Tannum Sands State High School

Student Code of Conduct 2020-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name: Heather Blessington
Principal Signature:
Date:

P/C President Name: Belinda Sullivan
P/C President Signature:
Date:

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Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to, and receive, a quality education.

Tannum Sands State High School is committed to providing a safe, respectful and disciplined learning environment where all members feel safe, included and are valued; where 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. Students are encouraged to prepare for their futures and focus on their learning TODAY, through the range of opportunities available academically, vocationally, culturally and socially. To foster student belonging and engagement, students are encouraged to make a positive difference for themselves, their school and the wider community.

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

Principal's Foreword

Introduction

Tannum Sands State High School provides high quality education to students from the local communities of Tannum Sands, Boyne Island and the surrounding hinterland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students and support all to *'Create our Futures'*.

Tannum Sands State High School has three core values: Respect, Responsibility and Excellence.

Respect - for self, others, community and our world

Responsibility - be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment

Excellence - be the best we can be in our behaviours and act in accordance with principles of moral and ethical conduct, ensuring consistency between attitude, behaviour and results

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

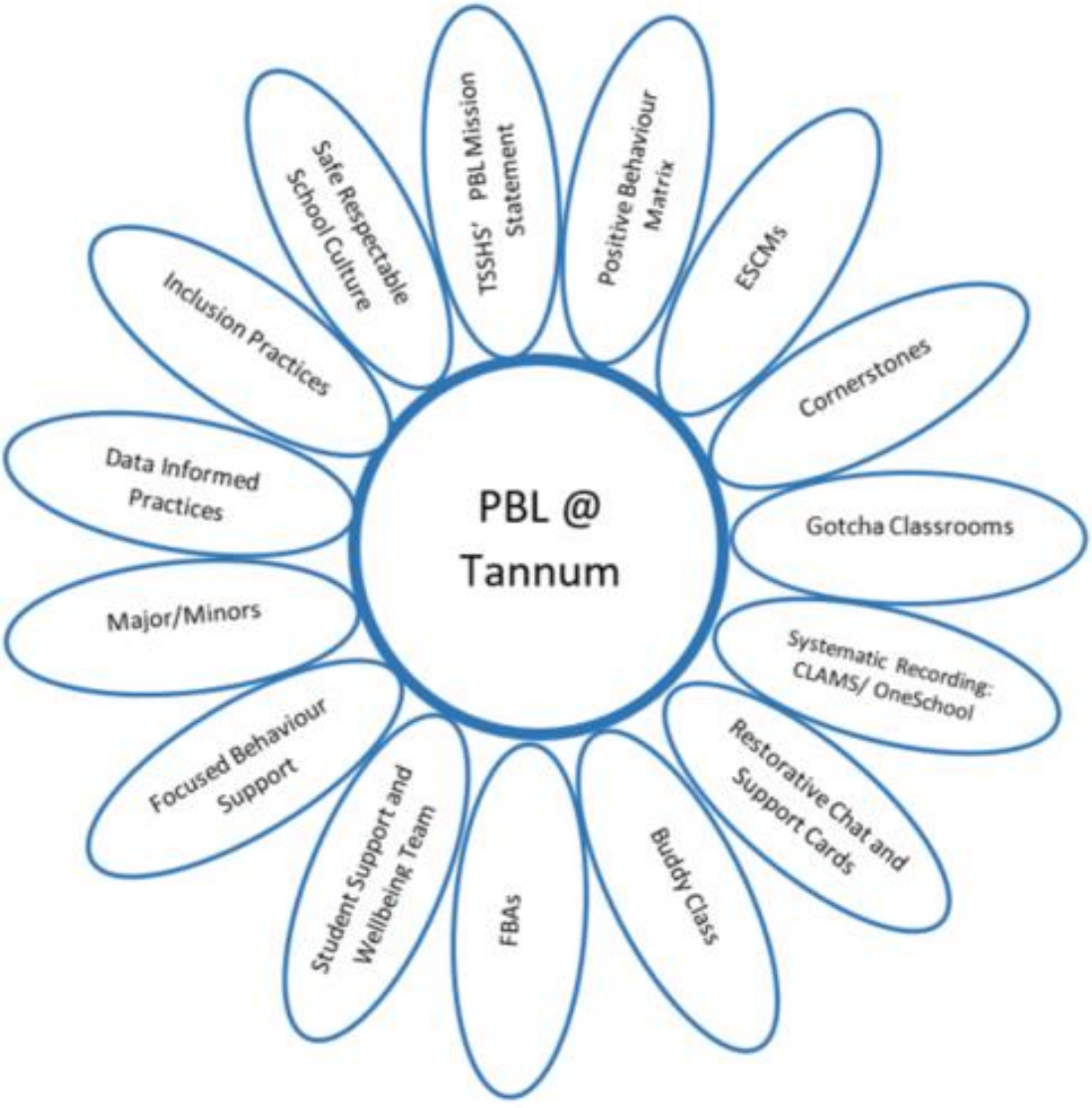
Tannum Sands State High School staff takes an educative approach to discipline, that behaviours can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's support for students to be successful in managing their behaviour and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

Learning and Behaviour Statement

The Tannum Sands SHS Student Code of Conduct acknowledges that behaviour should be viewed within a context that recognises the many purposes and responsibilities of schooling. This Student Code of Conduct is designed to facilitate high standards of behaviour so that learning and teaching in our school can be effective and students can participate positively within our school community.

PBL@Tannum

Tannum Sands SHS implements the Positive Behaviour for Learning (PBL@Tannum) approach as a key component of our TANNUM WAY TODAY – Our Pedagogical Approach. It is important that all students are taught what is expected of them and have opportunities to practice expected behaviours. Clear and consistent expectations are communicated to all school community members to outline their role in the educational process. Having clear expectations for behaviour provides consistency in what we teach, acknowledge and correct in terms of behaviour. Our PBL@Tannum approach embeds research based, evidence-informed practice, and school-wide processes for teaching, reinforcing and managing behaviour that both recognises and supports the diverse and complex needs of the school community.



The following are the positive school-wide behaviour expectations all members of our community are expected to follow:

- Show **RESPECT**
- Demonstrate **RESPONSIBILITY**
- Seek **EXCELLENCE**

All members of our school community are expected to conduct themselves in a lawful, ethical and safe and responsible manner that recognises and respects the rights of others at all times.
Staff are provided with ongoing professional development and training throughout the year. Students are explicitly taught the expectations in alignment with our school values. Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Using the PB@Tannum approach, inappropriate behaviour is seen as a behavioural error and student are provided with support to learn more appropriate behaviours. Logical consequences for behaviour that contravenes school expectations are applied consistently, with consideration of individual circumstances. Through the Student Code of Conduct and PBL@Tannum approach, expectations for student behaviour are made clear and students are supported to be a responsible for their behaviour choices, assisting Tannum Sands SHS to create and maintain a positive and productive learning and teaching environment.

