



INDOORROOPILLY
STATE HIGH SCHOOL

Indooroopilly State High School

Student Code of Conduct

2026-2027

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Purpose

Indooroopilly State High School is committed to providing a safe, respectful and orderly 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 support and promote a productive, effective whole school approach to student behaviour.

Its purpose is to facilitate high standards of behaviour from all in the school community and to allow teaching and learning to be the main focus in an environment where all students are able to experience success and staff enjoy a safe workplace.

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Contact Person: Ms Sheena Millar – Executive Principal

Endorsement

Principal Name: **Sheena Millar**

Principal Signature:

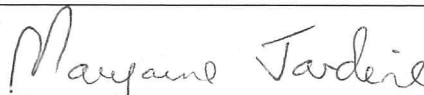


Date:

21.8.26

P&C President Name: **Maryanne Jardine**

P&C President Signature:



Date:

21/8/2026

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Principal's Foreword

Indooroopilly State High School is committed to providing a safe, respectful and orderly learning environment for all students so they can engage in opportunities and quality learning experiences and live and experience values that enhance their wellbeing.

This Student code of conduct is designed to support high standards of behaviour so that learning and teaching can be prioritised, effective and inclusive. It is here to facilitate students being able to participate positively in 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 underpin the development of this Student Code of Conduct and its aim is to help shape and build the students ability to be confident, self-disciplined, caring and kind people. The staff at Indooroopilly believe that communication and positive connections with other people are valuable skills and will make an enormous difference to the lives of our students.

Indooroopilly State High School staff take an educative approach to behaviour management and believe that working with young people can support learning about mistakes and how to make better decisions. Our Student Code of Conduct provides an overview of the school's local policies including on device use, removal of student property and our approach to preventing and addressing bullying. It also outlines how staff work to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the outcomes that may apply when students breach the expected standards of behaviour, including the use of suspension and exclusion.

I appreciate the work of students, teachers, parents and community members who have supported the development and implementation of the code of conduct. The shared views have been invaluable and it provides clarity around 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 support the Student Code of Conduct. The inclusive and transparent consultation process has ensured that parents have had the opportunity to contribute and provide feedback on the final product. 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 26 provides an excellent starting point to understand how to approach the school about these types of problems.

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/Leaders Statement

On behalf of the student body at Indooroopilly State High School, we endorse the Student Code of Conduct. We acknowledge that students have been represented in providing 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 in line with our school values to monitor how the Student Code of Conduct is working, identify areas for improvement and present suggestions for consideration. Any student who has questions or issues they would like raised by the School Captains are.

Senior School Captain Name:

Aarjun Bhalerao

Signature:

Aarjun Bhalerao

Date:

18/08/2026

Senior School Captain Name:

Gus Shattock

Signature:

Gus Shattock

Date:

18/08/2026

Junior School Captain Name:

Arret Zumuk

Signature:

Arret Zumuk

Date:

19/08/2026

Junior School Captain Name:

Etik Lucire

Signature:

Etik Lucire

Date:

19/08/2026

Learning and Behaviour Statement

At Indooroopilly State High School we promote an environment that encourages students to make choices that align with our vision, values and beliefs that have been determined by the school community. We consider behaviour support to be an opportunity for valuable social learning, as well as a means of maximising the success of academic education programs. Our learning and wellbeing, including behaviour support, is founded on principles of natural justice and supporting positive growth. Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Shared expectations for student behaviour enables the school to maintain and create a positive, productive learning and teaching environment, where all community members have clear and consistent expectations, and an understanding of their role in the educational process. We focus on responsible behaviour. We expect all students to demonstrate a mature level of self-discipline in the interests of promoting a harmonious learning community. Illegal, anti-social, and disruptive behaviours will be addressed. We value a healthy environment.

Our Motto

A Community of Forward Thinkers

Our Vision

Inspiring students to achieve their personal best.

We Value

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

Our Mission

To be a values driven, diverse and inclusive community, focused on a holistic approach to learning.

These processes are aligned with the values, principles and expected standards outlined in the Department of Education's Student Discipline procedure and other relevant procedures.

Excellence

Our purpose is to provide high quality, challenging and rewarding learning opportunities for all students. We provide students with the support and motivation they need to achieve. Our support network and committed teachers assist students to thrive and achieve high standards in all areas of school life.

