Tannum Sands State High School

Student
Code of Conduct

2025-2029

Executive Summary

This Student Code of Conduct outlines the values, expectations, and support systems at Tannum Sands State High School. It is designed to ensure a safe, inclusive, and productive learning environment for all students. The document emphasises the school's commitment to Respect, Responsibility, and Excellence, and provides guidance on behaviour expectations, disciplinary procedures, and support services.

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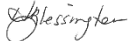
Endorsement

Principal Name: Heather Blessington

Principal Signature:

Date:13/10/2025

P/C President Name: Daniel Lambert

P/C President Signature:

Date:13/10/2025

Contents

ACRONYM GUIDE

MTSS – Multi-Tiered Systems of Support
NCCD – National Consistent Collection of Data
QEW – Queensland Engagement and Wellbeing
SOS – School Opinion Survey
YLST – Year Level Support Team
BYOx – Bring Your Own Device
SDA – School Disciplinary Absence
PIP – Personal Improvement Plan
DIP – Discipline Improvement Plan
IBSP – Individual Behaviour Support Plan
PTEP – Part-Time Education Plan
BKSB – Basic Key Skill Builder
GS4W – Get Set for Work
SEE – Skilling Queenslanders for Work (SEE Program)
RAGE – A school-based wellbeing program
CHILAX – A school-based wellbeing program
P3P3F3 – A restorative framework
QPS – Queensland Police Service
HOY – Head of Year
HODS – Heads of Department
GO – Guidance Officer
LS – Learning Support
DP – Deputy Principal
ICT – Information and Communication Technology
CPS – Collaborative Problem Solving
PLT – Professional Learning Team
SP – Student Protection Report (Departmental Reporting System)
BOOST – School-based support program
P&C – Parents & Citizens Association
Cwth – Commonwealth
QCE – Queensland Certificate of Education
TSSHS – Tannum Sands State High School
AUSLAN – Australian Sign Language
SBHN – School-Based Health Nurse
YSC – Youth Support Coordinator
SBYHN – School Based Youth Health Nurse
LS – Learning Support
OS – OneSchool (Education QLD's student information system)

Purpose Statement

Education Queensland is committed to provisions that ensure all young Queenslanders have access to a quality education, as is their right.

The Tannum Sands State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to enact a proactive, productive, and holistic approach to supporting high standards of behaviour. Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is a priority, and where all students can participate positively, experience success and staff enjoy a safe workplace.

Tannum Sands SHS is committed to being a relational school, learning-focused community where everyone has the right to feel like they belong and are supported. Our focus is on building and maintaining respectful relationships, with everyone being responsible and accountable, and developing personal excellence and integrity by repairing/managing any harm openly and fairly. Social and academic learning opportunities are provided for students to engage in quality learning experiences and acquire values supportive of their lifelong learning and wellbeing; and where behaviour expectations are defined, taught, modelled and reinforced.

Principal's Forward

At Tannum Sands SHS, we are committed to providing a learning environment that enables responsive processes to support the needs of all students; ensuring a safe, supportive, inclusive, and disciplined environment that provides access to the full range of the educational opportunities on offer through our school.

We are committed to working collaboratively WITH all members of our school community to create positive futures for our students and community, and this Code of Conduct has been developed in consultation with staff, students and families.

Our shared values of **RESPECT**, **RESPONSIBILITY** and **RESPECT** are the foundation from which every member of our school community works towards the school motto, **CREATING OUR FUTURES.**

We show our commitment to these values by:

- Showing **respect** for myself, those around me, and the school environment by demonstrating an inclusive and tolerant mindset.

- Demonstrating **responsibility** for my actions and be accountable for their impact on my learning and the people around me.

- Seeking **excellence** for myself and those around me by embracing a resilient and growth mindset.

These values underpin the way we work together every day at Tannum Sands SHS and we believe that we must explicitly teach behaviours which reflect these values. Tannum Sands State High School staff takes an educative approach to discipline, that behaviours can be taught and that mistakes are opportunities for everyone to learn and grow. Through the explicit teaching, role modelling, correction and reinforcing of appropriate behaviours we aim to support every member of our school community to build our skills to be confident, self-disciplined and empathetic 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.

Our Student Code of Conduct provides an overview of the steps taken to explicitly teach the expected behaviours to our school community, how members will be supported to managing their behaviour, and outlines the way the school will respond when members struggle to meet the expected standards of behaviour.

P&C Statement of Support

As parents and carers of young learners who attend Tannum Sands State High School (TSSHS), each one of us are responsible for contributing to help our young learners get the most out of their time at TSSHS. One on one discussions at home go a long way towards your child behaving and performing at their best in class, around the school and greater community.

Many of the challenges our young learners face, are by nature, simply growing up and this is further influenced by the social aspects outside of school grounds. We as parents are our young learners first point of call in helping guide our young learners work their way through all of the joys of growing up to be the wonderful people they are. Once they are at school, the teachers continue the journey with our young learners. It is imperative the teachers have the complete support from the parents and carers so teachers can fulfill their passions about teaching.

At times, our young learners will test the waters and seek independence during their journey and perhaps may get out of line or affect others in less than desirable ways. The TSSHS has taken this into consideration and have developed a Code of Conduct which considers the growing stages of life at the High School level with the focus on building resilience in our young learners. This process is different from the punitive methods previously experienced and supporting our young learners affected by others' actions will require a different approach. This approach is based on the restorative process. Working closely with the school under these circumstances should get the best outcome for our school community overall. These efforts and processes will contribute towards Creating our Futures, the school motto.

The TSSHS Code of Conduct describes various topics on social media, and bullying. These two alone are key contributors to our young learners' lifelong experiences and shapes their futures. We as parents and carers need to be attentive as to how our kids behave towards others and encourage our kids to reach out to others around them to make them feel included and valued. This goes a long way towards building a strong community.

Please take the time to go through the Code of Conduct and continue the great work you are doing as parents and carers to discuss relevant topics from the code of conduct that help guide our young learners so that we as a community can best help support Tannum Sands State High School. The P&C are actively working towards setting up discussion sessions in our monthly meetings to support the parents through these aspects. Please feel free to reach out to the P&C.

Thank you, and good luck!

Daniel Lambert

President P&C

Consultation and Review Statement

In recognition of the dynamic nature of the school environment, the Tannum Sands State High School Student Code of Conduct has been revised and updated following consultation with various stakeholders at various junctures. Our core values of Respect, Responsibility and Excellence are the cornerstones that underpin the systems, processes and practices that are the foundation of the Student Code of Conduct. The school's approach to pedagogy, behaviour expectations, acknowledgements and responses have all been reviewed and updated, reflecting these values and an approach that is more relational and inclusive of the whole school community.

A communication strategy has been developed to support the implementation of the Tannum Sands State High School Student Code of Conduct, including promotion through the school website, newsletter and school social media platforms. Any families who require assistance to access a copy of the Tannum Sands State High School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

The Tannum Sands 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.

Whole School Approach

Tannum Sands SHS is committed to being a relational, learning-focused community where everyone has the right to feel like they belong and are supported. Our focus is on building and maintaining respectful relationships, with everyone being responsible and accountable, and developing personal excellence and integrity by repairing/managing any harm openly and fairly. Strong, respectful relationships underpin our school culture. We intentionally nurture connection, accountability and collaboration across our community to create a safe, supportive environment where everyone can thrive.

Our approach to teaching and learning recognises the complex relationship between learning, wellbeing and engagement acknowledging that "a supportive environment that combines a focus on wellbeing with a focus on learning is optimal" (Student Engagement and Wellbeing Framework). At Tannum, behaviour is not addressed in isolation and is supported through our Multi-Tiered Systems of Support (MTSS) approach which incorporates the Mental Health Continuum, Continuum of Student Engagement and National Consistent Collection of Data (NCCD) Levels of Adjustment to ensure members of our school community are holistically supported to meet our behaviour expectations and maintain a positive and productive learning environment for all.

We are committed to ensuring that we seek to support positive behaviour throughout the school community by employing proactive and preventive processes and strategies, such as:

- Expected behaviours to promote the health, safety and wellbeing of all within the school community are introduced and taught routinely
- Behaviour expectations are highly visible in the school community
- Expected behaviour is acknowledged and reinforced frequently
- The use of high quality, research evidenced pedagogical practices as part of our Whole School Approach to Pedagogy, frequent Pedagogy Spotlight sessions for all staff, frequent professional development sessions for staff, and opportunities for staff to share their own successful practices through regularly scheduled Professional Learning Team (PLT) meetings allows for the frequent and continual development of successful practices to support safe, respectful and learning-focused environments
- Processes exist to help identify and support targeted intervention where and for whom the demonstration of expected behaviours is challenging; these include, but are not limited to:

- identification of the need for differentiated teaching and learning and the provision of reasonable adjustments, recorded in a student's Personalised Learning Record;
- frequent analysis of data sets that indicate a student's wellbeing and engagement,
- including attendance, effort rating and behaviour rating;
- sharing of data within and beyond the leadership team to support effective practice and intervention responses

Student Engagement, Behaviour and Wellbeing

At Tannum Sands SHS our goal is that every student is actively engaged in creating their future through participation in learning activities. It is recognised in educational research, the Australian Student Wellbeing Framework and the QLD Student Engagement and Wellbeing Framework that engagement is a complex state of being, is closely linked with an individual's sense of wellbeing, and is essential to facilitate student learning. Here at TSSHS we consider curriculum access, attendance, behaviour and wellbeing as key components student engagement and take a holistic approach to support students to maximise their learning and outcomes.