Student Wellbeing and Support Network

Tannum Sands SHS has a comprehensive Student Support and Wellbeing Team in place to help support the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, TSSHS has a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at TSSHS to seek assistance or advice. If they are unable to assist they will ensure the student is connected to the appropriate representative of the Student Support Network. Students can also access www.stymie.com.au to make an anonymous report if they are concerned that someone is being bullied or harmed.

Students at TSSHS are supported with positive reinforcement, as well as whole school, targeted and intensive behaviour support, by the following personnel:

Parents/carers, Teachers, Heads of Year (HOYs), Youth Support Worker, Heads of Departments (HODs), Head of Special Education Services (HOSES), Deputy Principals (DPs), Principal, Guidance Officers (GOs), School Chaplain, School Based Youth Health Nurse, Community Education Counsellor (CEC), Education Support Officers (ESOs), Student Leaders and other support staff.

Support is also available through referrals to external professional support services, including but not limited to:

Headspace, Child Youth Mental Health (CYMHS), General Practitioners (GPs), Paediatricians, Psychologists, Allied Health Professionals, Department of Child Safety, Child Protection Investigation Unit, Family Child Connect, Women's Health Centre, Roseberry, and Act for Kids.

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

Whole School Approach to Discipline

The PBL @Tannum Approach outlined is consistently taught and promoted to staff, students and the community to create a safe, positive and productive learning and teaching environment. Our Code of Conduct respects the rights and responsibilities of all members of our school community and outlines their role in the educational process while ensuring consistency and fairness for all members of our community.

Rights and Responsibilities

Rights	Responsibilities
All members of our school community have the right to: • Be respected and treated as an individual. • Be treated with fairness, courtesy and respect. • Work in a clean, safe and respectful environment. • Be guided and supported through opportunities to improve their skills, abilities and experiences. • Feel welcomed, safe, respected, healthy and valued. • Be proud of their individual and collective achievements. • Have personal property and space respected by others.	All members of our school community are expected to: • Value difference and diversity, recognising the unique attributes, skills and abilities of other. • Treat others with fairness, courtesy and respect. • Demonstrate personal actions that contribute to a clean, safe, respectful and responsible school environment. • Participate fully in all learning opportunities and strive to develop their skills, abilities and positive behaviours. • Act in a safe, non-threatening and non-violent manner. • Respect the privacy & property of others and the school. • Follow all school and departmental policies and procedures.
Students	
Students have the right to: • Receive high quality teaching and learning. • Learn without disruption. • Be informed about their progress and receive constructive feedback to improve their skills, abilities and behaviours. • Respectfully raise concerns in an appropriate forum and at an appropriate time.	Students are expected to: • Attend school every day and participate fully in their educational program. • Be prepared to learn with all required materials required • Respect all staff by following reasonable instructions in the first instance. • Show initiative and take ownership of their own learning and behaviour choices. • Participate in a manner that respects the rights of others to teach and learn. • Behave and wear the uniform in a manner that displays pride in their appearance and shows respect for themselves and their school. • Seek and act on feedback to continually improve their skills, abilities and behaviours. • Notify the school of any circumstances or issues that have an impact on their learning.
Parent/Caregivers	
Parent/Caregivers have the right to: • Expect quality education for their student(s) • Be informed about their student's social and academic progress at school. • Be notified of absences from school. • Expect that their students will have the opportunity to participate fully in their educational program. • Be informed of any educational or behavioural difficulties. • Be afforded the opportunity to engage appropriately in their student's education and decision-making • Raise school related concerns in an appropriate manner with administration.	Parent/Caregivers are expected to: • Monitor and commit to their student's academic and social performance, growth and development. • Ensure that their student attends on every school day; if absent provide advice note/telephone call to explain their absence and provide evidence (including if applicable medical certification) to explain missed assessment. • Ensure that their student brings required materials required for learning. • Actively participate in their student's education and learning, working collaboratively with the school to achieve the best outcomes for their student, including attending meetings arranged by the school to support their child's improvement and futures. • Initiate and maintain constructive communication and relationships with school staff regarding their student's learning and wellbeing behaviours, including attending meetings. • Provide school with current or changed information to student's living situation, learning, health and wellbeing needs, as well as address and contact details of parent/carers. • Comply with school advice regarding access to school grounds and events before, during and after school hours. • Support staff with the enactment of school policies, including supporting school efforts to assist students to achieve self-discipline, self-control and self-efficacy of effort, behaviour and achievement. • Not allow students to bring prohibited or dangerous items to school
Staff	
Staff have the right to: • Provide quality education in a safe, supportive and respected environment. • Be supported to develop their personal and professional skills and abilities. • Feel valued and supported as a professional within the school community. • Cooperation and support from parents/caregivers.	Staff are expected to: • Ensure high quality organisation, planning and teaching to provide relevant, engaging and challenging educational opportunities and programs to students that align with the school's curriculum plan and pedagogical approach. • Inform parents/carers and students about what teachers aim to teach each term. • Assess, report and provide feedback on student learning within published timelines. • Create and maintain safe, supportive and respectful learning environments. • Foster positive and productive relationships with students, families and communities, including contact with parent/carers if concerned for student achievement, behaviour, effort, attendance or punctuality. • Commit to personal professional growth and development and participate in intentional collaboration to support collegial and student improvement in learning. • Model professional behaviour and suitable safe attire at all times. • Implement school wide policies and best practice to ensure consistency and set high standards for effort and behaviour. • Support personal development, celebration and participation of students through recognition and involvement in organised events and opportunities. • Deal with complaints in an open, fair and transparent manner in accordance with departmental procedure. • Actively seek support from the school when experiencing challenging situations….

Tannum Sand SHS implements the following proactive and preventative processes and strategies on an ongoing basis to support student behaviour.

- Students are explicitly taught, modelled and reinforced school wide expectations in alignment with our pedagogical approach.
- Teaching material for staff to explicitly teach school wide expectations is provided through Communique, Staff Briefings and in Staff Meetings and specific training.
- Staff use 'Essential Skills in Classroom Management' (ESCMs)
- Use of case management support process to provide individualised targeted support to identified students.
- Comprehensive student/parent enrolment and transition programs.
- Information is shared through multiple communication methods including Formal parades, Open Night, Transition, emails, school newsletter, P & C meetings, Facebook/instagram that enables parents/community to be informed about the school behaviour expectations.
- Professional development/Induction for staff/students in relation to Tannum Sands SHS Code of Conduct and PBL@Tannum Approach.
- Implementation & reinforcement of specific policies to support our Safe and Respectful School Culture:
  - Safe & Respectful School Culture – Preventing & Responding to Bullying & Harassment
  - Safe & Respectful School Culture – Appropriate Use of Social Media
  - Safe & Respectful School Culture - Acceptable use of Electronic Devices

Explicit Teaching and Differentiated Support

Tannum Sands SHS is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing the opportunities for students to practice these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities to practice.