Curriculum

Quality curriculum is our passion. Our curriculum is designed to provide all students with opportunities and learning which will equip them to thrive and contribute in life post school. All of our curriculum pathways are delivered by high achieving, passionate teachers who are respected for the work they do.

Extra-Curricular

Along side the formal curriculum, we offer an enormous number of extra-curricular programmes and activities. We encourage all students to participate and grow in academic, sport, creative and cultural areas. We have a strong history of students excelling in these areas.

Inclusion

Our students come to us from many different backgrounds. We focus on all of our students benefiting from academic support offered by our highly skilled and professional 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 mission clearly outlines that we are focused on a holistic approach to learning. Our pastoral care programmes support the physical, emotional, social and spiritual wellbeing of every students. Our Head of Years, Connect teachers, Guidance Officers, Social Workers, Deputy Principals and Student Services department are committed to finding the best way to allow all young people at our school to feel safe, cared for and challenged to be the best version of themselves.

Community and Environment

We value our community and the significant contribution they make to our school. A school is only as strong as the community it is in and strength of the relationships between students, parents, staff and the greater community. We seek partnerships with community groups and services to strengthen the fibre of our school community.

Student Wellbeing and 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 Head of Year, connect and class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment. Parents who would like more information about the student support roles and responsibilities are invited to contact the College.

Learning and wellbeing are inextricably linked – students learn best when they feel safe and they develop a strong sense of wellbeing when they experience success in their learning. We acknowledge the importance of creating a positive and supportive learning environment and to maintain cultural and social-emotional awareness in all that we do.

Students can approach any trusted school staff member 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.

Role	What they do
First Nations Liaison Officer	provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
First Nations Elder	creates contexts that preserve connection with Indigenous culture.
Community Elders	- provide 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.
Heads of Year	- provides leadership of a year level cohort to promote an inclusive, positive school culture - monitors attendance, behaviour and academic data to identify areas of additional need and support students. - facilitates positive engagement with parents regarding their student's engagement at school • support students and teachers in implementing strategies in line with the Student Code of Conduct
Head of Department – International Students	- 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	provide 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 19 • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Department – Inclusion Support and Head of Department – Deaf & Hard of Hearing	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	- 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 extracurricular activities

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 relevant year level Head of Department – Engagement.

Support is also available through external agencies and the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health Services
- Queensland Health Services
- Department of Communities
- Department of Child Safety
- Queensland Police Service
- Child Protection Investigation Unit

Whole School Approach to Discipline

Our approach to discipline is underpinned by our shared understanding of the Rights and Responsibilities everyone has at Indooroopilly State High School.

Indooroopilly SHS Rights and Responsibilities

	Rights	Responsibilities
Students	Students have the right to: ✓ 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	Students have the responsibility to: ✓ comply with school procedures and policies ✓ be punctual and come prepared for their learning ✓ complete all class work, home work and assessment 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	Staff have the right to: ✓ 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	Staff have the responsibility to: ✓ 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	Parents, Carers and Members of the Indooroopilly SHS Community have the right to: ✓ 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	Parents, Carers and Members of the Indooroopilly SHS Community have the responsibility to: ✓ 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:

- 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 and Student Summits
- Explicit teaching/implementation of strategies from programs such as Bullying- No Way, Respectful Relationships

The Rights and Responsibilities describes the behaviours that support the school values and beliefs. 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
- Creating plans with teachers to support students
- Engaging parents as partners in developing support plans
- Liaising with appropriate external agencies/personnel when relevant

The focus on targeted behaviour support is to keep students connected with the 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 table describes student engagement and behaviour expectations that align to the school values and beliefs in a range of settings.