Every student is supported by a Year Level Support Team made up of a Learning Support expert, Head of Year, Guidance Officer and Deputy Principal. This team uses a Collaborative Problem Solving (CPS) approach informed by a range of data sources to develop individualised interventions and plans to support student engagement.

In addition to academic, attendance and behaviour data we use the QLD Engagement and Wellbeing (QEW) Survey, School Opinion Survey (SOS) and school-based pulse surveys to reflect student wellbeing and engagement across the school. To guide our reflection and planning to support student engagement we use Dr Amy Berry's Continuum of Student Engagement.

FIGURE 1.2 ● *Disrupting* to *Driving*: A Continuum of Student Engagement

	ACTIVE ←			PASSIVE		→ ACTIVE
	DISRUPTING	**AVOIDING**	**WITHDRAWING**	**PARTICIPATING**	**INVESTING**	**DRIVING**
Engaging in the activity	Disrupting the learning environment Refusing to **participate** Arguing with the teacher	Looking for ways to avoid work **Being off-task** Being unprepared Looking for reasons to leave the room or move around the room	"Flying under the **radar**" **Physically separating** from others **Being distracted** **Putting in low effort**	Doing the work Being on task Paying attention Responding to questions	Asking questions about what we are learning Valuing what we are learning Showing interest or curiosity in what we are learning Enjoying learning	Setting goals for my learning Seeking feedback to help me improve Seeking out challenges Monitoring and evaluating my progress
Engaging with peers	Arguing with peers **Trying to distract** others	**Off-task talking** with others Playing around with others instead of working	Sitting with a group if directed but not **interacting**	Working with others when directed to do so	Sharing ideas and thinking with peers Following shared interests	**Collaborating with others** toward a shared goal Challenging each other to drive improvement
	Students are **disengaging** from the planned learning experience			Students are **engaging** in the planned learning experience		
What goals might the teacher have for engagement in the learning experience?				I want them to follow my lead and complete **certain tasks**	I want them to be interested in learning and actively involved in the process	I want them to be proactive and **collaborative learners**

Parents who would like more information about the student support roles and responsibilities are invited to make an appointment with a Deputy Principal or Principal.

Learning Community Expectations

Behaviour Matrix

Our shared values of **RESPECT**, **RESPONSIBILITY** and **RESPECT** are the foundation from which every member of our school community works towards the school motto, **CREATING OUR FUTURES.** We show our commitment to these values by:

- Showing **respect** for myself, those around me, and the school environment by demonstrating an inclusive and tolerant mindset.

- Demonstrating **responsibility** for my actions and be accountable for their impact on my learning and the people around me.

- Seeking **excellence** for myself and those around me by embracing a resilient and growth mindset.

Our **Behaviour Matrix** describes expected behaviours which reflect these values:

Members of the Tannum Sands SHS learning community, show RESPECT, by:	Members of the Tannum Sands SHS learning community, demonstrate RESPONSIBILITY, by:	Members of the Tannum Sands SHS learning community, seek EXCELLENCE, by:
- Valuing each individual - Acting in a friendly and compassionate manner - Listening actively - Speaking respectfully and calmly - Taking pride in our appearance - Caring for property and surroundings	- Practising self-control - Following instructions - Promoting the health, safety and wellbeing of all - Being punctual, prepared and willing to learn	- Supporting each other - Acknowledging success - Embracing the challenge of learning - Seeking support and growing through feedback - Doing our best

Community Expectations

All members of the Tannum Sands SHS Learning Community, students, parents and staff, have the right to feel safe and supported as we work together to create our futures. The health, safety and wellbeing of everyone who is part of our learning community is important and must be supported by the way we work together, learn and communicate, and in our culture, our thinking and our personal behaviours. Every member of the Tannum Sands SHS learning community has a role in supporting our diverse community to work together and these expectations are designed to promote respectful collaboration between stakeholder groups.

	STUDENTS are expected to:	PARENTS and CARERS are expected to:	TSSHS STAFF are expected to:
Showing Respect	- Are respectful and considerate in your communication and behaviours - Use school communication channels to report concerns - Wear the uniform and follow the school hair and jewellery expectations	- Are respectful and considerate in your conversations with and about staff on the phone, in school and at home - Unless in an emergency situation, make an appointment with 24 hours' notice, to speak with a class teacher or the principal to discuss any matters relating to your child - Support the school by ensuring that your child has all uniform items and that following the school hair and jewellery expectations	- Explicitly teach and role model respectful and considerate communication and behaviours - Respond as soon as practical to a request for an appointment and negotiate a mutually agreeable date and time with you - Consistently promote, reinforce and support students to meet our school uniform and related policies
Demonstrating Responsibility	- Bring your BYOX device and follow related policies - Embrace differences and uphold the rights of all other members of the school community, celebrating the strengths of our diversity - Talk about our school, staff and students constructively, both verbally and through social media - Follow the school electronic devices policy by ensuring personal mobile devices are off and away for the school day	- Support the school by ensuring that your child has all necessary learning materials, including an onboarded device - Join with the school to embrace differences and uphold the rights of all other students and families in the school community - Talk about our school, staff and students constructively, both verbally and through social media and if/when necessary access the confidential complaints process - Support the school electronic devices policy by initiating contact with your child through the school office	- Consistently promote, reinforce and support students to meet our school BYOX policy and related policies - Consistently welcome, educate and support students and celebrate the strengths of different life choices, cultures and religions - Talk about our school, staff, students and workplace constructively, both verbally and through social media - Consistently teach, promote and reinforce both the expectations and the education value and social benefits of the school electronic devices policy
Seeking Excellence	- Be honest and open in communication while maintaining appropriate confidentiality of staff and other students - Raise concerns or criticisms directly with the appropriate officer at the school and give them an opportunity to resolve the issue - Work with the school to approach challenges with a solutions focus and growth mindset - Approach learning activities and assessment with a growth mindset	- Provide the school with all information relevant to the child or an issue, and show understanding that confidentiality will restrict communication possible about the students of other parents - Raise concerns or criticisms directly with the appropriate officer at the school and give them an opportunity to resolve the issue - Support yourself and your child to access the appropriate available and affordable supports when needed to overcome challenges - Encourage your child to approach learning activities and assessment with a growth mindset	- Always be honest and open in communication while maintaining appropriate confidentiality of other staff and students - Always work with parents/careers to approach difficult situations with a "solutions" focus and growth mindset - Engage with appropriate agencies to develop and promote support systems within the school and the community. - Model a growth mindset for students when approaching learning activities and assessment

Multi-Tiered Systems of Support (MTSS)

Tannum's Multi-tiered Systems of Support (MTSS) is used throughout the school to support student wellbeing, engagement, attendance and behaviour, recognising the complex relationship between these markers of possible success at school. Our Year Level Support Teams (YLSTs) use a range of data sets to monitor student engagement, including:
- Academic progress
- Attendance rate/pattern
- Behaviour patterns

When evidence suggests a student requires additional support to engage positively with learning, YLSTs identify the appropriate level of support using indicators drawn from:
- Mental Health Continuum
- Continuum of Student Engagement
- NCCD Levels of Adjustment

Our tiered approach allows us to maintain a positive and productive learning environment for all, by:

- Promote a safe, supportive, inclusive, and disciplined learning environment through the explicit and targeted teaching and recognition of our behaviour norms

- Coordinate collaboration and communication between support teams

- Identify engagement, learning, and behaviour trends for individuals and groups of students using data

- Promote predictability and consistency of expectations and responses to behaviours throughout the school

- Recognise the importance of differentiated pedagogy and practice in establishing a safe, supportive, inclusive and disciplined learning environments

- Recognise the importance of building and maintaining respectful relationships, personal accountability, and personal excellence and integrity

Our MTSS is used to ensure members of our school community are holistically supported to meet our behaviour expectations and maintain a positive and productive learning environment for all.

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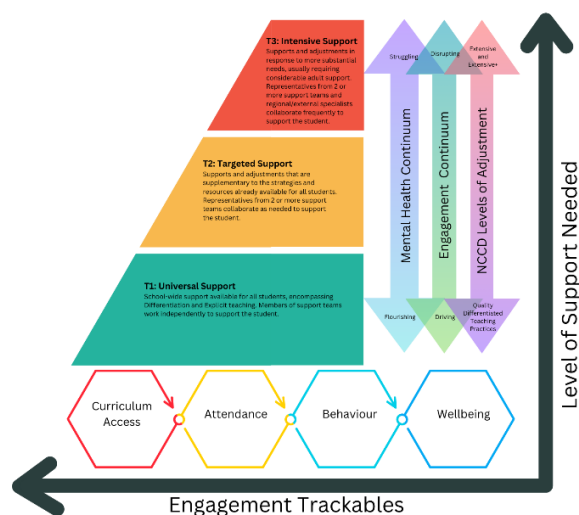
Differentiated and Explicit Teaching of Behaviour

Tannum Sands SHS believes that behaviour is something that must be modelled, explicitly taught, and practised. We acknowledge that we do not all learn in the same way or at the same speed and approach the mastery of expected behaviours with a differentiated approach involving proactive teaching and support of student behavioural expectations and as required application of a range of consequences. See Multi-Tiered System of Behaviour Support pg 14 – 16)

When behaviours which are not reflective of our school values and expectations happen, staff responses (see Staff Response Flowchart pg 13) are differentiated to reflect student learning requirements, the degree of harm the behaviours have caused, and support needed to move forward.

