or 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 Executive 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 (eg "Remember, walk quietly to your seat")
- Non-verbal and visual cues (eg posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (eg "Hand up when you want to ask a question")
- Rule reminders (eg "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (eg. "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
- Whole class 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 (eg "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 (eg 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 (eg 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 (eg Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based 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 (eg 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 (Executive Principal) about their exclusion from school)

- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

At Indooroopilly State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Executive 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 Executive 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 Indooroopilly State High School will 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 led by the Deputy Principal 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.

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 Disciplinary Consequences

In applying consequences for unacceptable student behavior, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Indooroopilly applies a range of consequences that are aligned with Department of Education's *Student Code of Conduct*. Consequences are applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

School Disciplinary Absences (suspension, exclusion) may be applied as a consequence after due consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of engagement or behaviour.

Minor and Major Behaviours

When responding to behaviour incidents, the staff member determines if the behaviour or engagement issue is a minor or major incident, with the following agreed understanding:

- *Minor* behaviour breaches or incidents are handled by staff members at the time it happens;
- *Major* behaviour breaches or incidents are referred directly to Heads of Department, the Year Level Deputy Principal or Junior/Senior School Principals.

Minor engagement or behaviour breaches are handled by the staff members at the time it happens. Minor behaviours are:

- minor breach in school values;
- do not harm others;
- do not violate the rights of others in our community;
- are not part of a pattern of inappropriate behaviours;
- do not require intervention of specialist support staff.

A student may be referred to Head of Department on the third minor engagement or behaviour breach for the same recorded engagement or behaviour incident.

Major engagement or behaviour breaches require referral to the Department of Department Year Level Deputy Principal or Junior/Senior Secondary Associate Principal due to seriousness of student behaviour. Ongoing and repeated minor breaches with classroom intervention are regarded as a major behaviour breach. Major behaviours are:

- Behaviours that significantly violate the rights of others or require intervention from others;
- Put others/self at risk of harm;
- Constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school.

Students who breach behaviour standards may be required to provide a student statement or witness statement after a breach in behaviour standards. A student may be asked to provide a personal statement recalling the events that occurred to support an investigation of this behaviour breach. The Head of Department or Deputy Principal will review this statement with the student as a guide to support an investigation of a breach in behaviour standards that involves students enrolled at Indooroopilly State High School.

| Student Behaviour and Engagement | | Possible Consequences for Standard of Student Behaviour | |
|----------------------------------|--|---|--|
| Minor | <p>Inappropriate minor level student misbehaviours requiring consequences include:</p> <ul style="list-style-type: none"> • late to class • breach of classroom rules • non-completion of homework • littering in and outside classroom • not following teacher instruction • dress code transgressions • classroom disruption • refusal to engage with program of study • use of inappropriate language • incorrect use of personal technology or non-compliance with the Use of mobile phones and devices by students. | <p>Teacher initiated behaviour redirections may include but are not limited to:</p> <ul style="list-style-type: none"> • verbal negotiation • reminder of classroom rules and expectations • reminder of school values • implementation of/change in seating plan • one-on-one resolution • use of buddy class agreement between teachers • assignation of student to accompany teacher on playground duty • assignation of lunchtime detention • confiscation of inappropriate items • completion of unfinished work for homework • contact with Year Coordinator • contact with parents • access Student Services for change of clothing <p>If repeated applications of the above actions produce no improvement in the student's behaviour, the student will be referred to a Head of Department.</p> | <p>All staff including: Teacher/PGD Teacher/ Supervising Teacher</p> |
| Major | <p>Inappropriate repeated minor or high level student misbehaviour requiring consequences include:</p> <ul style="list-style-type: none"> • continued behaviours from the list above • attendance issues including persistent lateness • non-submission of assessment • possession of inappropriate materials (e.g. aerosols) • inappropriate use of school resources • refusal to comply with school procedures/policies, including the Use of mobile phones and devices by students. | <p>The support and intervention from a HOD may include:</p> <ul style="list-style-type: none"> • behaviour monitoring card • resolution meeting • referral to Guidance Officer, School Health Nurse • individual behaviour management plan • recess or after school detention • parent/carer interview or contact • referral to Deputy Principal <p>If repeated applications of the above actions produce no improvement in the student's behaviour, the student will be referred to a Deputy Principal.</p> | <p>Heads of Department</p> |
| Major | <p>Inappropriate high level student misbehaviours requiring consequences include:</p> <ul style="list-style-type: none"> • Continued behaviours from lists above • Truancy (part/full day) • bullying/harassment (including sexual harassment) • stealing or theft | <p>Deputy Principal actions may include:</p> <ul style="list-style-type: none"> • behaviour monitoring card • resolution meeting • parent/carer interview • review of individual behaviour management plan | <p>Deputy Principal</p> |