School values Setting	Each person's dignity	Our community's diversity	Open communication	Quality learning
All Settings (Classroom, Assemblies, Playground)	✓ 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	✓ 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	✓ 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	✓ 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: ✓ Maintaining attendance ✓ Being punctual ✓ Being prepared for learning ✓ Maintaining engagement in learning opportunities ✓ Complete classwork, draft and assessments by the due date
Digital Spaces	✓ 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	✓ 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	✓ 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	✓ 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.)	✓ 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	✓ 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	✓ 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	✓ 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

Consideration of Individual Circumstances

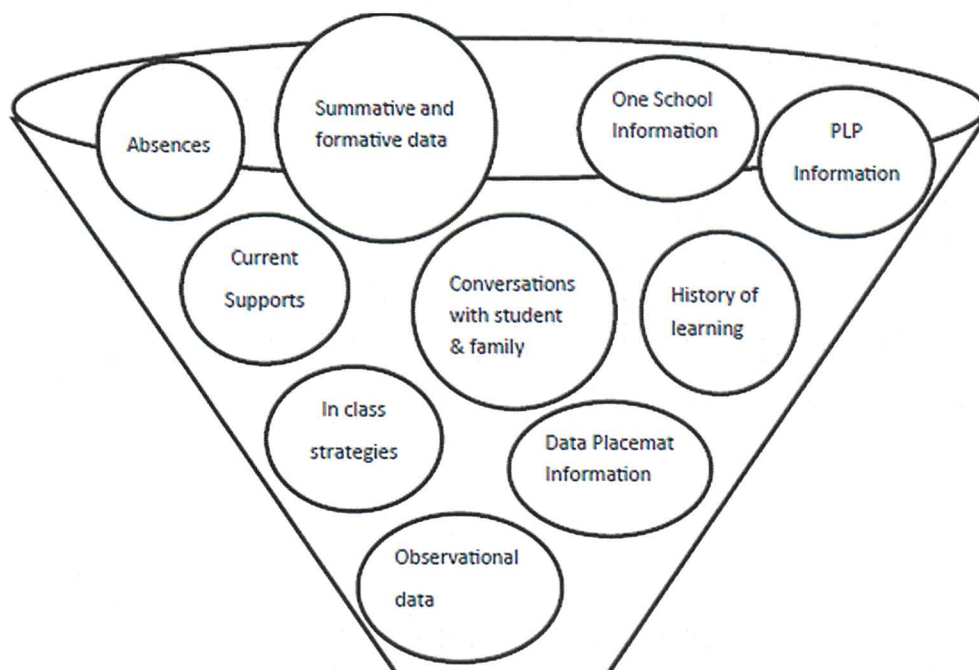
As an inclusive school we consider students' individual circumstances, such as their behaviour, history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when sharing expectations, responding to behaviour or applying consequences.

The school applies the principle of equity, where individual student needs are considered and the support required for students to achieve is personalised. This means not everyone will be treated the same, but each student can expect a high standard of care.

As a school we 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 outcomes 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 involves your student. Please 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.

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

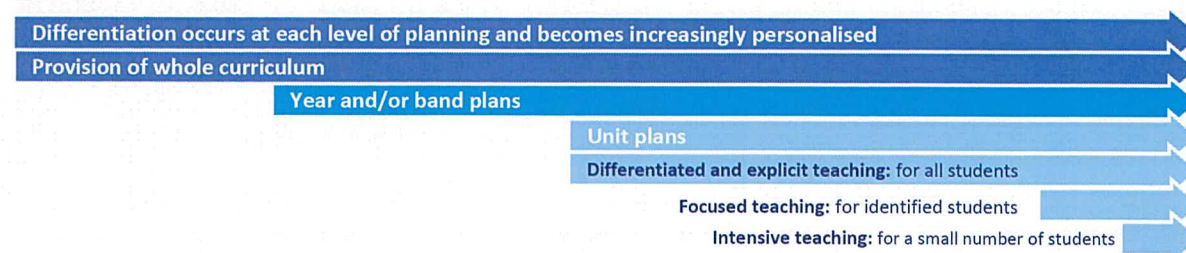
Intensive Teaching

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

Indooroopilly State High School is a school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours, as provided in the [Indro Top 5](#), for students to practice. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities to 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.



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

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 multiagency 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 that inform the overall Student discipline procedure.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 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 as they will experience difficulty in meeting stated expectations. Even with focussed teaching, in-class corrective feedback, sanctions and rule reminders they may continue to display low-level problem behaviours. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class. A decision to refer the student to another member of staff, in line with the table of Disciplinary Consequences, Actions and Referrals may be required.