Our responses to behaviour can range from:

- Focused reteaching of expectations outside of curriculum time

- Actions to repair harm caused through restorative conversations or community service

- Disciplinary Absences to allow for reflection and development of targeted plans to address harm caused and support the student to master expected behaviours

Staff Response Flowchart

RESPECT **RESPONSIBILITY** **EXCELLENCE**

Behaviour Response Flowchart

This is a staff reference document to support responses to behaviour in line with our shared values and expectations.
* Refer to Acronym Guide in Appendices for details.

Column 1 (Respect)

Student engages in behaviour which has serious impact on the wellbeing and safety of others.

Teacher seeks to support the wellbeing and safety of those at risk, by:

- Support student to regulate behaviour and safely re-engage
- Priming
- Affective language
- Stored Responses

Risk Continues and teacher is unable to maintain a safe learning environment:

- Request support from available TLT* member from nearest staffroom or office
- Removal of students from risk if appropriate

Next Steps

- TLT* responder leads management of immediate risk

Next Steps

- TLT* responder and relevant DP* collaborate to:
  - investigate circumstances leading to behaviour
  - impact of behaviours
  - relevant individual circumstances
  - determine appropriate response and consequences

Next Steps

- Teacher records details of behaviour as OneSchool behaviour incident, referring relevant DP
- Teacher may choose to record a MyHR incident
- Teacher may choose to access the support resources available through the EAP

Column 2 (Responsibility – transition)

Student behaviour during transition and break times does not reflect the school's values and norms:

Teacher seeks to support appropriate behaviour choices, by:

- Priming students to make more appropriate behaviour choices
- Applying immediate consequences linked to the behaviours observed (clean up, walk and talk)

Behaviour continues

- Connection with on duty TLT* Floater for supervised playground session incorporating explicit reteach of school wide norms and expectations
- Teacher records behaviour incident, makes contact home

Behaviour pattern is observed by teachers and/or TLT* Floaters

Next Steps

- Referral to relevant DP*

Next Steps

DP or delegate investigate circumstances and determine appropriate response and consequences

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Column 3 (disrupt teaching)

Student engages in behaviours that actively disrupt the teaching and learning or is openly disrespectful to others.

Teacher supports student to engage through interventions, such as:

- Use ESCM*
- Intervene early
- Priming
- Affective language
- Stored Responses
- Seating plan
- Class Support Card
- Reminding of class norms and expectations
- Use of class Reset process
- Providing lunch time support to explicitly reteach of class norms and expectations
- Contact home
- Restorative conversation

Behaviour continues in the lesson | *Behaviour repeats across lessons*

Regulation process

- Teacher contacts office to request support
- Admin to identify DP/P/GO support
- Need identified
- Support to regulate provided

Next Steps

Teacher collaborates with HOD to support engagement, by:

- Contacting home
- Implement HOD Support Card
- Class withdrawal
- Providing lunch time support to explicitly reteach of class norms and expectations

Behaviour continues

- Teacher o/s
- Contact home

Referral to relevant DP and YLST for collaboration to support engagement, by:
- Reviewing student engagement data and connecting with the family to identify possible barriers and relevant individual circumstances
- Determine and apply appropriate response and consequences
- Identify a case team and team lead to coordinate student support
- Develop, implement and monitor individualised support plans
- Connection with specialised school-based supports and/or referral to external services
- Leading formal restorative processes

Column 4 (passive disengagement)

Student engages in behaviours reflective of passive disengagement, but not disrupting the teaching and learning.

Teacher supports student to engage through interventions, such as:

- Use ESCM*
- Intervene early
- Priming
- Affective language
- Stored Responses
- Contact home
- Class Support Card
- Provided extra lunch time support to catch up on work
- Reminding of class norms and expectations
- Provide follow-up work
- Restorative Conversation

Behaviour continues

Teacher collaborates with HOD to a support engagement, by:

- Contacting home
- Implement HOD Support Card
- Provided lunch time support to catch up on work

Behaviour continues

Column 5 (Excellence)

Student actively engaged and demonstrating school expectations

Teacher recognises and reinforces, by:

- Direct conversation
- Priming
- Affective language
- Stored Responses
- Contact home
- Sending Positive Postcard
- Futures Award nomination
- Student of the Term nomination

Multi-Tiered System of Behaviour Support

Our MTSS for Behaviour enables us to take a proactive and positive approach by providing clear guidance to identify levels of need using descriptive indicators and appropriate response strategies.
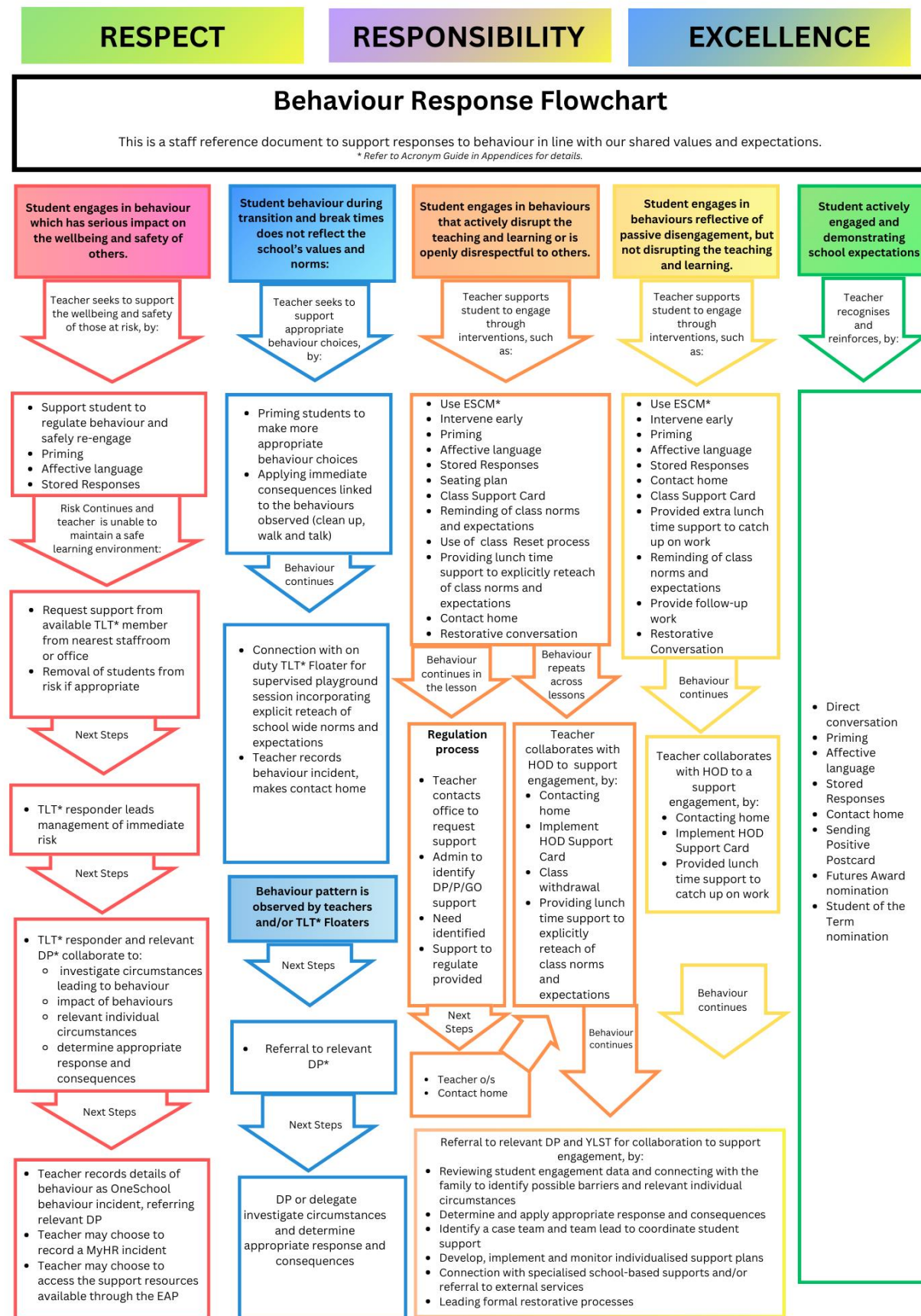
Tier 1: Universal Support School-wide support available for all students, encompassing Differentiation and Explicit teaching. Members of school teams work independently to support engaged student behaviour.			
Indicators	Possible responses		
	Teacher	Head of Department	Deputy Principal
- Experience minor breaches of the Student Code of Conduct infrequently - Lower level (low risk to self or others) secondary behaviours – infrequent - Disability is not impacting student's ability to engage or meet behaviour expectations - Requires behaviour support infrequently as occasional action, or frequently as low level action such as monitoring.	- Engage in Know Your Class (KYC) process to review student support needs - Seek to connect before content - Plan learning experiences with pedagogical practices appropriate to learners - Be curious about contributing factors and function of behaviours - Explicitly teach classroom expectations and norms - Display and refer to classroom expectations and norms - Proactively establish communication channels with student families - Plan and establish classroom routines that support the learners - Model a Growth Mindset - Model expected behaviours, including self-regulation - Use Essential Skills of Classroom Management (ESCMs) - Use Positive Priming to prepare students for preferred behaviours	- Proactively establish connections and communication channels with staff and students - Support teachers to plan learning experiences with pedagogical practices appropriate to learners through instructional rounds - Be curious about contributing factors and function of behaviours - Support teachers to use Essential Skills of Classroom Management (ESCMs) - Model expected behaviours, including self-regulation - Support teachers to use Positive Priming to prepare students for preferred behaviours - Support teachers to use Affective language to guide students to reflect on the impact of their behaviour on teaching and learning - Support teachers to use BET/BEAR Feedback structures to	- Proactively establish connections and communication channels with staff and students - Be curious about contributing factors and function of behaviours - Model expected behaviours, including self-regulation - Use Positive Priming to prepare students for preferred behaviours - Use Affective language to guide students to reflect on the impact of their behaviour on teaching and learning - Use BET/BEAR Feedback structures to give students explicit feedback about their behaviours - Model a Growth Mindset - Be visible and present in the school and classrooms - Use Positive Postcards, Good News Calls, and Futures Award system to recognize and reinforce positive student behaviour

