



**Isis District State High
School**

Student Code of Conduct 2024 - 2027





**Queensland
Government**

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Date:	13-08- 2024
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P/C President and-or School Council Chair Signature:	
Date:	13-08- 2024

Contents

Purpose	4
Whole School Approach to Discipline	5
Consideration of Individual Circumstances	8
Student Wellbeing and Support	8
Behaviour Expectations	11
Differentiated and Explicit Teaching	13
Behaviour Matrix	14
Behaviour Process	15
Focussed Teaching	16
Intensive Teaching	16
Disciplinary Consequences	17
Disciplinary Absences	21
School Policies	22
Temporary removal of student property	22
Use of mobile phones and other devices by students	24
Preventing and responding to bullying	27
Appropriate use of social media	34
Restrictive Practices	36
Critical Incidents	37

Purpose

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

The Isis District 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 prioritised, where all students are able to experience success and staff enjoy a safe workplace.

The 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.

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Whole School Approach to Discipline

Isis District State High School has a long and proud tradition of providing high quality education to students from across the Isis District. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

The Isis District State High School values are;



Respect, Resilience and Responsibility

Relationships at IDSHS are based on mutual respect where resilience is acknowledged and everyone takes responsibility for themselves whilst showing care for others.

Integrity and Inclusivity

Integrity and inclusivity are fundamental to our positive school culture as we value honesty, commitment, compassion and equality.

Striving for Success

Students and staff strive for success both in and out of the classroom, demonstrating a positive attitude whilst being self-reflective in the pursuit of improvement.

Empowered

Students and staff are empowered through the opportunities available to them, to be strong and respectful advocates for themselves as well as others and to be aware of and active members in their communities.

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

Isis District State High School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies, responsibilities and expectations. It also details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

Review Statement

The Isis District State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. This will take place with school staff in conjunction with the P&C Association. A comprehensive review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Everyone brings their own set of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same set of beliefs, and this contributes to a richly diverse social environment in each school.

It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent/carer to make an appointment with the Principal to discuss the model of behaviour support and discipline used at this school.

Isis District State High School uses the principles of the Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

The framework used is modelled on the PBL which is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices
- establish systems that acknowledge positive demonstrations of behaviour

At Isis District State High School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Isis District State High School Student Code of Conduct is an opportunity to explain the behaviour framework with parents and students, and gain their support to implement a consistent approach to behaviour and expectations across the school. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or whole school behaviour framework are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Multi-Tiered Systems of Support

Isis District State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier 1

All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of the Australian Curriculum, whole school wellbeing program and positive behaviour expectations. This involves:

- teaching behaviours in the setting they will be used
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

Tier 2

Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum, Wellbeing program or particular aspects of positive behaviour expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the schoolwide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student's need).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

Tier 3

Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- **Prevent** problem behaviour
- **Teach** the student an acceptable replacement behaviour
- **Reinforce** the student's use of the replacement behaviour
- **Minimise** the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, stakeholder meetings and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plans that include personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

Staff at Isis District State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of 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 fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

If a parent/carer has concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, they should make an appointment with the relevant member of staff to discuss the matter.

Student Wellbeing and Support

Isis District State High School offers a range of programs and services to support the wellbeing of students in our school. Our whole-school wellbeing program, Know Thy Self (KTS), is delivered weekly to all students and focuses on implementing evidenced based strategies that address the social and emotional needs of our students.

The Student Wellbeing team meet regularly to address emerging or ongoing needs of specific students through our comprehensive range of student support services. We encourage parents/carers and students to make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Student Support Team

Isis District State High School is proud to have a comprehensive Student Support Team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Isis District SHS to seek assistance or advice, however they are encouraged to connect with their Year Level Coordinator. If they are unable to assist they will help to ensure the student is connected to the appropriate representative of the Student Support Team.

Parents/Carers who would like more information about the student support roles and responsibilities are invited to contact the Guidance Officer or the relevant Deputy Principal.