For a small number of students, a high level of differentiated support or intensive teaching will be 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
- 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
- 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 or serious that continued attendance at the school is considered unacceptable or 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 or carer, back to the school. It is not a time to review the student's behaviour or the decision to suspend as 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.

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, on the suspension letter. Re-entry meetings are short, typically taking less than 15 minutes, and are led by a member of the leadership team.

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. 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 to Heads of Department Curriculum, Heads of Year, the Year Level Deputy Principal or a Principal in line with the table of Disciplinary Consequences, Actions and Referrals

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

Minor behaviours:

- are minor breaches in school values;
- do not significantly harm others;
- do not significantly 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 another staff member following repeated minor documented interventions, including parent contact.

Major engagement or behaviour breaches require referral to another staff member 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 the Student Code of Conduct may be required to provide an incident or witness statement. Students who witness or who have information about a behaviour breach may also be asked to provide a statement to support the investigation of a behaviour breach. The Head of Year, 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.

Disciplinary Supports, Actions and Consequences

		Student Behaviour or Engagement	Possible Consequences
Minor	All staff including:	Inappropriate minor level student misbehaviours requiring consequences including:	Teacher initiated behaviour redirections may include but are not limited to:
	- Teachers - Teacher Aides and Support Staff Members - PGD Supervising Teachers/ Support Staff Members - Supervising Teachers	- late to class/leaving class without permission - not following teacher instructions - breach of common classroom agreements, classroom rules and/or expectations - non-completion of class or homework - refusal to engage with program of instruction - classroom disruption, including disrupting the learning of others - littering in and outside classroom - dress code transgressions - use of inappropriate language - incorrect use of personal technology or non-compliance with the Use of Mobile Phones and Devices by Students policy - possession of inappropriate/prohibited materials (e.g. aerosols, gum) - taking property without permission	- verbal redirection, negotiation/counselling - reminder of common classroom agreements, classroom rules and/or expectations - reminder of school values and/or policies (e.g. Student Dress Standard) - implementation of/change in seating plan - one-on-one resolution - buddy class arrangement - lunchtime detention - confiscation of inappropriate/prohibited items - completion of unfinished work - contact with parents, documented on OneSchool - access Student Services for change of clothing If persistent incidents of the above actions, including parent contact and behaviour incidents documented on OneSchool produce no improvement in the student's behaviour, the student may be referred to a Head of Department or Head of Year.
Major – HOD/ HOY	Heads of Department	- ongoing non-completion of class or home work - non-submission of assessment - academic misconduct, including plagiarism/cheating	The support and intervention from a Head of Year and/or a Head of Department may include items from the list above in addition to: - behaviour monitoring card - resolution meeting - referral to specialist support (e.g. Guidance Officer) - behaviour management plan - detention (lunchtime or after school) - parent/carer interview and/or contact, documented on OneSchool - academic consequences in line with the Assessment Policy - recommendation of suspension, in consultation with Deputy Principal - restorative conference on return from suspension If persistent incidents of the above actions, including parent contact and behaviour incidents documented on OneSchool produce no improvement in the student's behaviour, the student may be referred to a Deputy Principal.
	Heads of Year	Inappropriate persistent minor or high-level student misbehaviour requiring consequences including: - continued minor behaviours from the list above - attendance issues including persistent lateness - truancy (part/full day; on/off campus) - smoking, including vaping - inappropriate use of school resources - persistent refusal to comply with school procedures/policies and/or program of instruction - technology violations, including inappropriate use of personal technology devices (e.g. filming without consent) - stealing or theft - damage to property or vandalism, including graffiti - bullying, harassment, fighting, aggression or assault (physical or verbal) - unsafe or misuse of objects causing a risk to others - falsifying documents - possession of combustibles	