	- Use Affective language to guide students to reflect on the impact of their behaviour on teaching and learning - Use BET/BEAR Feedback structures to give students explicit feedback about their behaviours - Use school processes to support the continuation of teaching and learning (eg, Regulation Process, Monitoring Card, reteach session, class withdrawals) - Brain breaks - Support regulation - Use Positive Postcards, Good News Calls, and Futures Award system to recognize and reinforce positive student behaviour	give students explicit feedback about their behaviours - Model a Growth Mindset - Support teachers to use school processes to support the continuation of teaching and learning (eg, Regulation Process, Monitoring Card, reteach session, class withdrawals) - Be visible and present in the school and classrooms - Use Positive Postcards, Good News Calls, and Futures Award system to recognize and reinforce positive student behaviour	

Tier 2: Targeted Support
Supports and adjustments that are supplementary to the strategies and resources already available for all students. Representatives from 2 or more school teams collaborate as needed to support engaged student behaviour.

Indicators	Possible responses		
	Teacher	Head of Department	Deputy Principal
- Experience breaches of the Student Code of Conduct frequently or with increasing frequency - Difficulties meeting behaviour expectations may appear with increasing frequency, as a persistent pattern, or as an escalation - Experience Intermittent harm caused by self or to others, including	Use of Tier 1 Responses + - Seek parental support through communication channels - Use school processes to support the continuation of teaching and learning (eg, Regulation Process, Monitoring Card, reteach session, class withdrawals) - Use Restorative frameworks such as Reflection and P3P3F3 - Seek HOD support to identify, plan and implement appropriate classroom supports (class card,	Use of Tier 1 Responses + - Support teachers with processes & referral - Refer to YLST - Establish communication with student and family to seek input on possible response to behaviours - Support the use of school processes to support the continuation of teaching and learning (eg, Regulation Process, Monitoring Card, reteach session, class withdrawals)	Use of Tier 1 Responses + - Support HODs to identify, plan and implement appropriate support actions - Support YLST to use available data to identify emerging engagement and behaviour concerns

- intimidation, bullying and/or harassment - Demonstrate behaviours reportable under the Student Protection Process infrequently - May require adult support at key times to engage or meet behaviour expectations - Requires behaviour support for particular activities at specific times throughout the week - Disability is impacting students ability to engage or meet behaviour expectations -	- pedagogical adjustments, reteach opportunities, YLST referral) - Ensure OneSchool records are up-to-date and accurate	- Support staff to use Restorative frameworks such as Reflection and P3P3F3 - Use available data to identify support needs - Use of Check-in/Check out process with identified students - Support teacher to identify, plan and implement appropriate classroom supports (class card, pedagogical adjustments, reteach opportunities, YLST referral) - Seek DP support to identify, plan and implement appropriate classroom supports through Line Management conversations - Ensure Oneschool records are up-to-date and accurate	

Tier 3: Intensive Support			
Supports and adjustments in response to more substantial needs, usually requiring considerable adult support. Representatives from 2 or more support teams and regional/external specialists collaborate frequently to support the student			
Indicators	Possible responses		
	Teacher	Head of Department	Deputy Principal
- Demonstrate behaviours that regularly or persistently do not meet expectations - Difficulties meeting behaviour expectations may appear with increasing frequency, as a persistent pattern, as a significant incident, or as an escalation with significant impact on individuals and/or the school community - Experience significant harm caused by self or others,	**Use of Tier 1 and Tier 2 Responses +** - Maintain contact with families through appropriate communication channels - Use school processes to support the continuation of teaching and learning in line with indivudal student plans (eg, Regulation Process, Monitoring Card, reteach session, class withdrawals) - Seek HOD support to identify, plan and implement appropriate classroom supports in line with individual student plans (class card,	**Use of Tier 1 and Tier 2 Responses +** - Support teachers to use school processes to support the continuation of teaching and learning in line with individual student plans (eg, Regulation Process, Monitoring Card, reteach session, class withdrawals) - Support teachers to implement individual student supports as identified by case management team in student plans	**Use of Tier 1 and Tier 2 Responses +** - Maintain contact with families through appropriate communication channels - Use YLST processes to monitor, identify and review student and staff support needs - Use YLST processes to coordinate the collaborative development of individual support plans, including relevant internal and external stakeholders - Use YLST processes to seek external agency and/or regional support for students and families to support engagement

either regularly or as a significant isolated event - Demonstrate behaviours reportable under the Student Protection Process frequently - Require considerable adult support in multiple learning environments, most days - Disability is significantly impacting students ability to engage or meet behaviour expectations	pedagogical adjustments, reteach opportunities, YLST referral) - Implement individual student supports as identified by case management team in student plans - Engage in collaborative development of student plans (provide feedback through student periodicals, participate in student team meetings, communicate with case team members - Ensure OneSchool records are up-to-date and accurate	- Support teachers to engage in collaborative development of student plans (provide feedback through student periodicals, participate in student team meetings, communicate with case team members - Ensure OneSchool records are up-to-date and accurate - Use available data to monitor, identify and review student and staff support needs	- Oversee the development of appropriate supports and adjustments, such as: Personal Improvement Plan (PIP), Personal Engagement Plan, Discipline Improvement Plan (DIP), Individual Behaviour Support Plan (IBSP), Part-Time Education Plan (PTEP), Safety Plan - Support teachers to implement individual student supports as identified by case management team in student plans - Support teachers to engage in collaborative development of student plans (provide feedback through student periodicals, participate in student team meetings, communicate with case team members - Use YLST processes to identify and support engagement with specialist interventions and programs, such as: Basic Key Skill Builder (BKSB), Get Set for Work (GS4W), SEE program, a range school-based wellbeing programs (RAGE, CHILAX, DrumBeat, Deep Blue Line, Social Skills, Young Mens Group) - Use of Check In/Check out process - Personalised Monitoring processes - Apply consequences as appropriate (detentions, withdrawals, suspensions) - Lead restorative processes such as restorative chats, reflection, P3P3F3 and formal Restorative Circles

Staff Response Flowchart

RESPECT   **RESPONSIBILITY**   **EXCELLENCE**

Behaviour Response Flowchart

This is a staff reference document to support responses to behaviour in line with our shared values and expectations.
Refer to Acronym Guide in Appendices for details.

Column 1 (Red): Student engages in behaviour which has serious impact on the wellbeing and safety of others.

Teacher seeks to support the wellbeing and safety of those at risk, by:

- Support student to regulate behaviour and safely re-engage
- Priming
- Affective language
- Stored Responses

Risk Continues and teacher is unable to maintain a safe learning environment:

- Request support from available TLT* member from nearest staffroom or office
- Removal of students from risk if appropriate

Next Steps

- TLT* responder leads management of immediate risk

Next Steps

- TLT* responder and relevant DP* collaborate to:
  - investigate circumstances leading to behaviour
  - impact of behaviours
  - relevant individual circumstances
  - determine appropriate response and consequences

Next Steps

- Teacher records details of behaviour as OneSchool behaviour incident, referring relevant DP
- Teacher may choose to record a MyHR incident
- Teacher may choose to access the support resources available through the EAP

Column 2 (Blue): Student behaviour during transition and break times does not reflect the school's values and norms:

Teacher seeks to support appropriate behaviour choices, by:

- Priming students to make more appropriate behaviour choices
- Applying immediate consequences linked to the behaviours observed (clean up, walk and talk)

Behaviour continues

- Connection with on duty TLT* Floater for supervised playground session incorporating explicit reteach of school wide norms and expectations
- Teacher records behaviour incident, makes contact home

Behaviour pattern is observed by teachers and/or TLT* Floaters

Next Steps

- Referral to relevant DP*

Next Steps

DP or delegate investigate circumstances and determine appropriate response and consequences

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Column 3 (Orange): Student engages in behaviours that actively disrupt the teaching and learning or is openly disrespectful to others.