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

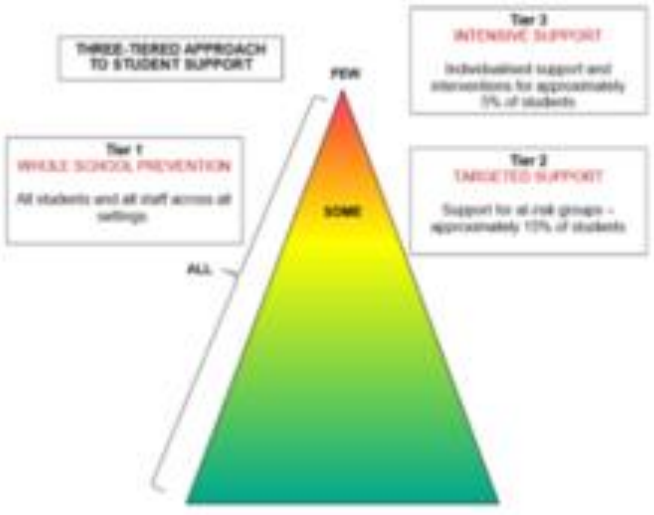
There are three tiers to our differentiated approach to behaviour:

Tier 1 involves Universal Explicit teaching and differentiated support for all students' utilising, but not limited, not limited to our **Positive Behaviour Matrix**, Gotcha Classrooms, Cornerstones, ESCMs, Fortnightly Focus, Buddy Class, Teacher/HOD Support Cards and recognition/reward systems.

Tier 2 involves focussed and targetted interventions and teaching for identified students utilising but not limited to; *Student Support & Wellbeing case-management*, targeted programs, DP/PR Cards, Student Support Plans.

Tier 3 is intensive teaching and interventions for a small number of students.

Each layer provides progressively more specialised supports for students.



Universal Explicit Teaching & Differentiated Support

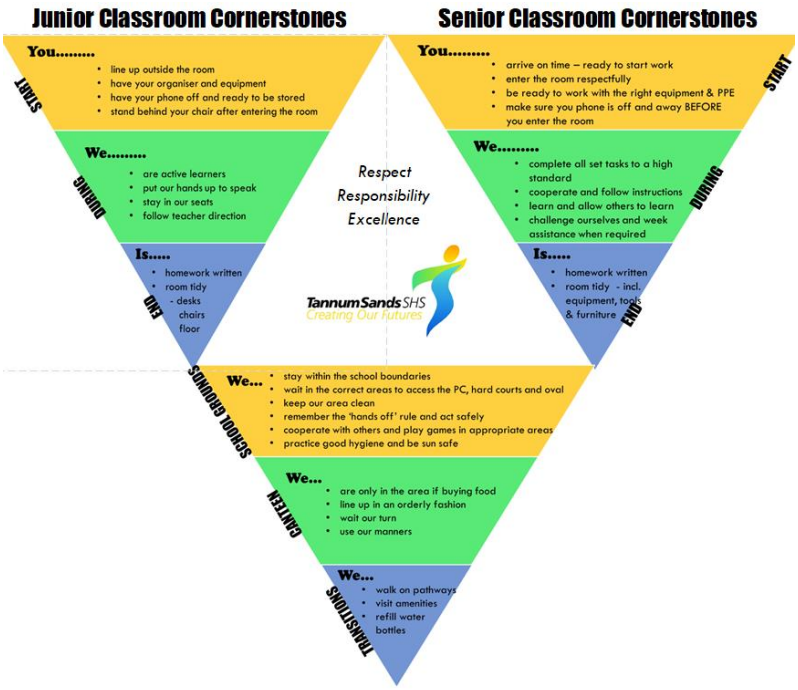
The **Positive Behaviour Matrix** outlines specific behavioural expectations in a school and community setting. Every two weeks, the PBL team in the school review school data and utilise this data to inform the forthcoming Fortnightly Focus. Through Staff Communique, Staff Briefing, Parades and Staff/student notices the PBL Committee provide advice and support for the teaching of the Fortnightly Focus to address the identified behaviour in the school and community.

PBL Expectations (Universals)

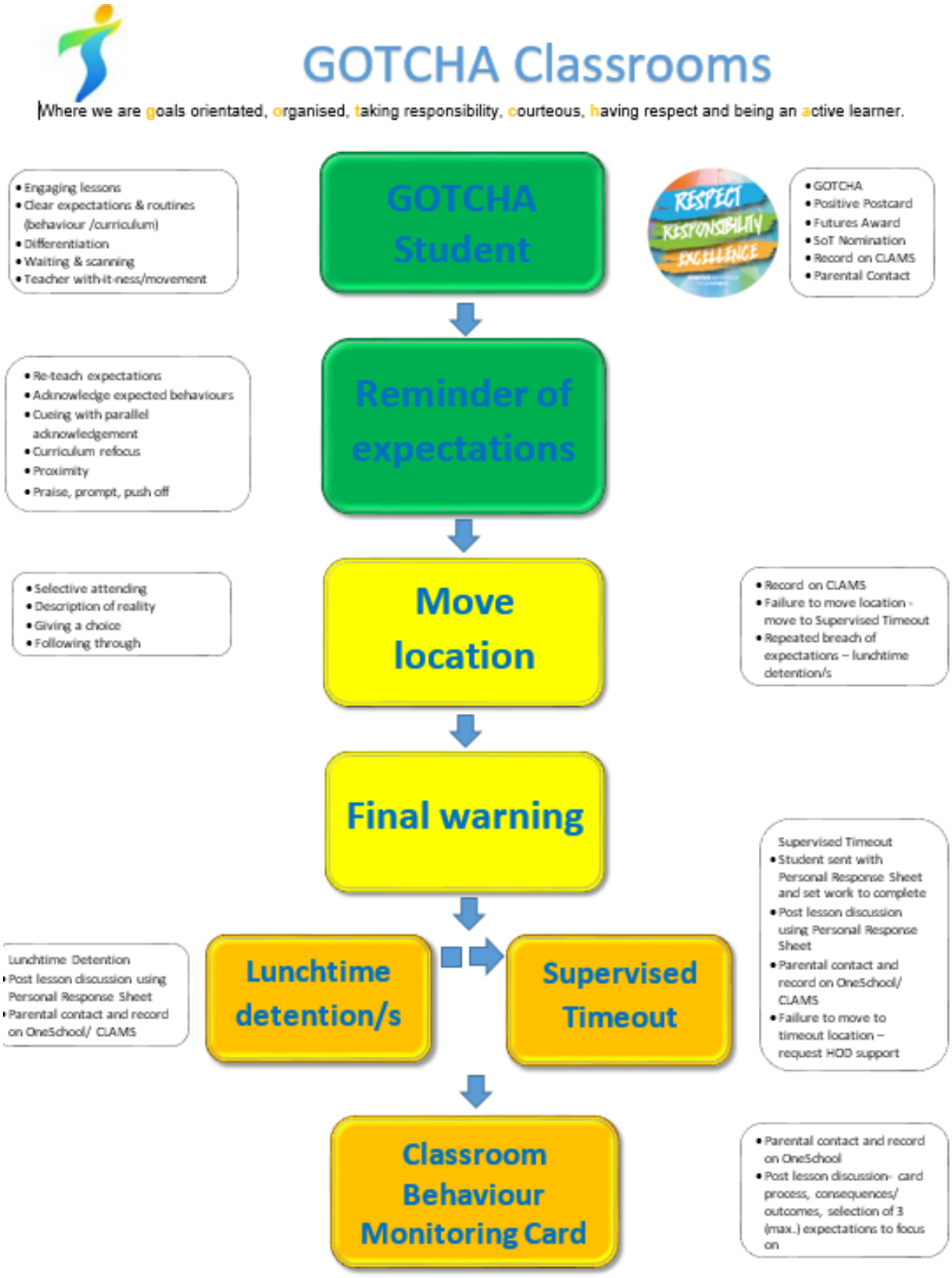
	Positive Behaviour Matrix
SCHOOL VALUES	School-wide Expectations
Respect	• Listen to and follow instructions, without argument • Respect your property and that of others • Use manners, courteous behaviour, appropriate language and tone in all your interactions • Listen to others and allow others to learn and participate • Abide by the hands off rule – people and property
Responsibility	• Be punctual, be prepared and be ready to participate • Ensure mobile phones are off and away in class • Act safely in all settings • Use your phone for friendly and appropriate communication only
Excellence	• Actively participate and challenge yourself • Act on feedback to improve • Show pride in your school by wearing the full school uniform • Show pride in your school by respecting school grounds