| | | | |
|--------------|--|--|--|
| | <ul style="list-style-type: none"> assault (physical, psychological, sexual, verbal) smoking inappropriate/banned materials or dangerous objects, including weapons or toys designed to approximate weapons intimidation of school community members vandalism continued refusal to comply with school procedures/policies inappropriate use of personal technology devices inappropriate use of social media that incites or has the potential to incite cyber or text bullying and/ or harassment of community members | <ul style="list-style-type: none"> series of after school detentions referral to external agency recommend suspension, in consultation with Associate Principal restorative conference on return from suspension referral to Junior/Senior School Principal <p>If repeated applications of the above actions produce no improvement in the student's behaviour, the student will be referred to the Junior/Senior School Principal.</p> | |
| Major | <p>Unacceptable very high level student misbehaviour requiring consequences include:</p> <ul style="list-style-type: none"> extreme or repeated incidence of behaviours from lists above an extreme incidence of misbehaviour possession of drugs, alcohol or other illicit substances supply of drugs or other illicit substances possession of a weapon (e.g. knife) or an object that is an approximation of a weapon use of, or threat to use, a weapon physical, psychological, sexual or verbal assault, or threat to assault, students or staff behaviour that brings the school into disrepute | <p>The Executive Principal in consultation with Junior/Senior School Principal, Year Level Deputy Principal determines the most appropriate course of action, which may include:</p> <ul style="list-style-type: none"> individual behaviour agreement parent/carer interview police notification suspension exclusion cancellation of enrolment in line with Education Queensland policy SM-16 | <p>Junior/Senior School Principal/ Executive Principal</p> |

School Policies

Indooroopilly 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:

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

Temporary removal of student property

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

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

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

The Executive Principal or state 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 Indooroopilly State High School and will be removed if found in a student's possession.

Confiscated items will be held at Student Services for student or parent collection. School staff will decide length of time of confiscation. Students to present school staff with a record slip from Student Services for proof of temporary removal.

| Confiscated items by Principal | Confiscated items by school staff |
|---|--|
| <ul style="list-style-type: none"> • illegal items or weapons (eg knives*, throwing stars, brass knuckles, chains) • imitation guns or weapons • potentially dangerous items (eg blades, rope) • drugs** (including tobacco) • alcohol • explosives (e.g. fireworks, flares, sparklers) | <ul style="list-style-type: none"> • Aerosols deodorants or cans • Inappropriately used mobile devices • Other items deemed disruptive or inappropriate to a Quality learning environment |

- | | |
|---|--|
| <ul style="list-style-type: none"> • flammable solids or liquids (eg fire starters, mothballs, lighters) • Spray paint aerosols • poisons (eg weed killer, insecticides) • items that are inappropriate or offensive in nature (eg racist literature, pornography, extremist propaganda). | |
|---|--|

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Indooroopilly State High School:

- do not require the student's consent to search school property such as lockers or desks;
- 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 (eg to obtain access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (eg 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 Indooroopilly State High School:

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

Use of mobile phones and devices by students

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

In consultation with the broader school community, Indooroopilly State High School has determined that explicit teaching of the responsible use of digital 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.