Teacher supports student to engage through interventions, such as:

- Use ESCM*
- Intervene early
- Priming
- Affective language
- Stored Responses
- Seating plan
- Class Support Card
- Reminder of class norms and expectations
- Use of class Reset process
- Providing lunch time support to explicitly reteach of class norms and expectations
- Contact home
- Restorative conversation

Behaviour continues in the lesson   *Behaviour repeats across lessons*

Regulation process

- Teacher contacts office to request support
- Admin to identify DP/P/GO support
- Need identified
- Support to regulate provided

Next Steps

Teacher collaborates with HOD to support engagement, by:

- Contacting home
- Implement HOD Support Card
- Class withdrawal
- Providing lunch time support to explicitly reteach of class norms and expectations

Behaviour continues

- Teacher o/s
- Contact home

Referral to relevant DP and YLST for collaboration to support engagement, by:

- Reviewing student engagement data and connecting with the family to identify possible barriers and relevant individual circumstances
- Determine and apply appropriate response and consequences
- Identify a case team and team lead to coordinate student support
- Develop, implement and monitor individualised support plans
- Connection with specialised school-based supports and/or referral to external services
- Leading formal restorative processes

Column 4 (Yellow): Student engages in behaviours reflective of passive disengagement, but not disrupting the teaching and learning.

Teacher supports student to engage through interventions, such as:

- Use ESCM*
- Intervene early
- Priming
- Affective language
- Stored Responses
- Contact home
- Class Support Card
- Provided extra lunch time support to catch up on work
- Reminding of class norms and expectations
- Provide follow-up work
- Restorative Conversation

Behaviour continues

Teacher collaborates with HOD to a support engagement, by:

- Contacting home
- Implement HOD Support Card
- Provided lunch time support to catch up on work

Behaviour continues

Column 5 (Green): Student actively engaged and demonstrating school expectations

Teacher recognises and reinforces, by:

- Direct conversation
- Priming
- Affective language
- Stored Responses
- Contact home
- Sending Positive Postcard
- Futures Award nomination
- Student of the Term nomination

Legislative Delegations

Legislation

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

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

Delegations

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

Principals are afforded a number of **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 Tannum Sands State High School follows the same differentiated approach as our MTSS for Behaviour, incorporating the proactive teaching and support of student behavioural expectations.

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

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

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

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

Tannum Sands State High School makes systematic efforts to prevent inappropriate student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When concerning behaviour occurs, students experience possible consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent, proportionate to the nature of the behaviour and reflect individual student circumstances. Behaviours, classified as either minor or major, and their associated contact are required to be entered into One School. Major behaviours are referred to the appropriate staff member for support and/or application of consequences.

Minor and Major behaviours
When responding to problem behaviour, the staff member first determines if the behaviour is minor or major, with the following agreed understanding:
• Minor problem behaviour is handled by staff members at the time it happens.
• Major problem behaviour is referred directly to HODs and/or School Administration.

Minor behaviours are those that:
• are minor breaches of the school rules;
• do not seriously harm others or cause you to suspect that the student may be harmed;
• do not violate the rights of others in any serious way;
• are not part of a pattern of concerning behaviours;
• do not require involvement of specialist support staff or Administration.

Major behaviours are those that:

- are part of a pattern of problem behaviours; and/or
- significantly violate the rights of others;
- put others/self at risk of harm; and/or
- require the involvement of Heads of Department and/or School Administration
- constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school.

Major behaviours result in an immediate referral to Heads of Department and/or Administration because of their seriousness. When a major behaviour occurs, staff members must complete a behaviour incident on OneSchool, contact home and refer the incident to the appropriate Head of Department and/or School Administration for action and/or support.

Major unacceptable behaviours may result in but are limited to the the following consequences:
- Detention.
- Removal from activity.
- Loss of privilege.
- Restitution.
- Warning regarding future consequence for repeated or persistent inappropriate behaviour.
- Suspension from School, Proposal/recommendation for exclusion.
- Cancellation of enrolment.
- Removal of invitation to school events and/or privileges.

Ensuring consistent responses to behaviour

At Tannum Sands State High School, all staff members are provided with appropriate professional development and/or training to support a proactive approach to establishing and maintaining our school behaviour expectations and consistent responses when inappropriate behaviour occurs.

At Tannum Sands State High School, staff members are provided with professional development in the implementation of Essential Skills for Classroom management. Teachers are also provided with the opportunity to receive feedback on their classroom processes and behaviour management strategies. All staff are provided with training in the support levels at the beginning of each school year.

Reminders are provided each term and staff are provided with the opportunity to meet with Guidance Officers and Deputy Principals to gain specific information about individual student management plans, as necessary.

Consideration of Individual Circumstances

Staff at Tannum Sands SHS take into account student's individual circumstances, such as their history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to behaviours or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they require to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not equitable. For example, some students may require additional support to interpret or understand an expectation. Others may benefit from more opportunities to practice 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 staff and Principal consider with each individual student in both the instruction of the behaviour and the response to the behaviour.

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

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

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 Tannum Sands State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted and/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 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from Tannum Sands State High School are invited to attend a re-entry meeting before or on the day of their scheduled return to school. Some students may be offered the opportunity to complete a reflection sheet during their suspension, for discussion on their return. 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 consequence 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 recommended for the student and their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

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

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

Structure

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

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

Reasonable adjustments

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

School Policies for a Respectful School Culture

Tannum Sands State High School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. These policies have been developed in consultation with Education Queensland policy and legislative requirements.

Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

Respectful School Culture

- Preventing and responding to bullying
- Appropriate use of social media
- Representing TSSHS In the Local Community
- Use of mobile phones and other devices by students
- Uniform and Presentation Standards
- Senior Privileges
- Temporary removal of student property

Respectful School Culture

Preventing and Responding to Bullying and Harassment

The health, safety and wellbeing of our students and staff is of primary importance to our school community and must be reflected in the way we work together, learn and communicate, and in our culture, our thinking and our personal behaviours.

Our School Community's Commitment to health, safety and wellbeing is to be demonstrated by:

- RESPECTING the rights of every member of our school community (students, staff, parent/carers) to be welcomed, valued and safe in our school environment.
- Every member of our school community having Responsibility for their own personal health, safety and wellbeing and supporting others to do the same.
- All members of our school community (students, staff and parents/carers) demonstrating appropriate behaviours and respectful language, volume and tone
- All members taking positive action to maximise health, safety and wellbeing of our school community

Why do we have a bullying and harassment policy?

- Every member of our school community (students, staff, parents/carers) has the right to be welcomed and valued, to participate fully and enjoy being a part of our school community
- Everyone at Tannum Sands State High School (students, staff, parents/carers) has the right to perform their role within our school and feel safe and be free from fear and threat
- Bullying & Harassment is a community issue and our school community is committed to minimising the effects of bullying and harassment at all levels (students, parents, staff)

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.

What are bullying and harassment behaviours within the school context?

Bullying behaviour is intimidation of a physical, verbal or psychological nature. The behaviour is the deliberate, conscious desire to hurt, threaten or frighten someone else. In many cases of Bullying behaviour, there are repeated anti-social, harassing or mean behaviours on the grounds of 'difference', for example:

- Gender
- Racial Background
- Religious Beliefs
- Cultural Beliefs

- Sexual orientation
- Ability and disability
- Socio-economic status
- Personal appearance

Some examples of different types of bullying, harassing and 'mean' behaviours   that are not acceptable in our school community include:

1. Physical	2. Verbal	3. Gestural	4. Sexual
• Pushing, fighting, spitting & invasions of personal space • Gang-like behaviour • picking on others and threats to 'get' people physically • damaging or interfering with other people's property • Occupying spaces that prevent others from access	• Name-calling, offensive language and 'put downs', Obscene and/or offensive notes, messages/images (including on e-devices) or graffiti about others; Picking on others and threats to 'get' people • Spreading rumours • Commenting on size and shape of others appearance • Commenting on other people's personal lives or family members	• Threatening or offensive signs or actions • Offensive notes, messages/images (including on e-devices) and/or graffiti about others; picking on property	• Touching or brushing against someone in a sexual or unwanted physical manner • Sexually orientated jokes, drawings, images or literature • Unwanted invitations of a sexual nature
5. Cyber	6. Exclusion	7. Extortion	
• Mobile phone and/or computer – refer to e-safety, electronic devices & ICT Network Acceptable Use Policy • Abusive texts, and emails or other e-communication • Hurtful/harmful messages, images or videos • Imitating/excluding/humiliating others online • Creating fake accounts to trick/exploit/humiliate/harm	• Deliberately forming groups (including e-groups) to exclude someone • Deliberately not including someone in a shared activity	• Stand-over tactics e.g. to demand money, food or assignment work	

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. Consequences for bullying, harassing & mean behaviours are managed through School Disciplinary consequences.

What should students do if they are bullied, harassed or overwhelmed by mean behaviour?

1. If a student says or does something that results in another student feeling fearful or seriously uncomfortable, in the first instance, **the targeted student will ideally tell the bullying student to stop in a firm but calm way.**

2. One of the main reasons bullying and harassing behaviours continue to occur is because the students are too afraid to talk about it. If the bullying/harassing continues:

- It is ok to talk about it. It is important to break the bullying code of secrecy and fear.
- It is important to ask for help when needed. Talk to parents/carers.
- Reporting on an incident is not dobbing. It is a very helpful and positive thing to do. Speak to a teacher/teacher aide/staff member e.g. HOYs, HODS, DP/P, Youth Support staff, School Based Health Nurse, Guidance Officer.
- Report and seek support by emailing using the **Speak UP** process. Email speakup@tannumsandsshs.eq.edu.au

What should students do if they see students bullying, harassing or mean behaviours?