To support the **Positive Behaviour Matrix**, PBL@Tannum key processes are implemented to teach, reinforce and manage student behaviour on an ongoing basis. The intent of the key processes is to ensure that students are provided a transparent and consistent approach to the management of their behaviour. These processes include:

Cornerstones (Classroom and Non-classroom):



Gotcha Classrooms: This explicit model consistently guides staff through the reinforcement and management of expected behaviours. Students are expected to demonstrate respectful and responsible behaviour and remain in the green zone at all times. When a student exhibits minor and infrequent problem behaviour, staff manage the behaviour through the ESCMs, supporting the student to take responsibility for their actions and change their behaviour so that it aligns with Tannum Sands SHS's expectations.



School Wide Positive Recognition

Our PBL@Tannum approach is supported through reinforcement, which provides students with feedback and recognition for engaging in expected behaviours. A formal recognition system which includes reinforcement initiatives has been implemented. This reinforcement system is designed to increase the quality and quantity of positive interactions between students, staff and families. All staff members are trained to give consistent and appropriate acknowledgement and recognition. These include:

- Verbal and non-verbal acknowledgement
- Gotchas
- Communication with parent/carer
- Positive Postcards
- Good News Week Calls
- Rewards Activities
- Recognition & Celebration Letters (Attendance & Achievement)
- Leadership Roles
- Student Achievement Awards (Awards Ceremony, JCE)
- Student of the Term
- Futures Award Scheme (Future Award – Excellence Awards – Gold Card – Principal Award – Regional Director Award)

Targeted Teaching & Focused Support

Each year a small number of students at Tannum Sands SHS are identified through data analysis as needing additional support to meet behavioural expectations, even after being provided with differentiated and explicit teaching. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. These students may have difficulty meeting behavioural expectations at a particular time of day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused behaviour support occurs through a specific setting, issue, student or group of students. Development and implementation of focussed support is team based and develops strategies that prevent or minimise the occurrence. Targeted teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practice skills and multiple opportunities to achieve the intended learning and expected behaviour. Where focused or individual support occurs in the classroom setting this support is in alignment with our **Positive Behaviour Matrix** and *Student Support & Wellbeing Case-management.*

Some students in this identified group are case-managed. They attend the normal scheduled classes and activities with appropriate adjustments as required. However, they have increased daily opportunities to receive positive contact with adults, additional support from them and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skilling.

Such support is coordinated by a school-based team with active administrator support and staff involvement. All involved staff members are provided with professional development: the referral and response process, and the reporting responsibilities of staff and of the students being supported.
Students whose behaviour does not improve or whose previous behaviours indicates a need for specialised intervention, are provided with intensive behaviour support. For more information about these programs, please speak with the HOSES, Guidance Officer or Deputy Principal.

Intensive Teaching & Intervention Support

Research evidence shows that even in an effective, well-functioning school there will always be a small percentage of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

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

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not 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 your year level Deputy Principal to discuss the matter.

Supportive School Community

A supportive school community where students learn in an environment that is physically, socially and psychologically safe has always been a priority at Tannum Sands SHS. Within this community, we recognise the complex relationships that exist among:

- Students
- Parents and caregivers
- Staff
- School community

Processes and procedures for supporting the Tannum Sands SHS Student Code of Conduct are defined in terms of accountabilities in roles, and responsibilities of specific staff and teams, including:

- Teachers (including as House Group Teacher)
- Student Support & Wellbeing Team, PBL Team (including Exec), Tannum Leadership Team (TLT), Student Support Leadership Team
- House Coordinators
- Heads of Year (HOY)
- Support Staff including: Educational Support Officers (ESOs), Chaplain, Youth Support Workers, Administration Staff (AO), School Based Youth Health Nurse, Community Education Counsellor (CEC) and External Agency Staff
- Heads of Department (HOD), Head of Special Education Services (HOSES)
- Deputy Principals and Principal

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 used in the proactive teaching and support of student behavioural expectations.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, expectation reminders and consequences 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.

Universal Explicit Teaching & Differentiated Support

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

1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgment
5. Body language encouraging
6. Descriptive encouraging
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through (e.g. repositioning/Buddy Class/detention/Classroom Support Card)

Targeted Teaching & Focused Support

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

- HOD Support Card
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support

- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to *Student Support and Wellbeing team* for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive Teaching & Intervention Support

School leadership team in consultation with Student Support and Wellbeing team address persistent or ongoing serious problem behaviour.

This may include:

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

Tannum Sands SHS – Student Behaviours Flowchart

At Tannum Sands SHS, we make systemic efforts to reduce and/or prevent inappropriate or inacceptable behaviour by consistently teaching and reinforcing expected behaviours. When behaviour incidents occur, it is important that consequences are transparent. The school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent, equitable and proportionate to the nature of the behaviour.

Repeated minor behaviour or major behaviour incidents are recorded in OneSchool.

Minor Behaviours are those that are minor breaches of the schools expectations and are generally dealt with by the supervising staff member. Repeated breaches of similar behaviour will be referred for further action.

Major behaviours are those that significantly violate the rights of others to learn and be safe. Major behaviours are referred directly to Heads of Department, Deputy Principals or Principal as outlined in the Student Behaviours Flowchart.