Role	What they do
Community Education Counsellor/Liason Officer	<ul style="list-style-type: none"> • provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on- one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents/carers, teachers, or other external health providers as needed as part of the counselling process.
Head of Department (HPE and Wellbeing)	<ul style="list-style-type: none"> • leads the implementation of the KTS program • supports transition to secondary for students moving from Year 6 to Year 7 • lead role in implementation of Behaviour Expectations for Learning • chairs school culture meetings and liaises with YLC's • ensures the KTS and HPE curriculum align with ACARA
School-Based Youth Health Nurse (SBYHN)	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: • healthy eating and exercise • relationships • personal and family problems • feeling sad, worried and angry • sexual health • smoking, alcohol and other drugs
Year Level Coordinators (YLC)	<ul style="list-style-type: none"> • responsible for student wellbeing at each year level • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school.

Youth Support Coordinator (YSC)	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as • attendance at school • drug and alcohol support needs • QCE/learning support • suspension/exclusion/referral for behaviour support • relationships/social skills • conflict with family/peers/teachers • social/emotional/physical wellbeing.
School Chaplain	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as • relationships/social skills • social/emotional/physical wellbeing.

It is also important for students and parents/carers to understand there are regional and statewide support services available to supplement the school team. Parents and careres are encouraged to speak with the relevant Year Level Coordinator or member of the Student Support Team for further information.

Behaviour Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same Behaviour for Learning expectations.

Global Behaviour Expectations

Our school community has identified the following three 'global' behaviour expectations to teach and promote standards of responsible behaviour:

RESPECT - be respectful

RESPONSIBILITY - be responsible

LEARNING - be engaged in learning

These rules underpin the expected behavioural responses from students and are inherent in establishing communication, interaction and relationships which exist between members of the school community. They are embedded in our School Values; **RISE** and are explicitly taught in KTS lessons (wellbeing program).

R

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Relationships at IDSHS are based on mutual respect where resilience is acknowledged and everyone takes responsibility for themselves whilst showing care for others.

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Integrity and Inclusivity

Integrity and inclusivity are fundamental to our positive school culture as we value honesty, commitment, compassion and equality.

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Striving for Success

Students and staff strive for success both in and out of the classroom, demonstrating a positive attitude whilst being self-reflective in the pursuit of improvement.

E

Empowered

Students and staff are empowered through the opportunities available to them, to be strong and respectful advocates for themselves as well as others and to be aware of and active members in their communities.

An important implication of these expectations is the significance of a safe and supportive learning environment, which incorporates support for developing students' social and civic skills and building student resilience and responsibility. It is further recognised that a fundamental requirement in assisting students to comply with these rules will be a shared responsibility and partnership with parents/carers.

In order to understand and make clear the extent of each of these rules, they have been further defined within a matrix of behaviours (below) which establish expectations across the broad endeavour of school life. Our focus on promoting and fostering a positive and supportive school culture where we offer a range of recognitions, awards and incentives that acknowledge and encourage positive behaviour. A positive school culture is also supported through provision of a range of varied opportunities for student participation in cultural, sporting, citizenship and academic pursuits. There are also a range of leadership opportunities within school, house, ambassador and student council structures.

We recognise that fundamental to effective student management is effective teaching and learning of an engaging and responsive curriculum supported through our KTS program. Underpinning this is the focus of enhancing relationships between teacher and student. An ongoing focus for teachers on professional improvement of pedagogy through evidence based teaching strategies and continuing professional development as identified in individuals' Annual Performance Development processes are critical to this ongoing improvement. A commitment exists of the need for continuing opportunities for skilling and

learning in student management eg. all teachers have completed the *Essential Skills for Classroom Management* and gained feedback through the Classroom Profiling program.