Parents or carers make the decision to provide a digital device to their student and accept that it is brought to school. It is the responsibility of students who bring digital devices to school to abide by the guidelines outlined in this document. Students and their parents or carers are required to read and agree to the Acceptable Use Policy for Digital Devices at as part of the application for enrolment to Indooroopilly State High School.

The school accepts no responsibility for replacing lost, stolen or damaged digital devices. Students should report their device as lost or stolen to the office as soon as practicable. Students and parents should also contact their provider so that the device can be disabled.

Digital devices should be protected by the use of passwords or PIN numbers and should not be shared with anyone. Students should never give out their personal details to anyone. This can help protect the student's information from being used in a wrong or harmful way.

Devices refers to all manner of portable electronic devices including by not limited to mobile phones, laptops, tablets, digital camera, handheld games, electronic dictionaries, headphones and smart watches.

Responsibilities

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

It is **acceptable** for students at Indooroopilly State High School to:

- use mobile phones or other devices

- assigned class work and assignments set by teachers
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile or digital device
- seek teacher's approval where they wish to use a digital device under circumstances not listed above.

It is **unacceptable** for students at Indooroopilly State High School to:

- use a mobile or other device in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use of cameras anywhere-considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by photographing or recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile or other device to cheat during exams or assessments
- use mobile or other device during exams or during in-class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities, BYOx and devices supplied by the school, will be required to act in line with the requirements of the Indooroopilly State High School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- 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
 - 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.

Use of mobile phones and devices by students

In addition to the Use of mobile phones and other devices by students policy, Indooroopilly State High School accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. It is acknowledged that providing a student with a mobile phone gives parents reassurance that they can contact their student if they need to speak to them urgently outside of school hours.

Parents are reminded that in cases of emergency during the school day, the school office remains the preferred point of contact. School staff will ensure students are contacted quickly and assisted in any appropriate way.

Mobile phones may be used before school, at break times and after school in ways that are not disruptive to other members of the school community. All mobile phones must be kept in students' bags during class time unless otherwise instructed by the classroom teacher for educational purposes.

Students are reminded mobile phones must not be used to photograph, film or record any member of the school community or a visitor to the school, whether travelling to or from school or during the school day, except where permission has been granted. Students are required to use DoE-provided internet and are not permitted to hotspot devices.

Students who do not meet the expectations in this policy will have their device confiscated. The mobile device would be taken to Student Services for subsequent collection by the student or parent.

Preventing and responding to bullying

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

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.

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

1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.



A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Indooroopilly State High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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 Indooroopilly State High School 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 Indooroopilly State High School teachers will take when they receive a report about student bullying, including bullying that may have occurred online or outside 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.

Indooroopilly State High School - Bullying response flowchart for teachers

Please note that these stages may be adjusted based on the unique circumstances and risk associated with each situation. This is at the professional judgement of the staff involved. Support for the student reporting will be clearly discussed with Parents/Carers.