Tannum Sands SHS – Student Behaviours Flowchart

2021 V1

SELF DIRECTED (PBL LEVEL)

Students

RESPECT:

Listen to and follow instructions, without argument
Respect your property and that of others
Use manners, courteous behaviour, appropriate language and tone in all of your interactions
Listen to others and allow others to learn and participate
Abide by the hands off rule – people and property

RESPONSIBILITY:

Be punctual, be prepared and be ready to participate
Ensure mobile phones are off and away in class
Act safely in all settings
Use your technology for friendly and appropriate communication only

EXCELLENCE:

Actively participate and challenge yourself
Act on feedback to improve
Show pride in your school by wearing the full school uniform
Show pride in your school by respecting school grounds

ALL STUDENTS

RECOGNITION

Gotchas
Positive Postcards
Leadership
Futures Awards
School Spirit Awards
Positive relationships
Academic improvement
Extra-curricular opportunities
Recognition certificates & events

MINOR (Level 1)

Teachers

Student Behaviour Choices

Non-compliance with routine (NCWR)
Leaving class/events without permission (NCWR)
Late to/leaving class/events (NCWR)
Inappropriate language & tone
Unfriendly or antisocial behaviour &/or language (bullying = **Stymie**)
Disruptive (low intensity)
Minor breach of the hands off rule
Refusal to participate or follow reasonable instructions
Property misconduct
Visible mobile phone &/or accessories
Inappropriate or lower risk unsafe behaviour in class or in the playground
Unprepared for learning (pen, books, organiser, calculator, device)
Minor breaches of safety
Insufficient work or effort in class &/or at home
Minor banned Items (aerosols and chewing gum) & food in classrooms
Out of uniform (**HOY support**)
Littering
Lying/Cheating (untrue/misleading)

POSSIBLE SUPPORT/CONSEQUENCES

ESCMs
Seating plan or re-positioning
Restorative processes
Litter duty
Make up time – lunch detention
Buddy class
Investigation of bullying by HOY
Teacher support card
Referral to Head of Department

MAJOR (Level 2)

Heads of Department

Student Behaviour Choices

Repeated minor offences
Property damage
Disruptive (persistent)
Refusal to follow reasonable instructions from staff
Gross disruption in class or during breaks
Persistent breaches of mobile phone policy
A pattern of absences or lateness to a timetabled class
Repeated truancy from a subject
Banned items
Repeated safety breaches or potential high risk: including throwing objects either in classrooms or in the grounds
Computer misuse (minor)
Failure to attend assessment or submit assignments by due date
Continual lack of effort, either in class or on home tasks
Academic misconduct (breaching Exam conditions, Lying, Cheating, Plagiarism

POSSIBLE SUPPORT/CONSEQUENCES

Detention – lunch or after school
Peer Mediation/ Restorative processes
Buddy class
Behaviour Improvement Contract
HOD support card
Playground withdrawal*
Subject withdrawal*
Academic consequences
Referral to DP
Referral to DP/PBL EXEC for Support

MAJOR (Level 3)

Deputy Principal

Student Behaviour Choices

Bullying/harrassment (including cyberbullying)
Refusal to follow reasonable instructions from HODs (re: Non Uniform items, attend Buddy class, Mobile phone hand over)
Inappropriate and/or aggressive/disrespectful, and/or targeted language and tone
Insolence or defiance
Offensive literature
Defiant/threats to adults
Dangerous behaviour
Persistent nonattendance=HOY support
Entering areas without permission
Breaches of community standards
Involvement with banned substances/items
Electronic device misconduct
Requires monitoring in 3 or more subjects for effort and/ or behaviour
Ongoing deliberate breach of dress code = **HOY Support**
Pattern of late to class (truancy pattern = **HOY support**

POSSIBLE SUPPORT/CONSEQUENCES

Restitution
Detention – lunch or after school
Community service
Individual Student Support Plan
Withdrawal from class or breaks*
Restorative processes
1 – 10 Day Suspension
DP support card
Loss of Privileges
Referral to Principal

MAJOR (Level 4)

Principal

Student Behaviour Choices

Physical Misconduct/Assault/fighting
Wilful damage to property or theft
Bullying (including cyberbullying) that threatens health and safety of staff and/or students
Dangerous behaviour
Gross moral offences/disrespect
Serious offences or threats against students or staff
Use object with the intention to harass or cause harm to others
Provocative or aggressive swearing or abuse of students or staff
Involvement with illicit or banned substances and/or associated items (alcohol, drugs, tobacco)
Threatening others/ ongoing misuse of power
E-offences
Failure to participate
Serious theft or property damage
Immediate or serious threats to safety
Publishing grossly inappropriate material concerning staff
Repeated Level 3 offences and/or failure to respond to support
Serious breaches of Community Standards
Theft
Possessing prohibited items (cause harm)

PRINCIPAL
Individual Consideration

POSSIBLE SUPPORT/CONSEQUENCES

1 – 10 Day Suspension
Police notified
Restitution/apology/Mediation
Behaviour Monitoring Program
Individual Student Support Plan
External Support/Counselling
Enrollment Cancellation
11-20 day suspension
Recommendation for Exclusion

Parental Contact / Record as OneSchool Behaviour Record
Consideration of Individual Circumstances

YOU RESPOND AND ACCEPT YOUR RESPONSIBILITIES

* Following withdrawal you will be required to negotiate an agreement for re-entry with the parties involved

Classification of OneSchool Behaviours

Major behaviours are identified as requiring support beyond ESCMs and normal classroom procedures. The following table outlines major and minor behaviours and corresponds with the Student Behaviours Flowchart.

One School Category	Minor/ Major	Behaviour Definition
Bullying/ Harassment	Major	Repeated pattern and/or 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. Inciting violence, Threatening to cause harm and/or intimidate/victimise. Unwanted physical contact e.g. sexual nature, dacking
Defiant/threat/s to adults	Major	Deliberate and/or continued refusal to comply with reasonable and/or direct instructions of staff when supported with use of de-escalation strategies. Threatening and/or intimidating verbal, written and/or physical behaviour directed towards a member of staff
Disruptive	Minor	Low intensity but inappropriate interference that takes away from the learning environment but does not result in physical harm to self or others
	Major	Persistent behaviour causing an interruption to learning in a class or activity causing the teacher to stop teaching for a prolonged period of time.
Dress code	Minor	Isolated wearing of clothing or non-uniform items that are not school uniform as per the Tannum sands SHS Uniform Policy; wearing the School uniform inappropriately
	Major	Deliberate, ongoing breach of the Tannum sands SHS uniform Policy; deliberate defacing of the Tannum Sands SHS Uniform
IT Misconduct	Minor	Using an electronic device in an unsafe, disrespectful or irresponsible manner that breaches minor components of the TSSHS Electronic Devices Policy and the ICT Network Acceptable Use Policy.
	Major	Using an electronic device in an unsafe, disrespectful or irresponsible manner that breaches major components of the TSSHS Electronic Devices Policy and the ICT Network Acceptable Use Policy. Recording of conversations without consent.
Late	Minor	Isolated instances of lateness to class/events without explanation
	Major	Repeated, intentional lateness to class/events without explanation; Persistent late arrival to school without explanations
Lying/Cheating	Minor	Isolated instance of a student delivering a message that is untrue and/or intentionally misleading
	Major	Intentionally misleading staff re: major breaches of behaviour or safety; intentionally violating the conditions of assessment items or plagarism
Misconduct Involving Object	Minor	Using an object in a way other than its intended purpose without the intention to cause minor physical damage or harm to another
	Major	Using an object in a way other than its intended purpose with the intent and/or outcome that intimidates, causes damage, or physical, emotional or social harm to another
Non-compliance with routine	Minor	Minor, non-adherence to basic school routines, procedures and staff instructions. Refusal to follow reasonable teacher instructions in the first-instance.
	Major	Deliberate refusal to adhere to basic school routines, procedures and staff instructions