The significance of a strong, social support network is acknowledged. Various structures (eg. roll group, Year Assembly), school positions (Year Coordinator, Guidance Officer) and school procedures (Wellbeing Meetings and KTS lessons) aim to promote student wellbeing and support, expectations and standards associated with school policies and foster a sense of belonging and pride in the school. These same structures identify and support students when they show need. External providers also deliver support programs relating to specific student issues (eg. harassment, motivation, resilience), as well as providing individual student support.

Student Expectations

- comply with the requirements of the school's *Student Code of Conduct*
- attend school regularly (target 90%)
- willingly follow class routines, school procedures and policies
- attend class prepared with materials and ready to learn
- actively participate in learning to the best of his/her ability
- strive to complete work to the best of his/her ability
- ensure homework and assignments are completed in a timely manner and to the best of the student's ability
- demonstrate a capacity to respond appropriately to constructive feedback/teacher direction
- be courteous and respectful of others
- respect the rights and needs of others
- accept responsibility and logical consequences for his/her actions
- participate in school activities with a positive attitude
- wear the correct school uniform at all times
- take an active part in keeping the classroom, school grounds and environment clean and tidy
- assist in establishing and maintaining a positive learning environment
- act as worthy ambassadors of Isis District State High School at all times

Parent/Carer Expectations

- familiarise themselves with the *Student Code of Conduct* and support the school in its implementation
- help their student to understand the behaviour that is expected of them whilst on the way to school, at school and on the way home from school
- support the authority and discipline of the school enabling their student to achieve maturity, self-discipline and self-control
- treat school staff with respect and tolerance
- discuss with the school any problems they feel are detrimental to the effective learning of their student
- inform school of reason for any absence
- attend information evenings for parents/carers
- abide by school's policy regarding access to school grounds before, during and after school hours

Staff Expectations

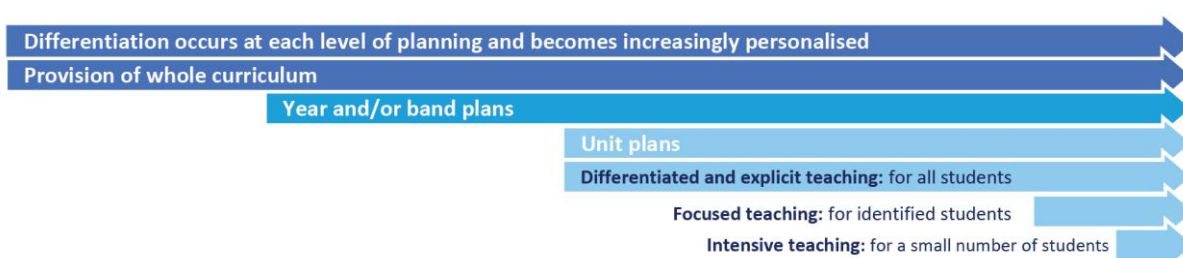
- Staff at Isis District SHS are required to adhere to the Department of Education Code of Conduct which outlines their professional responsibilities regarding behaviour in the workplace.
- Uphold the school's RISE values and model positive behaviours
- Timely communication with students and parents/carers
- Promote an inclusive school culture
- Consistently apply school expectations
- Work with students and their families to address any concerns and support their individual needs where possible