If present when bullying behaviour occurs:

- Talk to students who are getting a hard time, support them, include them and if safe, remove them from risk.
- If safe, challenge the students demonstrating bullying, harassing or mean behaviours or attempt to distract them.
- Report the incident or suspected incident and help break down the code of secrecy
- Provide reliable information to a staff member, if you questioned about a bullying, harassing or mean incident.

- Report and seek support by emailing using the **Speak UP** process. Email speakup@tannumsandsshs.eq.edu.au

What should parents/carers do if they suspect their child is experiencing bullying, harassing or mean behaviours

- Look for warning signs e.g. not wanting to go to school or unexplained anxiety symptoms.
- Talk to their child about incidents and give support.
- Help their child identify any of his/her behaviours which may contribute to bullying/harassing and encourage their child not to retaliate.
- Advise their child to tell a staff member about the incident.

- Do not confront the bullying personally & model respectful/curious language in front of your child regarding the alleged bully/harasser.
- Inform the school through the relevant HOY/DP.
- Report and seek support by emailing using the **Speak UP** process. Email speakup@tannumsandsshs.eq.edu.au
- Encourage and support child to make a report through the school reporting process.
- Parents and/or students can also report bullying/harassing of any child by calling our office or leaving a message.

What are our staff doing to minimise/avoid incidences of bullying, harassment, mean behaviour?

- Be a role model in words and actions at all times.
- Be observant of signs of distress or suspected incidents of bullying.
- Make efforts to remove opportunities for bullying by active patrolling during supervision duty, walking around classrooms and observing from back of room, arriving early to class and meeting students from the back of the line.
- Listen to, act on, and document any reports of Bullying or harassing behaviours in OneSchool (refer to Teacher action flowchart).
- Arrive at class on time or early, encourage students to do so as well.
- Use positive and respectful language in dealing with students.
- Set clear expectations for classroom practice.
- Empower and Support students through a range of Restorative approaches including *P3P3F3, Restorative chats, conversations and conferences*
- Report suspected incidents to DP for management. This can include reporting to Outside Agencies
- Take steps to help students who have been bullied or harassed and refer for support where appropriate to Support Services staff.
- Communicate with families on observed behaviours and support families to engage with school processes of support.
- Engage with outside agencies and if required involve QPS

How do staff report incidences of bullying, harassment and/or mean behaviour?

(see Page 26 for flowcharts explaining the actions Tannum Sands State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.)

Anyone who experiences or witness incidences of bullying, harassment and/or mean behaviours is encouraged to report it so that it can be addressed and anyone impacted supported. Reports can be made to the relevant HOY, GO, DP or the Principal.

We acknowledge that at times people may find reporting incidences of bullying and harassment challenging. For this reason, we provide a digital reporting system. Students, staff and families can report concerns using the monitored email address: speakup@tannumsandsshs.eq.edu.au

Where else can I get help?
Lifeline (external site)
Phone: 13 11 14 (24 hours, 7 days a week) ₒ
Chat: www.lifeline.org.au/Get-Help/Online-Services/crisis-chat (external site) (7pm to midnight (Australian Eastern Standard Time), 7 days a week)

beyondblue (external site)

Phone: 1300 22 4636 (24 hours, 7 days a week

Chat: www.beyondblue.org.au/get-support/get-immediate-support (external site) (3pm to midnight, 7 days a week)

Kids Helpline (external site) (for 5–25 year olds)

Phone: 1800 55 1800 (24 hours, 7 days a week)

Chat: www.kidshelpline.com.au/get-help/webchat-counselling (external site) (8am to midnight (Australian Eastern Standard Time), 7 days a week

Parentline (external site) (Queensland and Northern Territory)

Phone: 1300 301 300 (8am to 10pm, 7 days a week)

Headspace (external site) (for 12–25 year olds)

Phone: 1800 650 890 (24 hours, 7 days a week)

Group chat: www.eheadspace.org.au/get-help/eheadspace-group-chat-session/ (external site)

eSafety Commissioner

Phone: 1800 880 176

Report cyberbullying: www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints

Image-based abuse: www.esafety.gov.au/image-based-abuse/action/remove-images-video/report-to-us

Responding to Bullying/ Harassment

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

Responding to Alleged bullying/harassment

Report	**1. School receives report of alleged bullying** Student presents to staff member regarding bullying/harassment. *Immediately provide reassurance and empathy*	
Listen, document and act within 1 day	Staff member listens **if** they have time and space: • Staff member records within **24 hours** who, what, when and where as a **contact** under the reporting student's file on One School. • Staff member refers to relevant HoY.	If time and space not available, staff member empathetically provides 'Speak Up' card: • Staff member records within **24 hours** as a **contact** for e.g., 'speak up card provided' to One School. • Staff member refers to relevant HoY as an FYI and not an action.
Immediate action if relevant	**Where immediate concerns for safety or wellbeing exist:** **1. Escort student to office or** **2. Call office for support** **Admin triage: If DP and GO staff are unavailable office staff support triaging process by contacting someone from HoDs/HoYs/LS/emergency services/parents or carers**	
Follow up and fact find within 2 days	**HoY PROCESS** *Fact finding* – gather additional information from other students, staff or family, review existing records. This process must be completed within **2 days.**	**'SPEAK UP' PROCESS** Emails sent to delegated Guidance Officer. Guidance Officer triages and sends to relevant staff. This process must be completed within **1 day.**
Evaluate	Relevant staff member evaluates information to determine next steps.	
Action and support concluded within 3 days	Depending incident and information, relevant staff member decides on appropriate action. This process must be completed within **3 days.** **Actions** may include: record **behaviour** incident and associated actions, urgent parent contacts, issue warning to person/s who caused harm, provide education to person/s who caused harm, provide strategies to person/s affected, parent contact, conduct restorative chat, provide consequence to person/s who caused harm. **Consequences** may include: playground/subject withdrawal, detention at lunch/BOOST/before or after school, bullying module completion, restorative conference, suspension, monitoring card: HoY/DP, Disciplinary Improvement Plan, Intervention Program (e.g., Rage, Managing the Beast, Feeling Fantastic), Bullying contract or agreement.	
Document	Document actions taken for e.g., follow up behaviour incident (including support or interventions), update support provisions as required.	
Revisit	Revisit if repeated or reported again.	
Review and consult	Review, consult and document at Year Level Meetings.	

Responding to Witnessed bullying/harassment

Report	2. Staff witnesses bullying/harassment	
Immediate action if relevant	**Where immediate concerns for safety or wellbeing exist:** **3. Escort student to office or** **4. Call office for support** **Admin triage: If DP and GO staff are unavailable office staff support triaging process by contacting someone from HoDs/HoYs/LS/emergency services/parents or carers**	
Determine level and referral staff (if relevant) within 1 day	Minor For e.g., playground misdemeanour, verbal harassment, name calling once, chasing without intent. Enter on One School as a behaviour incident and refer if action is required by another member of staff (may refer as FYI). This process must be completed within **1 day.**	Major For e.g., slapping, constant taunting, chasing with intent, threats, distribution of photographs with annotations, revenge posts. Enter on One School as a behaviour incident and refer if action is required by another member of staff (may refer as FYI). This process must be completed within **1 day.**
Action and support concluded within 3 days	Depending on incident and information, relevant staff member (may include reporting staff) decides on appropriate action. This process must be completed within **3 days.** **Actions** may include: record **behaviour** incident and associated actions, urgent parent contacts, issue warning to person/s who caused harm, provide education to person/s who caused harm, provide strategies to person/s affected, parent contact, conduct restorative chat, provide consequence to person/s who caused harm. **Consequences** may include: playground/subject withdrawal, detention at lunch/BOOST/before or after school, bullying module completion, restorative conference, suspension, monitoring card: HoY/DP, Disciplinary Improvement Plan, Intervention Program (e.g., Rage, Managing the Beast, Feeling Fantastic), Bullying contract or agreement.	
Document	Document actions taken for e.g., follow up behaviour incident (including support or interventions), update support provisions as required.	
Revisit	Revisit if repeated or reported again.	
Review and consult	Review, consult and document at Year Level Meetings.	

Appropriate use of social media

Tannum Sands State High School acknowledges the growing popularity of social media as a communication tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Tannum Sands State High School – whether those behaviours occur during or outside school hours.

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.

Positive Online Community Behaviour

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.

How do I report incidences of inappropriate online behaviour?

If it is believed that the inappropriate social media use may impact the good order and management of the school, you are encouraged to report it so that it can be addressed and anyone impacted supported. Reports can be made:
- Via email using speakup@tannumsandsshs.eq.edu.au
- To the relevant HOY, GO, DP or the Principal

Depending on the nature of the inappropriate social media use It may also be appropriate to report directly to police.

Ethical standards for teachers

If online behaviour raises allegations of suspected corrupt conduct by an employee report using iRefer which is the department's online reporting tool and/or email Ethical Standards Unit on ethicalstandards@qed.qld.gov.au. If the online behaviours relate to alleged student harm report the allegations using an SP3 on iRefer. For further information refer to the Allegations against Employees in the Area of Student Protection procedure or contact the department's Ethical Standards Unit for further assistance.

Cybersafety for Students

Tannum Sands State High School is committed to promoting the responsible and positive use of social media sites and apps.