Other conduct prejudicial to the good order and management of the school	Major	Actions or conduct that brings the reputation of Tannum Sands State High School into disrepute and/or disrupts the good order and management of the school
Physical Misconduct	Minor	Inappropriate contact without intention to cause harm, which may include playful pushing, shoving, barging, rough-housing
	Major	Physical contact with the intent our outcome to cause harm to another, includes punching, kicking, hitting, spitting; physical interaction that significantly violates another's rights.
Possess prohibited items	Minor	Possessing/utilising prohibited items with no intent to cause harm (e.g. Aerosols)
	Major	Possessing/utilising prohibited items with intent to cause harm or that have the capacity to cause harm
Property Misconduct	Minor	Incorrect possession and/or use of equipment/property including own, others and school-owned in any context other than the purpose for what it was intended; unintentional but reckless behaviour that causes minor damage to equipment/property or person
	Major	Possessing an item or items of significant value that belong/s to another person without the owner's permission; purposeful misuse of equipment/furniture to cause damage/harm to self, others or property. Stealing/Major theft, Wilful Property damage, Vandalism (including graffiti)
Refusal to participate in program of instruction	Minor	Isolated, non-completion of assignment tasks and non-assessable items
	Major	Persistent refusal to complete assigned tasks; non-submission of assessable items.
Substance misconduct involving illicit substance	Major	Possessing, using or being under the influence of an illicit substance on school grounds and/or being in possession of paraphernalia utilised with illicit substances
Substance misconduct involving tobacco or other legal substance	Major	Possessing, using or being under the influence of a legal substance or in possession of paraphernalia used with legal substances (eg lighter, matches, e-cigarettes, vape/s, vape paraphernalia)
Third Minor referral	Major	Continued behaviour or action that has previously been discussed with a student at least three times, yet no attempt to improve behaviour is evident
Threat/s to Others	Major	Any threat made to a member of the TSSHS school community (student/staff/parent/carer/visitor). Including but not limited to:
Truant/skip class	Minor	Not attending a timetabled class. Leaving a class without prior permission or agreed/negotiated reason.
	Major	Repeated nonattendance in specific subject lessons; leaving class/school grounds without permission; persistent truancy over multiple lessons in a day
Verbal Misconduct	Minor	Low level inappropriate and/or disrespectful language; low level inappropriate comments and/or unwanted verbal or emotional advances; minor name-calling
	Major	Aggressive, Offensive and/or disrespectful inappropriate language directed at a peer or staff member; vilification based on race, religion, gender identity, sexuality or another protected characteristic. Inciting violence, threatening to cause harm
Other	Minor	Other range of behaviours (not previously listed) that can be categorised as unintentional and have a minor impact to the detriment of learning, safety, property, persons or the good order and management of the school
	Major	Range of behaviours (not previously listed) that can be categorised as intentional and have a major or significant impact to the detriment of learning, safety, property, persons or the good order and management of the school

School Disciplinary Absences

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

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

At 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 may be invited to attend a re-entry meeting 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 later date and 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

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

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

Temporary removal of student property

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

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

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

The 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. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at 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 and the student's parents should be called to make such a determination.

Parents of students at Tannum Sands State High School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the 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.

Students of Tannum Sands State High School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Tannum Sands State High School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;

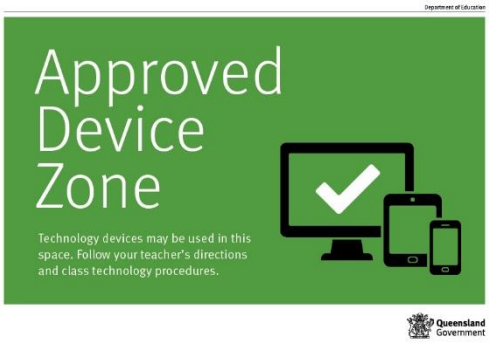
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Tannum Sands State High School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



It is important that all students and staff display courtesy, consideration and respect to others whenever using a mobile phone or electronic device. At Tannum Sands SHS, we uphold the value of trust and right to privacy. Using mobile phones or any other technologies to underhandedly record events builds a culture of distrust and disharmony, and is considered conduct that is prejudicial to the good order and management of the school.

Use of mobile phones and other electronic devices is only permitted at school where it is not deemed disruptive to the normal routine of the school.

OFF and AWAY is our simple policy on phones. To support self-regulation of OFF and AWAY, many teachers utilise a particular strategy e.g. Pocket Hanger/Box. Students not making responsible choices in-line with the School policy will be managed through disciplinary consequences.

Responsibilities

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

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

- use mobile phones or other devices under the explicit direction of a staff member for :
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing appropriate online reference.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- **switch off** and place the mobile device **out of sight** during classes, lock downs and emergency situations, during school assemblies, parades and presentations, designated no device or mobile phone zones, unless the device is being used in a teacher directed activity to enhance learning or communication.
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

- use a mobile phone or other devices in an unlawful manner (including but not limited to filming fights or other students enrolled at the school with intent to cause harm and/or distress, sharing images or video of students)
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources

- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.
- Record images that will bring the school or individuals into disrepute, and/or can be used/distributed to negatively impact the learning/wellbeing or futures of members of our school communication and/or impact the good order and management of the school

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the ***Tannum Sands State High School Student Code of Conduct, Electronic Devices Policy*** and ***ICT Network Acceptable Use Policy***. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
    - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
    - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
    - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
    - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
    - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
    - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

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

Tannum Sands State High School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

The core elements of the Australian Student Wellbeing Framework are outlined in our whole school approach and documented in our ***Student Learning and Wellbeing Framework*** *(SLAWF) and Parent and Community Engagement (PACE Framework).* Our PBL@ Tannum approach forms the foundation to our Student Learning and Wellbeing Framework.

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

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

3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe. Led by Student Leadership team and supported through vertical House Groups

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

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

Tannum Sands State High School has a **Student Leadership Team** (with elected representatives from Houses) that meets with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. Other student teams including STARS (Students at Tannum are Recognised for Service) and an 'R U OK' Week team also contribute to developing and implementing strategies that support our whole school ***Student Learning and Wellbeing Framework*** *(SLAWF).*

A number of student led teams contribute to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Tannum Sands State High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Preventing and Responding to Bullying and Harrassment

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.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved.

At Tannum Sands State High School, we provide an anonymous referral to enable our students to report incidents of harm safely Our school support staff receive notifications via student notes, and deal with them through our student support and wellbeing processes. Our staff respond to any matters raised of this nature in collaboration with students and parents, as required. This process helps our school overcome the bystander effect.