Differentiated and Explicit Teaching

Isis District State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

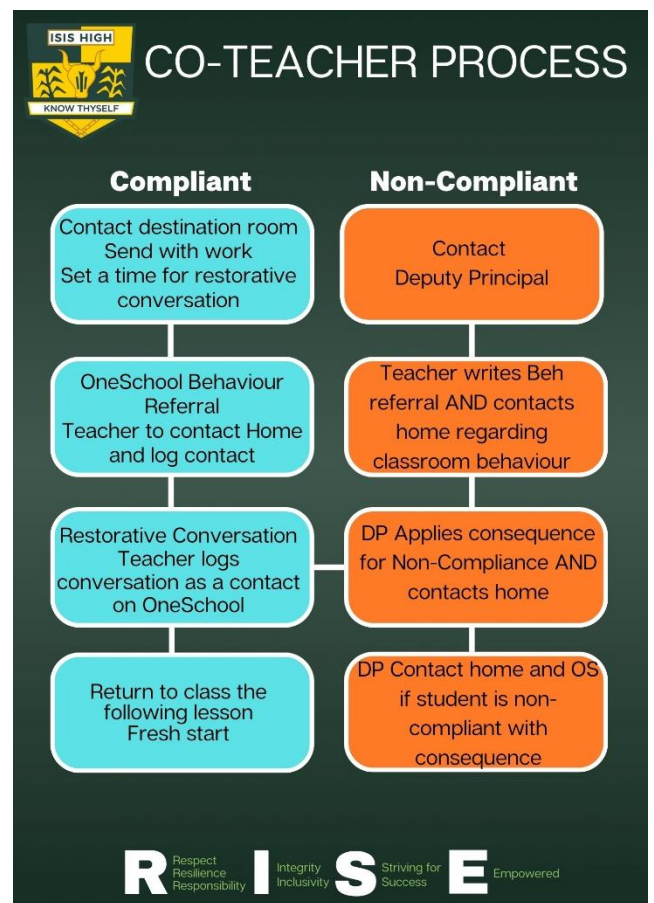
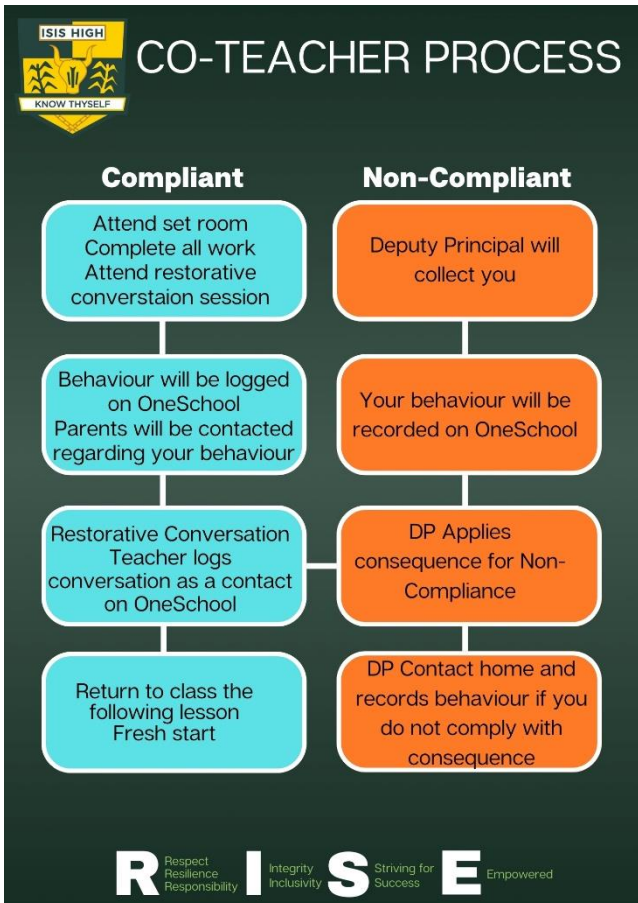
Every classroom in our school uses the Behaviour Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The matrix is used as the basis of teaching expectations and classroom rules throughout the year and revisited regularly to address any new or emerging issues.