Major – DP Level	Deputy Principals	Inappropriate high level and/or persistent student misbehaviours requiring consequences including: • continued and/or significant behaviours from the lists above • major stealing or theft • significant bullying, harassment fighting, aggression or assault (including psychological or sexual) • possession of banned materials/dangerous objects including a weapon (e.g. knife) or an object that is an approximation of a weapon • possession or use of drugs, drug paraphernalia, alcohol or other illicit substances • use of combustibles • intimidation of school community members • causing threat or creating a false alarm • continued or major damage to property or vandalism, including graffiti • ongoing refusal to comply with school procedures/policies and/or program of instruction • significant inappropriate use of technology or social media that incites or has the potential to incite cyber bullying and/or harassment of community members	The support and intervention from a Deputy Principal may include items from the lists above in addition to: • behaviour monitoring card • resolution meeting • parent/carer meeting or contact • police notification • individual discipline improvement plan • detention (lunchtime or after school) • referral to specialist support (e.g. Guidance Officer) and/or external agency • restorative conference on return from suspension • recommendation of suspension, in consultation with Junior/Senior School Principal If persistent incidents of the above actions, including parent contact and behaviour incidents documented on OneSchool produce no improvement in the student's behaviour, the student may be referred to the Junior/Senior School Principal.
Major - Principal Level	Junior/Senior School Principal Executive Principal	Unacceptable very high-level and/or persistent and ongoing major student misbehaviours requiring consequences including: • extreme or repeated incidence of behaviours from the lists above • an extreme incidence of misbehaviour • supply of drugs or other illicit substances • use of, or threat to use, a weapon • significant physical, psychological, sexual or verbal assault, or threat to assault, students, staff or community members • significant behaviour that brings the school into disrepute • where the student is charged with a serious offence or other offence where the student's attendance poses an unacceptable risk to other students or staff	The Executive Principal in consultation with Junior/Senior School Principal and Year Level Deputy Principal determines the most appropriate course of action, which may include: • individual discipline improvement plan • parent/carer interview • police notification • referral to external agency • suspension • exclusion • cancellation of enrolment in line with Education Queensland policy SM-16

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 for student or parent collection. School staff will decide length of time of confiscation.

Confiscated items by Principal	Confiscated items by school staff
• illegal items or weapons (eg knives*, throwing stars, brass knuckles, chains) • imitation guns or weapons • potentially dangerous items (eg blades, rope) • drugs and drug paraphernalia** (including tobacco and vaping devices) • alcohol • explosives (e.g. fireworks, flares, sparklers) • 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).	• Aerosols deodorants or cans • Inappropriately used mobile devices • Other items deemed disruptive or inappropriate to a Quality learning environment

* 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 and other sharps 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 student, parent or after 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 students do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
- are prohibited according to the Indooroopilly State High School Student Code of Conduct
- are illegal
- put the safety or wellbeing of others at risk
- do not preserve a caring, safe, supportive or productive learning environment
- do 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:
- are prohibited according to the Indooroopilly State High School Code of Conduct
- are illegal
- put the safety or wellbeing of others at risk
- do not preserve a caring, safe, supportive or productive learning environment
- do 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

Indooroopilly State High School accepts that Parents/Carers 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/Carers reassurance that they can contact their student if they need to speak to them urgently outside of school hours.

Parents/Carers 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 must be 'Away for the Day' during school hours.

Indooroopilly State High School is committed to reducing the distraction of mobile phones and other devices to provide optimal learning environments for all students. Student phones and certain wearable devices such as smartwatches, need to be switched off and 'away for the day', including during break times. Further information on the 'Away for the Day' Mobile Devices Policy can be found [here \(PDF, 222KB\)](#).

Exemptions will be available for digital learning opportunities or in exceptional circumstances, including reasons related to disability, health and wellbeing. Exemption application forms can be found [here \(PDF, 202KB\)](#).

All mobile phones and ear pods/headphones must be kept in students' bags during the day unless directed by the classroom teacher for curriculum purposes.

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/carer.

Devices such as tablets and lap tops can be used at school and through consultation with the broader school community, Indooroopilly State High School has determined that explicit teaching of the responsible use of these 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/carers, school staff and students.

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 should never give out their personal details to anyone and should make sure digital devices are protected by the use of passwords or PIN numbers.

Devices refers to all manner of portable electronic devices.

Responsibilities

It is important that students be courteous, considerate and respectful of others when using a mobile or digital device and 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 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 device to cheat during exams or assessments
- use a 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
- understand that access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- be aware the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices
- be aware 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
- understand that despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- understand that teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying (Mandated)

Indooroopilly State High School uses the [Australian Student Wellbeing Framework](#) 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](#)

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.