Bystanders are the largest group in the cycle of harm, and the key to helping make schools safer.
Stymie helps combat the bystander effect by enabling students to report incidents of bullying and harm, safely and anonymously. **.**

- The bystander effect occurs when the presence of others discourages an individual from intervening in an emergency.
- Social influence affects how bystanders behave, and students are less likely to stand up to bullying behaviours in public when the number of onlookers is high.
- This bystander effect is also caused by a diffusion of responsibility—the belief that someone else will help.

Rather than trying to work against this peer pressure, our solution recognises the nuanced nature of the student's social currency, by providing security and anonymity to the bystanding community.

Our detailed **Safe, Respectful School Culture - Preventing and Responding to Bullying and Harassment** follows. Consequences for bullying, harassing & mean behaviours are managed through School Disciplinary consequences.

Safe, 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)

Why 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
- Pushing, fighting, spitting & Invasion of Personal Space
- Gang-like behaviour
- Picking on others and threats to 'get' people physically
- Damaging or interfering with other people's property

2. Verbal
- 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 someone's body
- Commenting on other people's personal lives or family member

3. Sexual
- 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

4. Gestural
- Threatening or offensive signs or actions
- Offensive notes, messages/images (including on e-devices) or graffiti about others; Picking on property.

5. Cyber
- Mobile phone and/or computer – refer to e-safety ,Electronic devices & ICT Network Acceptable Use policy
- 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

6. Gestural
- Threatening or offensive signs or actions
- Offensive notes, messages/images (including on e-devices) or graffiti about others; Picking on property

7. Exclusion
- Deliberately forming groups to exclude someone
- Deliberately not including someone in a shared game

8. Extortion
- Stand-over tactics e.g. to demand money, food or assignment work

The Qld anti-cyberbullying taskforce identified that young people felt they could get through anything with the right support – they needed parents, carers and trusted adults to 'stand by them' – providing advice and working together with them to support the development of empowerment and resilience and changing the bully/victim dynamic to take the power back from bullies. The importance of talking with someone who is trusted when negativity invoked feelings of being overwhelmed and helpless was highlighted:

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, Chappy, Youth Support Worker, School Based Health Nurse,Guidance Officer.*
   - *Report in the Reporting boxes in Resource Centre/Office or Staffrooms*

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

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 **bhm** behaviours or attempt to distract them.*
- *Report the incident or suspected incident and help break down the code of secrecy – Use Stymie to report (Stymie.com).*
- *Provide reliable information to a staff member, if you questioned about a **bhm** incident.*

What should parents/carers do if they suspect their child is experiencing bullying, harrassing 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.*
- *Resist the temptation to 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.*
- *Encourage and support child to make a report trough 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.*
- *Report suspected incidents to DP for management.*
- *Take steps to help students who have been bullied or harassed, and refer for support where appropriate to Support Services staff.*
- *Empower and support*

What courses of action might be taken to deal with bullying/harassing/mean behaviour

- *The HOY/DP/Principal will discuss the incident with all the students involved..*
- *The students may be given some advice by a HOY/DP/Guidance Officer (GO) or staff of the Student Support & Wellbeing team*
- *The parents/carers of the students involved may depending on the incident, be informed and requested to discuss the situation with the HOY/DP/GO or other Student Support & Wellbeing team staff.*
- *Individual Student Plans may be developed that students are expected to action.*
- *Incidents may incur Disciplinary Consequences as described in the Student Code of Conduct.*

Information about support services

There are support services available to those who need assistance.

- **Lifeline** (external site)
  - Phone: 13 11 14 (24 hours, 7 days a week)
  - 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
  - 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

The following flowchart 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.

Bullying response flowchart for teachers.

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

Key contacts for students and parents to report bullying and harrassment:

Year 7 to Year 12 – Heads of Year (HOY), Guidance Officer (GO), Deputy Principal (Year Level), Principal

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student in OneSchool as contact and support student to report in stymie.com.au or if not possible refer contact to key contacts
- Check back with the student to ensure they have reported
- If required contact parent/s and inform issue is a concern and is being investigated.

Day two Collect

KEY CONTACT MANAGEMENT

- Record Stymie in student contact (copy paste)
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Develop and Agree to a plan of action as relevant with all parties having responsibility and timeline for the student, parent and key contact

Day four Implement

- Document any support plans in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Safe, Respectful School Culture - Appropriate use of social media

Tannum Sands State High School acknowledges the growing popularity of social media both as a communication and educational 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. This section of the Student Code of Conduct clearly details what behaviour is expected of students, how this will be reinforced and possible consequences for failing to meet these standards. Appropriate use of Social Media is informed by the following l school policies:

- Safe & Respectful School Culture – Preventing & Responding to Bullying & Harassment
- Safe & Respectful School Culture - Acceptable use of Electronic Devices

At Tannum Sands SHS we promote Cybersafety

Cybersafety refers to online behaviour that is safe, appropriate and responsible. To help prevent cybersafety incidents, students are taught how to:

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

Appropriate Use of Social Media Policy

This policy provides an overview Tannum Sands State High School's management of appropriate use of social media. *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.*

This policy is applicable for students while in school uniform or representing the school on approved school activities.

Use of social media

Tannum Sands State High School embraces the opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and apps can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps can provide positive opportunities for social learning and development. However, inappropriate or misguided use can lead to negative outcomes for the user and others.

Tannum Sands State High School is committed to promoting the responsible and positive use of social media sites and apps. No student of Tannum Sands State High School will face disciplinary action for simply having an account on Facebook or other social media site.

It is unacceptable for students to bully, harass or victimise another person whether within Tannum Sands State High School's grounds or while online. 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.

These policies reflects the importance of students at Tannum Sands State High School engaging in appropriate online behaviour.

Role of social media

- The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.
- Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.
- Students need to remember that the internet is a free space and many social media sites and apps have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.
- Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.
- The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.
- Inappropriate online behaviour has the potential to embarrass and affect students, other people and the school for years to come.

Appropriate use of social media

- 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:
    - Ensure that personal information, such as name/nickname, address, phone number, school name and location or anyone else's personal information, is not shared (including images, photos or other identification factors).
    - Think about what is posted online, and how it could be interpreted – avoid posting content that would be inappropriate to display in a crowded room, or in front of influential people. Once content is posted online, control is lost.
    - Avoid 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.
- 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.

Laws and consequences of inappropriate online behaviour and cyberbullying

In Queensland the minimum age of criminal responsibility is 10 (Criminal Code Act, Section 29). The minimum age of criminal responsibility is currently 10 in all Australian states and territories.

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.

Tannum Sands State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Tannum Sands State High School expects its students to engage in positive online behaviours.

Inappropriate use of social media

Inappropriate use of social media includes:

- 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.

It is important for students, parents, and staff to know that state school Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during the school holidays should immediately seek assistance through the office of the e-safety commissioner or the Queensland Police Service.