| | |
|--|---|
| | <p>Key contacts for students and Parents/Carers to report bullying: Year 7 to Year 12: Connect teacher or Year level Coordinator (YLC) Year 7-9 Head of Department- Junior Secondary: Bec Wheeler Years 10-12 Head of Department- Senior Secondary- Peter Whitby</p> |
| <p>Stage 1 Reporting</p> <p>CNN teacher, Classroom teacher, Person to whom report is made:</p> | <ul style="list-style-type: none"> • Reassure the student you will listen to them • IMMEDIATE CONCERN: identify next steps for student, referral to HOD/ DP immediately • No immediate concern: Identify appropriate time and place for discussion • Record of interview/ discussion is taken • Parent/ carer contacted to advise of conversation and referral to HOD or DP. • Record report on OneSchool, making judgement if bullying is suspected, refer Head of Department, Year Level Coordinator or Deputy Principal (Designated Responsible Persons). |
| <p>Stage 2 Initial response</p> <p>Responsible person who is referred in to OneSchool report (HOD, YLC, DP etc)</p> | <ul style="list-style-type: none"> • Gather additional information, review OneSchool record • Clarify information (who, what, when, where, how) with student and check on student wellbeing • Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue- if not bullying refer to school behaviour policy • Investigate support strategies with the student and parents/ carers • Document all communications in OneSchool |
| <p>Stage 3 Addressing the issue</p> <p>Responsible person (HOD, YLC, DP, etc)</p> | <ul style="list-style-type: none"> • Make a time to meet with the student (and parent/ carer if applicable) to discuss the next steps • Ask the student what they believe will help address the situation • Agree to a plan of action and a timeline for the student, parent and yourself (responsible person) • Document the plan of action in OneSchool |
| <p>Stage 4 Implement the plan</p> <p>Responsible person (HOD, YLC, DP etc)</p> | <ul style="list-style-type: none"> • Complete all actions agreed with the student and parents within the agreed timeframes • Meet with student to review situation • Report back to Parent/ carer • Record outcomes in OneSchool • Refer to Connect teacher for ongoing pastoral care |
| <p>Stage 5</p> | <ul style="list-style-type: none"> • Connect teacher checks in with student on a regular basis until concerns have been mitigated |

Review and ongoing support

CNN teacher

- Notes of follow up meetings recorded on OneSchool
- Refer any additional or recurring concerns to the Responsible person in stages 2-4

Cyberbullying

Cyberbullying is treated at Indooroopilly 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 teacher. There is also a dedicated Year Level Coordinator for each year level, Head of Department – Junior Secondary and Head of Department Senior Secondary, and a Deputy Principal for each year level who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Indooroopilly 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. In addition should Indooroopilly State High School staff become involved in such conduct, they 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 Head of Department Senior Secondary – Head of Department – Junior Secondary, or a Deputy Principal.

Indooroopilly State High School - 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](#).