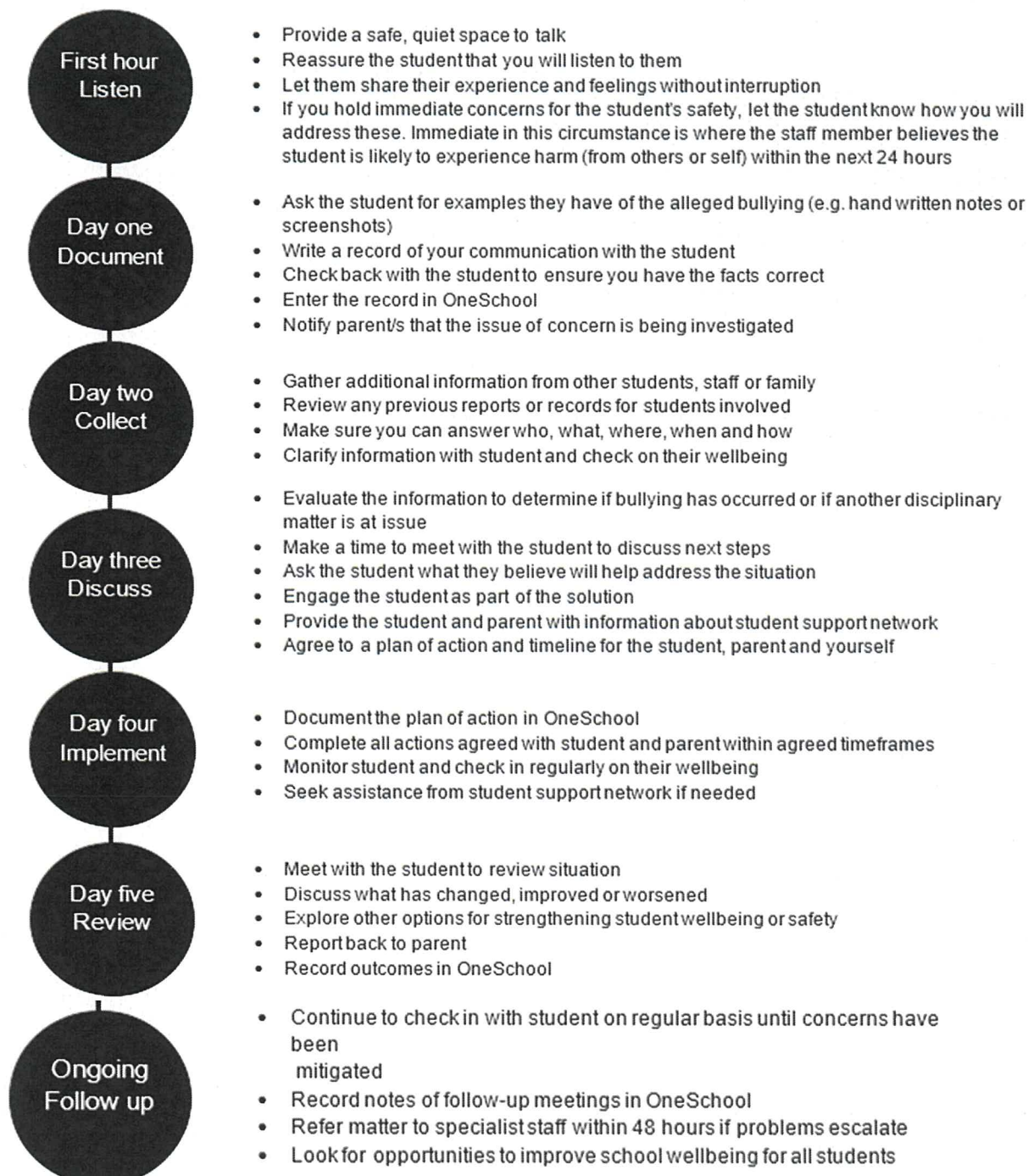
However, these conflicts are still considered serious and need to be addressed and resolved. At Indooroopilly State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents. Together our school community will work to establish a safe, supportive and disciplined school environment.