Inappropriate online behaviour has the potential to embarrass and affect students, other people and the school for years to come. When managing inappropriate online behaviours or reputation management incidents, the primary concern must be the safety and wellbeing of the students and staff members involved.

At Tannum Sands SHS we promote online behaviour that is safe, appropriate and responsible to help prevent cybersafety incidences, students are taught how to:

- use technology appropriately and responsibly
- behave in ways to enhance their own safety

Students of Tannum Sands State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

Cyberbullying including:

- abusive texts and emails
- hurtful messages, images or videos
- imitating others online
- excluding others online
- humiliating others online
- spreading nasty online gossip and chat
- creating fake accounts to trick someone or humiliate them
- Sexting and child exploitation material, child pornography and child abuse material
- Staff reputation management issues (including filming of staff and being in possession of footage of staff)
- Other forms of inappropriate online behaviour.
- Sharing personal information, such as name/nickname, address, phone number, school name and location (including images, photos or other identification factors) without consent.
- Provoking or engaging with another user who is displaying inappropriate or abusive behaviour.

Rather than responding, address cyberbullying concerns using the online reporting tools, and seek support from an adult.

Disciplinary Consequences

Students

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. If inappropriate online behaviour directly and negatively impacts on the good order and management of Tannum Sands State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Tannum Sands State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not directly negatively impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Parents and other stakeholders

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-safety commissioner and/or the Queensland Police Service. State School staff will be referred for investigation to the Integrity and Employee Relations team in the department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

Laws relating to inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions prohibiting types of online behaviour. The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services.

Potential relevant criminal offences are:

- using a carriage service to make a threat to kill or to cause serious harm to another person
- using a carriage service to menace, harass or cause offence to another person
- using a carriage service for child pornography material or child abuse material
- using a carriage service to promote methods for suicide or counsel another to commit suicide.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud - obtaining or dealing with identification information
- criminal defamation

There are significant penalties for these offences, and it is important to note that i**n Queensland the minimum age of criminal responsibility is 10 (Criminal Code Act, Section 29).**

Information for Parents to support Cybersafety

To help keep your child safe when they are online, you can:
- put computers in open spaces within your home
- remind your child that content can be posted instantaneously, the downfall is that they can potentially post something without thinking about the ramifications.
- educate your child about appropriate online behaviour and the need for respectful communication with other internet users
- keep an eye on what your child is doing online (both in the home and on any mobile devices they may have access to e.g. phones, music devices and tablets)
- set clear rules about what sites and activities they are allowed to access
- install software to limit their use and monitor/restrict the sites they visit
- discuss a plan with your child about how to address any cybersafety issues that may arise (make sure they know you will be supportive if they mention anything and that they will not get in trouble)
- encourage them to find someone they feel safe talking to, such as yourself, a relative, a teacher or a trusted adult.
- Access Online awareness: Information for parents and caregivers (PDF, 5 MB) which provides important information for parents about cybersafety and cyberbullying. It suggests what parents and caregivers could do if their child is the target of, or is responsible for, inappropriate online behaviour.
-

The Office of the eSafety Commissioner also provide a suite of resources, helping Australians to have safer, more positive experiences online. In particular, there is a parent page which provides advice for parents and carers, along with a blogposts page.

Through the Alannah & Madeline Foundation's Digitalk resource, parents can also access resources developed to help children and young people, and the people who care for them to reduce their risk of exposure to online harm and empower them to successfully and safely navigate the digital world.

Student Intervention and Support Services

Tannum Sands SHS recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject to or witness bullying have access to a range of internal support staff, identified in the Student Support Team. Students are, however, also encouraged to support any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Tannum Sands SHS are familiar with the response expectations to reports of bullying, and will act quickly to ensure student's 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 the strategies to assist the student.

Students who engage in bullying behaviours towards others will be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This may include participation in social development programs, referral to mental health services or involvement in restorative practice processes. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures include Administration detentions, withdrawal from social opportunity or celebrations, or more serious consequences such as suspension or exclusion from school.

Ethical standards for teachers

If online behaviour raises allegations of suspected corrupt conduct by an employee report using iRefer which is the department's online reporting tool and/or email Ethical Standards Unit on ethicalstandards@qed.qld.gov.au. If the online behaviours relate to alleged student harm report the allegations using an SP3 on iRefer. For further information refer to the Allegations against Employees in the Area of Student Protection procedure or contact the department's Ethical Standards Unit for further assistance.

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

How do I report incidences of inappropriate social media use?

If it is believed that the inappropriate social media use may impact the good order and management of the school, you are encouraged to report it so that it can be addressed and anyone impacted supported. Reports can be made to the relevant HOY, GO, DP or the Principal.

Depending on the nature of the inappropriate social media use It may also be appropriate to report directly to police.

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.
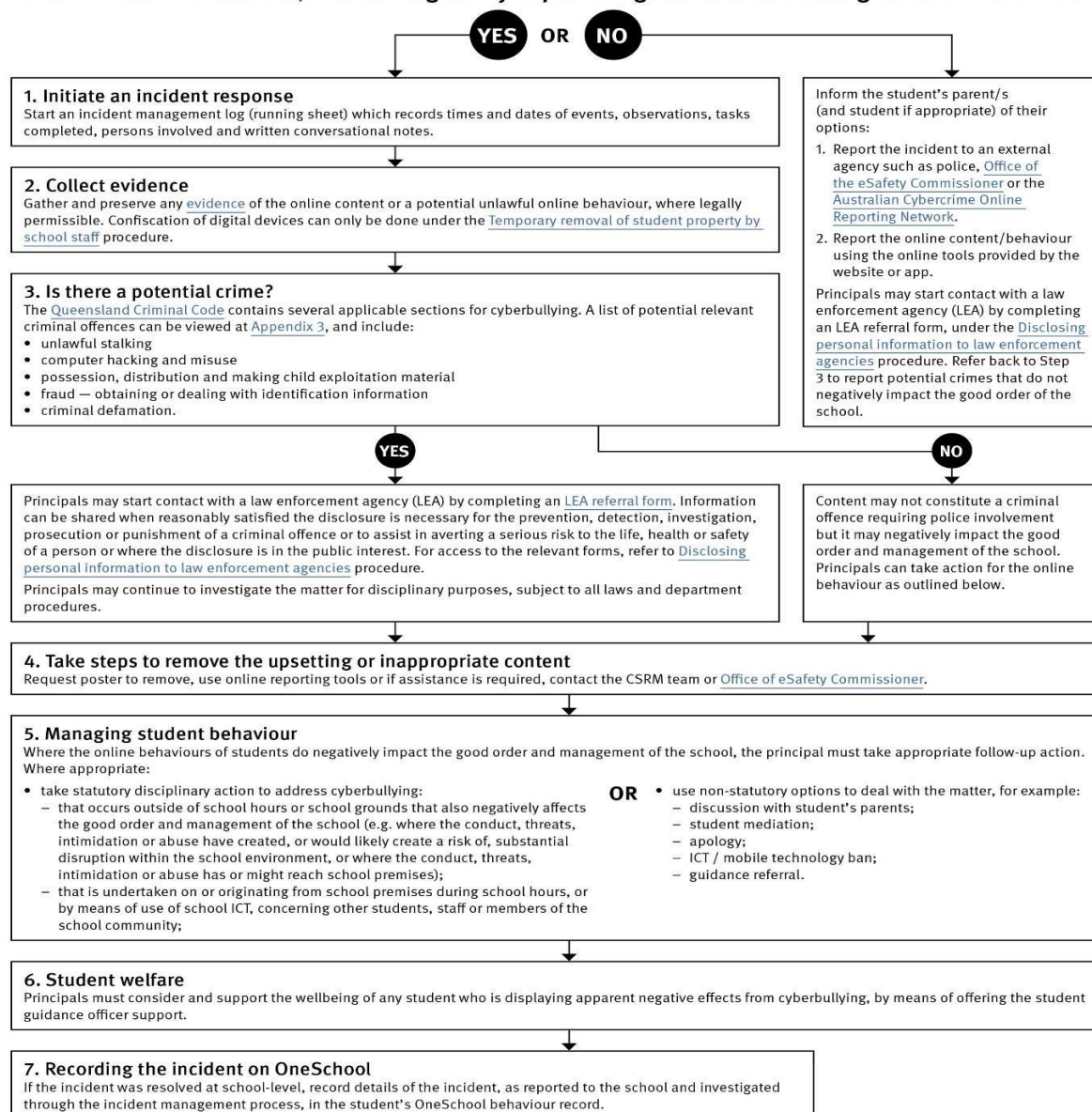
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process 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 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?

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:
- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR • use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Representing TSSHS In the Local Community

Our school to make safe, respectful learners and partners with our school community to ensure that while at, and while representing our school, our students are fulfilling the school's Behaviour Expectations. Our school believes that all students have a responsibility to follow the Behaviour Expectations while representing the school. This includes while wearing the school uniform at school and in the general community. There may be instances where the school may make a proactive response to behaviour issues raised by members of the community. Examples include: safe road use, respectful interactions with members of the public. There may be instances where the school may respond and apply consequences to students who do not follow the schools Behaviour Expectations while representing the school in a range of settings outside the physical school boundaries and/or in offsite programs and activities.