Behaviour Expectations Matrix for Students

	All Areas of school	Classroom	Grounds	Tuckshop/ Café Shack	Outside School grounds
Be Respectful	<ul style="list-style-type: none"> • Treat all members of the school community in a respectful and courteous manner • Show courtesy and assistance to all members of the community including visitors and guest presenters • Use respectful language • Cooperate with staff by following instructions • Maintain positive relationships • Be inclusive of others by showing tolerance and understanding • Promote a safe and happy school environment by not causing harm to others • Show respect for school property and that of others • Respect others' privacy by not taking, distributing or altering images of others 	<ul style="list-style-type: none"> • Respect the rights of others to learn • Ensure mobile phones and other wearable devices are off and away for the day • Remove hats inside classrooms 	<ul style="list-style-type: none"> • Behave in a safe and respectful manner • Participate co-operatively in school approved activities • Respect the school environment by keeping it clean and by placing litter in bins • Wait sensibly in bus lines as directed by teacher • Wear a hat and sunscreen when in the sun 	<ul style="list-style-type: none"> • Use your manners • Leave bags away from the counter 	<ul style="list-style-type: none"> • Conduct yourself in a manner that serves as a good role model for others and that promotes the good reputation of the school • Wear school uniform appropriately • Treat others with courtesy and respect • Respect the property of the community and its members • Treat bus drivers with courtesy and respect and comply with the bus Code of Behaviour • Engage in respectful behaviour when online
Be Responsible	<ul style="list-style-type: none"> • Cooperate with staff by following instructions at all times • Accept responsibility and be aware that all actions have consequences • Ensure banned items are not brought to school • Comply with school rules, procedures and policies • Wear the school uniform in line with the Uniform Policy • Strive to manage your own behaviour and actions appropriately • Ensure recess times are used for toilet and drink breaks • Use school equipment in a safe and sensible manner • Refrain from touching other students (in love or hate) 	<ul style="list-style-type: none"> • Ensure mobile phones and other wearable devices are off and away for the day • Use ICTs appropriately to achieve the learning goals • Note homework and assessment due dates when given • Maintain an orderly and tidy classroom 	<ul style="list-style-type: none"> • Comply with designated 'in bounds' an 'out of bounds' areas • Follow the correct school sign in and sign out procedures • Show sensible behaviour that contributes to good order and routines • Walk when around buildings and on concrete areas • Treat grounds/ gardens respectfully • Move promptly into the school grounds upon arrival and wait in designated bus area of an afternoon 	<ul style="list-style-type: none"> • Wait in line patiently • Follow directions of staff • Purchase lunch with enough time to eat before class • Advance to the tuckshop counter, when less than five people are there 	<ul style="list-style-type: none"> • Conduct yourself in a manner that serves as a good role model for others and that promotes the good reputation of the school • Use road crossings appropriately to ensure safety of self and others • Park in the designated area and comply with school expectations if you are driving yourself to school • Display appropriate behaviour during excursions
Be a Learner	<ul style="list-style-type: none"> • Be actively involved in the life of the school community • Attend school regularly • Be on time for all classes ensuring drinks and toilet breaks occur at lunch breaks • Select a program of study suited to own ability and that provides future opportunities for success • Engage with online learning platforms as instructed • Manage your own time and responsibilities 	<ul style="list-style-type: none"> • Enter class with the required materials, prepared for learning • Make a genuine effort to engage in classwork • Actively seek the help of teachers in understanding • Keep up to date with set work outside the classroom • Comply with school assessment due dates and procedures 	<ul style="list-style-type: none"> • Move to class on time when first bell rings and be ready for learning at the second bell • Move between classes promptly and sensibly. If moving to the Ag campus, walk promptly, crossing the road carefully • Seek teacher assistance during recess to catch up on difficult or missed work 		<ul style="list-style-type: none"> • Conduct yourself in a manner that serves as a good role model for others and that promotes the good reputation of the school • Actively participate in presentations and/or activities when on excursion

These behaviour expectations contribute to instilling our school values – RISE

Isis District SHS Behaviour Process



Focussed Teaching

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

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

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

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

Isis District State High School has a range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Rock & Water
- Peer Skills
- Rage
- No Limits
- Boost
- Betterman
- Shine
- Relax
- Drumbeat

For more information about these programs, please speak with the Guidance Officer or relevant Deputy Principal.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