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

Key contacts for students and parents to report bullying: Year 7 to Year 12 – Connect Teacher or Head of Year (HoY)



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 Head of Year for each year level, 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 Year, or a Deputy Principal.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

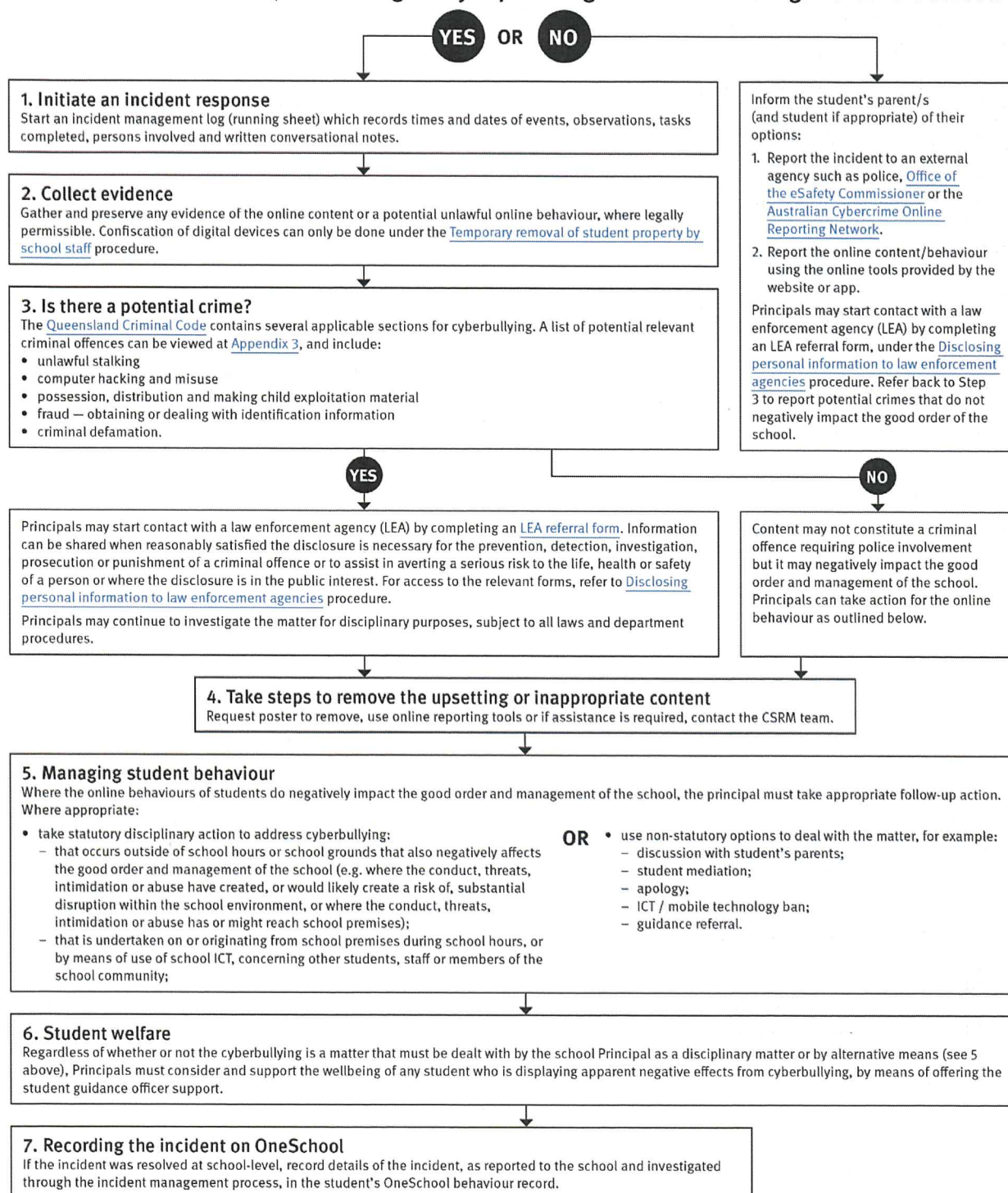
Explicit images

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

Help

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

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



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](#) / carers 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.

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.

Together our school community will work to establish a safe, supportive and disciplined school environment.

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.

Appropriate use of social media

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

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

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

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

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

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

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

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwth) 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 emotional arousal and behaviour.

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

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

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

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

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 student 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 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 their 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 [Complaints and grievances management policy](#).