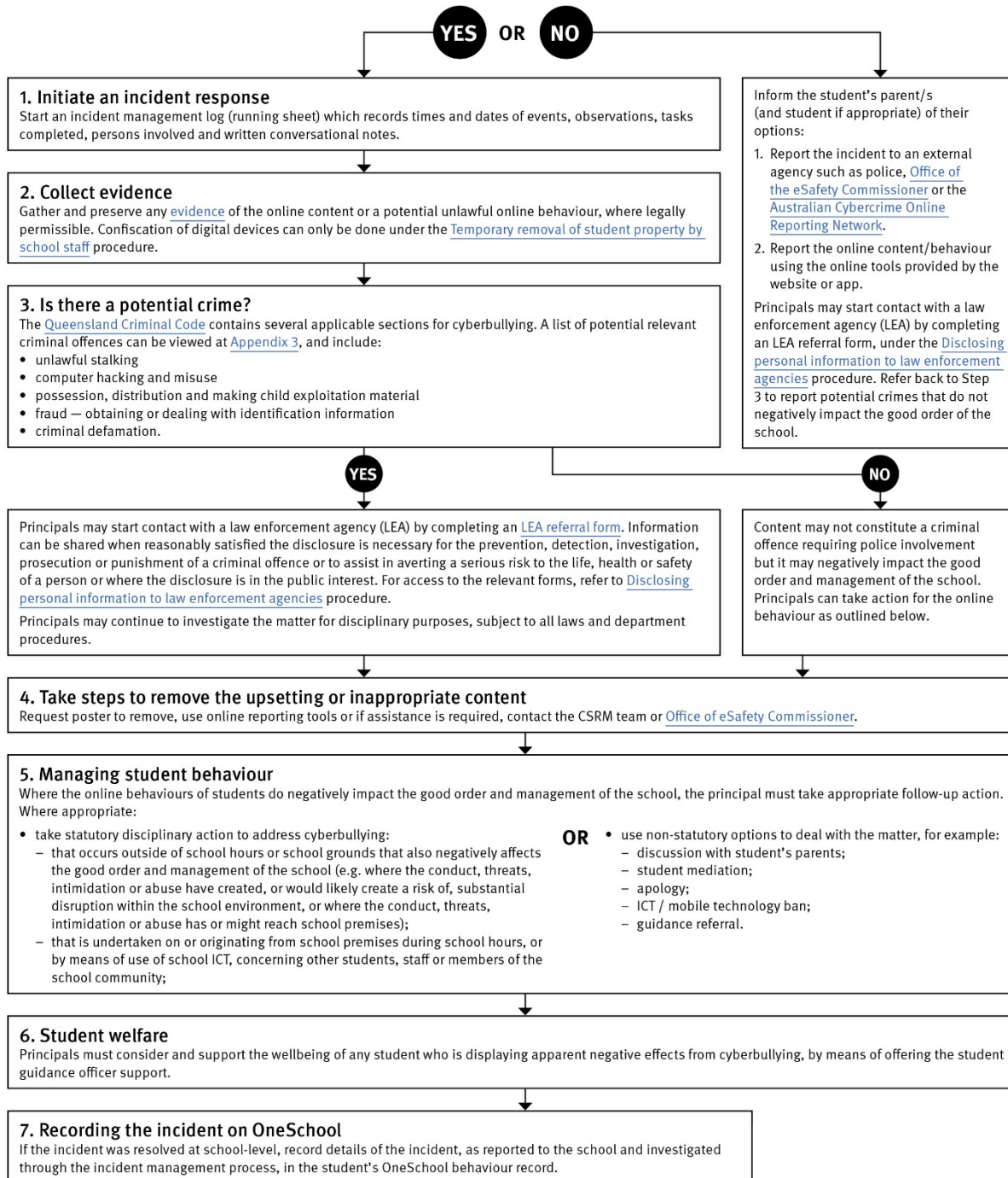
Explicit images

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](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity 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?**



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Indooroopilly State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Indooroopilly State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Indooroopilly State High School – Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Indooroopilly State High School to work together to establish a safe, supportive and disciplined school environment. This contract is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Indooroopilly State High School – Anti-Bullying Contract

We agree to work together to improve the quality of relationships in our community at Indooroopilly State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, sexual orientation, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student name _____ Connect Class _____

Student signature _____

Parent/Carer signature _____

School representative (Connect Teacher) signature _____

Date _____

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 policy 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
- 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

School staff at Indooroopilly State High School need 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 emotions and behaviour.

Restrictive Practices is any physical, seclusion, chemical, mechanical restraint. Some examples of which are, blocked exits, hyper-extension, students believing they are not allowed to leave and some headwear/clothing.

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. Furthermore, it is important to note that parents are not permitted to provide approval for any restrain measures.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance after consultation with medical professionals and family. 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, the occurrence will be reported immediately to the principal and this report will include all prior strategies attempted. 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 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: Consider known or possible disabilities impacting on the situation. 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.

Critical Incidents – Reference Flowchart



1. Identify behaviour

- a. Examples are:
 - i. Possession of drugs
 - ii. Physical assault
 - iii. Possession of a weapon
 - iv. Refer to behaviour matrix

2. Safety for all

- a. Are the students, staff or yourself in danger? Move student? Move others and self away?

3. Can you de-escalate (safely)? If safe, try thing like...

- a. Remain calm
- b. Consider your body language (does it match the student's?)
- c. Acknowledge that you hear what they are saying
- d. Do not argue

4. Send for help/report straight away to Administration

5. **Complete behaviour incident report** on OneSchool, including names, observation of incident, sequence of events, strategies tried

6. Debrief

- a. Ensure you de-brief with a trusted person
- b. Consider if it is appropriate for you to debrief with the student after they have calmed
- c. Consider if the witnesses require de-brief with GO etc...

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!](#)
- [eheadspace](#)
- [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](#)

Conclusion

Indooroopilly State High School staff are committed to ensuring that every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting your child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent,

external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).