The disciplinary consequences model used at Isis District State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Student behaviour that does not comply with the expected standards of behaviour described in the Behaviour Expectations Matrix is not acceptable. When this occurs, consequences should be applied to:

- provide the opportunity for all students to engage in learning
- ensure the safety of members of the school community
- assist students to accept responsibility and develop self-discipline
- maintain confidence in an ordered school environment where the focus is on learning
- ensure industrial relations obligations are met to support staff in the workplace

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

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

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives

- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
 - Provide demonstration of expected behaviour
 - Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
 - Private discussion with student about expected behaviour
 - Reprimand for inappropriate behaviour
 - Warning of more serious consequences (e.g. removal from classroom)
 - Detention

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (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.

The determination of appropriate consequences for misbehaviour requires the exercise of professional judgement in carefully considering the particular context and circumstances of each incident. This may include factors such as:

- the circumstances of the incident
- a student's past, relevant, disciplinary history
- referring to individual documents, such as Behaviour Support Plan, Individual Education Plan
- the best interest of the students, the school, workplace health and safety and have regard for future learning
- being developmentally and culturally appropriate and sensitive to individual circumstances.

It is important to recognise that staff in the school, (particularly those in leadership positions) work towards ensuring responses to student problem behaviours are determined consistently, having account for the factors described above. The implication is that it is not possible to prescribe a specific misbehaviour with a specific consequence, but that consequences will be professionally and collaboratively determined with alignment to the above considerations.

However, in order for the school community to gain an understanding of the likely types of consequences associated with various misbehaviours, a 'matrix' of consequences follows. The matrix is presented in stages based on the seriousness/persistence of the misbehaviour, which broadly align with differentiated, focussed or intensive interventions previously mentioned.

Matrix of Behaviours and Possible Consequences

BEHAVIOUR LEVEL	MISBEHAVIOUR	POSSIBLE CONSEQUENCES	RECORDING COMMUNICATING
MINOR Differentiated (Teachers/All Staff)	Classroom <ul style="list-style-type: none"> Failure to follow instructions Non-completion of schoolwork Failure to bring equipment Disrupting learning in class Late to class Banned items (minor) Electronic device violation Disobedience Disrespect/insolence 	<ul style="list-style-type: none"> Rule reminders Warning Repositioning Discussion/negotiation/agreement Detention/Make up time Co-teacher – time out Temporary removal of property Parental/carer contact 	<ul style="list-style-type: none"> OneSchool Record (Minor) Co-teacher Slip Subject monitoring card Communication with parents/carers
	General School <ul style="list-style-type: none"> Littering Out of bounds areas Graffiti/property damage Out of uniform Harassment - one off Anti-social behaviour Offensive language Public displays of affection Failure to follow a direction Banned items (minor) 	<ul style="list-style-type: none"> Rule reminders Detention Recess withdrawal YLC/Administration. referral Parental/carer contact DP note in planner 	<ul style="list-style-type: none"> OneSchool Record (Minor) Communication with parents/carers
<p><i>If a range of strategies (including parental/carer contact) have been used and documented and the behaviour persists or the circumstances of the incident in isolation is sufficiently serious, the student should be referred to HOD/YC/DP. Any referral needs to be accompanied by relevant information/documentation.</i></p>			
MAJOR Focused (YLC/HOD/HOSES/Ex)	Subject <ul style="list-style-type: none"> Persistence of the above Gross disruption to learning Formal assessment issues Cheating Truancy from that subject Vandalism/Graffiti (impacting in class) 	<ul style="list-style-type: none"> Parental/carer contact Counselling/goal setting Detention Recess withdrawal Guidance Officer referral Monitoring Card School community service Restitution Subject withdrawal * Suspension 1-10 (*consult with Administration) 	<ul style="list-style-type: none"> OneSchool Record Subject monitoring card Communication with parents/carers Incident Statement Student Feedback card Wellbeing referral
	General School <ul style="list-style-type: none"> Persistence of the above Banned items/Safety concern Graffiti Persistent harassment/anti-social behaviour Smoking Truancy/leaving school grounds Minor theft Repeated failure to follow a direction 		
MAJOR Intensive (Exec)	<ul style="list-style-type: none"> Failure to correct above Out of school without permission Persistently out of uniform Verbal abuse of staff Major banned items/vandalism/graffiti Alcohol/drugs/illegal substances Smoking Offensive/pornographic material Major theft Major or persistent harassment Fighting/assault Serious breaches of standards Dangerously unsafe behaviour School related criminal offence Incitement of other students to breach school expectations Student misbehaviour 'out of school' impacting on good school order Persistent refusal to follow direction Persistent refusal to participate in school program 	<ul style="list-style-type: none"> Counselling Parental contact/interview Restitution/repair Confiscation of items Monitoring/Feedback sheet Recess withdrawal School community service Negotiated alternative program Subject withdrawal Discipline Improvement Plan Referral to outside agencies Police contact * Suspension* Exclusion* Cancellation of enrolment (Yr 11&12) * (* consult with Principal) 	<ul style="list-style-type: none"> OneSchool Record (Major) Student Behaviour Profile Student Feedback Card Communication with parents/carers Formal written notification to students, parent/carer Suspension notification letters Agreement/Plan on re-entry