Use of mobile phones and other devices by students

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

For the purpose of this procedure, mobile devices include mobile phones, wearables such as smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

OFF and AWAY for the School Day

During the Tannum Sands SHS learning day, mobile phones and associated electronic devices must be switched off and out of sight at all times. This applies while on school grounds or while attending school events between the beginning and end of the learning day unless an exemption has been granted by the principal. It is **unacceptable** for students of Tannum Sands State High School to use a mobile phone or other device from the ***beginning of the learning day at 8:50am until the end of day dismissal.***

If a mobile phone (or associated electronic device) is sighted or heard during the learning day:

- The student will be required to hand it in to the Administration Office, where it will be stored securely until the end of the learning day.
- Failure to submit a phone to the Administration Office as directed can result in an external school suspension. This serious consequence will be the result of the student's failure to comply with school rules and behaviour which impacts on the good order and management of the school.

Students wishing to have their mobile phone or device stored safely at school can present them to the office, where the device will be labelled and kept securely by the school until collection.

Students with medical requirements who need to keep the device on them must provide medical documentation to support this and an exemption will be considered by the Principal or appropriate Deputy Principal.

The use of mobile phones and devices during school activities outside the school grounds (such as excursion, sport and camps) will be at the discretion of the relevant staff supervising the activity.

Parents/Guardians wishing to urgently contact their children, or vice versa, are required to do so through the school office on 49799777and a message will be given to the student. It is understood that students may need a mobile phone before or after school for safety reasons, and for this purpose, they will be able to use their phone prior to 8:50am and once they are dismissed from class at the end of the learning day.

Students who choose to bring mobile phones or associated electronic devices to school, do so at their own risk and are responsible for ensuring that these items are kept secure and stored in their bag. The school and school staff will not accept any responsibility for any loss or damage to technology devices nor will they investigate loss or damage.

Appropriate Use of all Technology

Mobile phones and any electronic devices (including computers, tablets, etc) are not to be used:

- in an unlawful manner.
- to download, distribute or publish offensive messages or pictures.
- to communicate inappropriate, obscene, inflammatory, racist, discriminatory or derogatory language.
- to use language and/or make threats of violence that may amount to bullying and/or harassment, or even stalking.
- to insult, harass or attack others or use obscene or abusive language.
- to commit plagiarism or violate copyright laws.
- To avoid learning through the use of Apps, games and other platforms
- ignore teacher directions in the use of social media, online email and internet chat
- send spam email (junk mail).
- to knowingly download viruses or any other programs capable of breaching the department's network security.
- to use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets, playground or classroom.
- to invade someone's privacy by recording personal conversations or daily activities, capturing people's images and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material.
- to cheat during exams or assessments, including Bluetooth functionality, to take into exams or use during class assessment.

Uniform and Presentation Standards

We believe a uniform is important, because it:

• Encourages student pride and ownership in the school

• Reduces competition amongst peers;

• Increases safety by allowing for easy identification of strangers and is; and

• Is cost effective for parents.

   The wearing of uniform is also an important preparation for the workforce. It is this workplace standard that we will impress upon students. The image they present through the wearing of Tannum Sands State High School uniform, both at school and in public, may be an important factor when one day students present for job interviews.

Uniform

• School polo shirt—design incorporates navy, jade and white, with official school logo

• Ink Navy micro-fibre shorts <u>or</u> Ink Navy school-designated "Canterbury" style shorts with Ink Navy logo (not white logo)

• Ink Navy school hat incorporating official school logo

• Footwear is to be a <u>cross-trainer</u> style shoe, suitable for sport, predominantly <u>white</u>, <u>silver/grey</u> or <u>black</u>, not higher than the ankle. The definition of a cross trainer is: lace-up, bends at big toe, resists twisting at mid foot, firm heel counter, lightweight

• Winter—Panelled jacket (incorporating navy, jade and white with official school logo) <u>or</u> windcheater (Ink Navy with gold collar, with school logo).

• Winter—Ink Navy micro-fibre track pants <u>or</u> navy tailored unisex trousers.

• Year 12 only—Senior Jersey (design approved and order placed yearly <u>only</u> for students who wear rest of uniform as well and qualify under Senior Privileges policy).

Winter: Uniform standards are just as important during cold weather, so we ask parents to order winter uniform items in Term 1, well before cold weather arrives.

Availability

The P & C Association has established a Uniform Shop, which operates out of the Canteen building and is manned by a paid Convenor and by volunteers. This will be open the week before the commencement of the school year. During the term, uniforms will be available through the school Uniform Shop. Opening hours are advised through school newsletter (or phone the office). EFTPOS facilities are available. For enquiries: please ring the Uniform Shop on 49799752 (direct line).

Senior Privileges Policy

This policy applies to Year 11 and 12 students. This policy recognises and rewards students with senior privileges for their commitment to the school's core values of respect, responsibility and excellence.

During Senior Enrolment Interviews, this policy was explained. It is published in the school's services guide, student organisers and on the school's website. Each term students will receive regular reminders about the policy on parades and in the newsletters.

Purpose of the policy

- To recognise students who consistently meet the school expectations for attendance, behaviour, work and participation.

- To reward students for their continued commitment to the school's values and expectations.

- Students must be on track to achieve their QCE, or engaged with support plans provided.

- To build a culture which encourages students to be self-managing in meeting their responsibilities – maintaining and monitoring their own attendance, submitting assessment, bringing in notes and medical certificates, wearing the uniform and regulating their own behaviour.

- To ensure the school has a clear and transparent decision-making tool that is communicated to students regularly and which allows for an appeals process.

- To identify and support students requiring Special Provisions to enable them to fully engage at school.

Privileges

- Leadership positions

- Formal Committee

- School camps such as Carnarvon Mentoring, Ski trip, Uni trip and Japan trip

- Senior Jersey

- Invitation to Senior Formal

* NB - Student fees must be paid in full / payment plans must be up to date before any payments can be made for trips, jerseys or the formal.

Tracking student privileges:

- The Senior Schooling Deputy and Head of Year will be responsible for administering the system.

- Teachers and Heads of Department will be responsible for recording academic, behaviour, uniform and attendance infringements in OneSchool.

- Each term, students will be provided with a report card and attendance data to monitor their eligibility for senior privileges.

- Student's eligibility will be reviewed once a term by the Deputy Principal and Head of Year. Students and parents/carers will receive email communication where students are at risk of losing senior privileges.

Maintaining Senior Privileges:

- Students who consistently meet the school's expectations retain their privileges.

- Students will have the opportunity to enter into improvement contracts to regain their senior privileges and they can appeal decisions by the school resulting in the loss of their senior privileges.

- Be aware that if a student is unable to maintain their senior privileges in one year, this may be considered when hearing appeals for loss of privileges in the following year.

Temporary removal of student property

The temporary 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.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or 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 Tannum Sands State High School and will be removed if found in a student's possession:

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

* 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.

The school will involve the QPS in material identified that is identified as illegal or has the potential to cause harm.

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

Tannum Sands State High School staff:	**Parents** of students at Tannum Sands State High School:	**Students** of Tannum Sands State High School
• do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school. • may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police. • consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone, there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency) • consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police will be notified and the parents contacted. • Students may be asked to perform a bag check if information has been provided that harmful or concerning materials (e.g. stolen property) have been identified as being in the student's possession. A student will then be requested to remove all materials from their personal property	• ensure your children 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 Tannum Sands State High School Student Code of Conduct . ▪ is illegal ▪ puts the safety or wellbeing of others at risk ▪ does not preserve a caring, safe, supportive or productive learning environment ▪ does not maintain and foster mutual respect; • collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.	• 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 Tannum Sands State High School Code of Conduct o is illegal ▪ puts the safety or wellbeing of others at risk ▪ does not preserve a caring, safe, supportive or productive learning environment ▪ does not maintain and foster mutual respect; • collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Temporary removal of student property by school staff procedure

1. Classroom teachers and other school staff can temporarily remove student property if it poses a risk to the learning, safety or good order and management of the school.

2. Teachers request the item from students. If during class time, teachers secure the item in the classroom and either return the item at the end of the lesson and record in OneSchool (referring the incident to the relevant DP), or, if deemed dangerous, must take the item to Admin (record in OneSchool and refer to relevant DP). Items that are not to be returned to the carer or surrendered to QPS should be returned to the student the same school day.

3. Members of Administration can temporarily remove student property and can return the item to the student same day or can liaise with carers to collect the item. Prohibited items will be returned to carers, illegal items will be surrendered to a member of the QPS and parents will be notified.

Restrictive Practices

School staff at Tannum Sands 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.

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 – Uniform & Presentation Standards (page 40)
- Senior Privileges Policy (page 41)
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Use of mobile phones and other devices by students (page 38)
- Safe, Respectful School Culture - Appropriate use of social media (page 32)
- Electronic Devices Policy
- Safe, Respectful School Culture - Preventing and Responding to Bullying and Harassment (page 30)

Resources

- [Australian Professional Standards for Teachers](#)

- [Queensland Department of Education Behaviour Hub](#)

- [Parent and community engagement framework](#)

- [Bullying. No Way!](#)

- [eheadspace](#)

- [Kids Helpline](#)

- [Office of the eSafety Commissioner](#)

- [Parentline](#)

- [Raising Children Network](#)

- [Student Wellbeing Hub](#)

Conclusion

Tannum Sands 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 Excluded complaints factsheet.