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Disciplinary Consequences

Students enrolled at Tannum Sands SHS may face in-school disciplinary action such as detention or removal of privileges and/or e-devices, including mobile phone, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. The Code of Conduct flowchart provides a summary. This includes behaviour such as cyberbullying, which occurs outside of school hours or settings, for example on weekends or school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

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 justice strategy. 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.

Reporting inappropriate use of social media at Tannum Sands SHS

There are three methods available to the school community to report harm:

- Report by Stymie (https://www.stymie.com.au) – an anonymous online platform available 24 hours a day. NOTE: Stymie Reports will be forwarded to the relevant person between the hours of 6am and 5pm Monday to Friday of each school day. Stymie notifications will be suspended from 5pm on the last school day of the term and will be reactivated at 6am on the first day of the new school term.
- Report directly to a member of staff.
- Report directly to police

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.

Viewing and recording images/video content

When gathering evidence, school staff should not save (including onto OneSchool), copy, forward or otherwise deal with any image that is considered child exploitation material, child pornography or child abuse material, as this is an unlawful practice. Best practice is that staff involved in the investigation note descriptions of the content if required. Wherever possible, school leaders should avoid viewing naked or explicit images of children and incident responses should be based on descriptions of the content. If an image that is considered child exploitation material, child pornography or child abuse material was viewed unavoidably due to the student disclosing directly to a staff member or the image had been found on a school device or on the school servers/network then this should be documented in the OneSchool incident report.

Tannum Sands State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

Report
Refer to the Online incident management guidelines for more details, or if assistance is required, contact the 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.

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 41)
- Senior Privileges Policy (page 42)
- 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 23)
- Safe, Respectful School Culture - Appropriate use of social media (page 33)
- Electronic Devices Policy (page 43)
- Safe, Respectful School Culture - Preventing and Responding to Bullying and Harassment (page 29)

Uniform and Presentation Standards

Rationale for Uniform

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, will have an important bearing upon the school name. Ultimately, this good school name could be a crucial factor when one day students present for job interviews.

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).

Uniform

- School polo shirt—design incorporates navy, jade and white, with official school logo
- Boys: Ink Navy micro-fibre shorts or Ink Navy school-designated "Canterbury" style shorts with Ink Navy logo (not white logo)
- Girls: Ink Navy micro-fibre shorts or Ink Navy school-designated "Canterbury" style shorts with Ink Navy logo (not white logo) or Ink Navy sports skirt or Ink Navy box pleat skirt for girls
- Ink Navy school broad-brimmed hat incorporating official school logo or Ink Navy school bucket hat incorporating official school logo
- White socks—short or anklet
- Footwear is to be a cross-trainer style shoe, suitable for sport, predominantly white, silver/grey or black, 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
- Laces are to be a matching pair, both white, silver/grey or black, to match the base colour
- Winter—Panelled jacket (incorporating navy, jade and white with official school logo) or windcheater (Ink Navy with gold collar, with school logo).
- Winter—Ink Navy micro-fibre track pants or navy tailored unisex trousers. Year 12 only—Senior Jersey (design approved and order placed yearly only 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.

Senior Privileges Policy

This policy applies to Year 10, 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 an update of their 'points' and the Head of Year will give 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.
- 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

- School representation for Sport, Culture and Academic activities
- 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.**

Maintaining Senior Privileges:

- Students who consistently meet the school's expectations retain their privileges.
- Students will accrue demerits for infringements (see attached table of infringements).
- Students must ensure they do not accumulate 11 or more demerits in category 1 or category 2 in order to maintain their senior privileges.
- Each year, senior privileges are re-set. Students commence each year with all of their privileges points.
- 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.

Tracking student privileges:

- The Senior Schooling Deputy and Head of Year will be responsible for administering the system.
- The Senior Schooling Administration Officer will enter data checked by the Deputy Principal.
- Teachers will be responsible for recording academic, behaviour, uniform and attendance infringements in OneSchool and ID attend.
- Student's accumulated infringements will be reviewed once a term by the Deputy Principal and update letters will be sent to students at the end of week 3 each term.

Electronic Devices Policy

ACCEPTABLE USE POLICY of mobile phones and any other electronic devices (including those with Bluetooth functionality)

It is important that all students and staff display courtesy, consideration and respect to others whenever using a mobile phone or electronic devices. At Tannum Sands State High, we uphold the value of trust and the right to privacy. Using mobile phones or any other technologies to underhandedly record events builds a culture of distrust and disharmony, and is considered conduct that is prejudicial to the good order and management of the school.

Use of Mobile Phones and any other electronic devices is only permitted at school where it is not deemed disruptive to the normal routine of school.

OFF and away is our simple policy on phones. To support self-regulation of Off and away many teachers utilise a particular strategy e.g. Pocket/Box. Mobile phones in sight will be handed to the office for student or parent collection. Parent collection is required after a pattern is established.

Classroom Use of Mobile Phones and any other electronic devices (including those with Bluetooth functionality)

Students with mobile phones and any other electronic devices are required to have them switched off during all lesson times and placed out of sight.

A teacher may allow students to use mobile phones and any other electronic devices in class during a teacher directed activity that enhances learning.

Students may not take mobile phones and any other electronic devices into exams or use them during class assessment unless expressly permitted by school staff.

Mobile Telephone Etiquette

Students should only use mobile phones and any other electronic devices before or after school, or during lunch breaks.

Students are not to use the in-phone camera device of mobile phones and any other electronic devices anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.

Students are required to switch off mobile phones and any other electronic devices and have them out of sight in areas such as the school office and in the Performance Centre during school activities, or in any manner or place that is disruptive to the normal routine of the school.

Students are required to negotiate with relevant staff to use mobile phones and any other electronic devices in special circumstances.

Consequence of contravening 'Acceptable Use Policy'

Confiscation of mobile phones and any other electronic devices will occur if any incident is in contravention of the schools' 'Acceptable Use Policy'. Confiscated devices are to be signed into School office by school staff. Students can collect confiscated devices at end of school day if the device is not required for further investigation. Parents will be required to collect mobile phones or other electronic devices from the main office if repeated confiscation has occurred. Students who further re-offend are deemed as persistently disobedient and suspension may be actioned.

Other Electronic Devices

Students are discouraged from bringing other personal devices like cameras, digital video cameras, MP3 players or ipods to school. These are often very valuable and there is a risk of damage or theft. Should the student choose to bring such a device to school the same stipulations as above for mobile phones apply.

Students are not to have entertainment devices switched on during class, unless via the express permission of the classroom teacher. Ear buds/head phones and cords for entertainment devices are also to be out of sight. Students are required to accept without fuss the directions from their teacher on this, as teachers' rulings will vary according to the individual curriculum activities.

LOSSES of MOBILE Phones and other Electronic Devices

Mobile phones or personal entertainment devices brought to school are 'brought at own risk".

School staff will not be investigating lost mobile phones or personal entertainment devices or alleged theft of these devices, as this is inappropriate use of time of school staff.

Tannum Sands State High School accepts no responsibility for the loss of or damage to, the above mentioned electronic devices. (Advice concurred by Legal Br

Resources

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

Conclusion

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.