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 Isis District State High School, the use of any SDA is considered a very serious decision and each is considered on an individual basis. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous or inappropriate, that continued attendance at the school is considered a risk to the safety or wellbeing of the school community. While it is understood that in itself such consequences may not correct the behaviour of the students involved, the measure will provide a degree of confidence and security to the school community for students engaged in learning at the school.

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 Isis District State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

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

Isis District 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
- CCTV Policy

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 Isis District 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 and 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, pocket 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 Isis District 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 Isis District 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 Isis District 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 Isis District 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 Isis District 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

In line with the Queensland government's, mobile phones 'away for the day' policy, **mobile phones (and notifications on smart devices) are not permitted** at Isis District State High School **during the nominated hours of the school day, including lunch breaks**. This also includes instances where students are required to leave the school campus for school representation or curriculum purposes, including, but not limited to, excursions, cultural events, sporting or physical activities, and/or school representative endeavours. (In the case of off campus excursions and events, staff may give students permission to take and use their mobile phones to inform parents of arrival and departure times, or other relevant information deemed by the staff member in charge to be appropriate and necessary use of personal mobile phones).

Furthermore, if the Principal is made aware that these devices have been used to capture and/or distribute and/or upload to an app or website, images taken at school, or at a school event, without consent and/or contain violent and/or other inappropriate images, appropriate disciplinary actions will be taken. Additionally, steps will be taken to seek removal of the recorded material and any distribution. Personal devices brought to and used at school are done so at their owners' risk. No liability will be accepted by the school in the event of loss, theft or damage to any device. (The school may consider cases when it can be clearly established beyond doubt that damage resulted from deliberate negligence by Department of Education personnel).

Should a student bring a mobile phone to school for purposes of communication before and after school, the device should be **switched off and 'out of sight'** during school hours.

If a student needs to make a phone call during school hours, they must ask for permission from office staff and either use a school telephone, or use their mobile phone under the supervision of office staff. Parents wishing to contact their student during school hours, should do so through the school office.

If students choose to breach this policy by accessing their mobile phones during the nominated hours of the school day, or without staff instruction during off campus excursions;

- the staff member involved will instruct the student to cease that action, de-activate the device and hand it in to the school administration office. Parents/Carers will be informed of the breach via SMS. The student can collect the phone at the end of the school day.
- If there is a second breach of this requirement, parents/carers will be required to collect the device.
- Upon a third breach, the student will be requested to hand their phone into the office before school each morning for 1 week (5 days) where it will be deposited into the school phone safe. The student will be required to collect the phone at the end of each school day.
- Where breaches of this *Mobile Phones and Other Smart Devices Policy* either continues to occur beyond these levels or is so serious it is considered serious misconduct, consequences as described in the *Code of Conduct for Students* may occur (including consideration of suspension from school).

SPECIAL CIRCUMSTANCES ARRANGEMENT

- Students who require the use of a personal technology device in circumstances that would contravene this policy (for example, to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Use of digital technology

Students use ICT as an integral part of their learning and to equip them to live and work successfully in the digital world. In the Year 7-10 Australian Curriculum in all learning areas, students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem-solving, decision-making, communication, creative expression and empirical reasoning.

Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.

This School has comprehensive access to school devices and internet. Access to these relies upon students and their parents/carers abiding by the terms of the Computer Use Agreement outlined below and signed upon enrolment.

Acceptable/appropriate use/behaviour by a student

It is acceptable for students while at school to:

- use ICT devices (including computer room, borrowed laptops and BYOD devices) and resources 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, their parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
 - be courteous, considerate and respectful of others when using a mobile device
 - switch off and place out of sight the mobile device during classes, when these devices are not being used in a teacher-directed activity to enhance learning
- use their personal mobile device for private use before or after school, or during recess and lunch breaks, in accordance with the IDSHS Student Code of Conduct
- seek teacher's approval where they wish to use a mobile device under special circumstances
- ensure your device is formally part of the BYOD program by obtaining appropriate approval through the resource centre

Unacceptable/inappropriate use/behaviour by a student

It is unacceptable for students while at school to:

- use a mobile device in an unlawful manner
- download, store, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment

- commit plagiarism or violate copyright laws
- ignore teacher directions regarding the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- share their own or others' personal information and/or images which could result in risk to themselves or another person's safety
- create accounts outside of teacher instruction
- use personal email accounts
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras inappropriately, 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 the mobile devices (including those with Bluetooth functionality) to cheat during exams or assessments

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 Isis District State High School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - 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.

Prevention and responding to bullying

Isis District State High School 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 community.

Isis District State High School strives to create positive, supportive environments for all members of the school community. Such an environment is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community

There is no place for harm and harassment at Isis District State High School. Harm or harassment may be related to:

- race, religion or culture
- disability
- appearance
- health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care

Harmful behaviours that will not be tolerated at IDSHS include (but are not limited to):

- name-calling
- taunting
- mocking
- making offensive comments
- kicking
- hitting
- pushing
- taking photographs / footage without permission
- taking other people's belongings
- inappropriate text messaging
- sending offensive or degrading images
- producing offensive graffiti
- gossiping,
- excluding people from groups
- spreading hurtful and/or untruthful rumours

Harassment is any unwelcome attention that is offensive, humiliating or intimidating and will not be tolerated in this school. Harassment may involve:

- teasing, calling names or making rude signs
- telling smutty jokes or making suggestive comments
- displaying offensive pictures, posters or graffiti
- staring or ogling
- following someone home from school
- patting, pinching or touching another person
- pestering someone to go out or asking for sexual favours
- sending offensive messages in writing or by phone
- spreading rumours eg, about someone's sexuality
- making belittling comments
- ridiculing, leering or wolf-whistling at, or making sexual comments about a person or group of people

We acknowledge that adolescence is a time for great change in terms of physical and emotional development. We aim to work with students and families to limit the instances of conflict that a student is involved in, for students to take responsibility for their actions and learn from their mistakes. This process will likely involve all students involved having to reflect on and modify or change their behaviour in the future.

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



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Isis District State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Isis District 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 teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Harm and/or Harassment Response Flowchart

Harm and/or Harassment Response Flowchart

Below is a general outline of the actions that are undertaken by the key staff when they have harm/harassment reported to them. Due to the individual nature of these issues, this flowchart should not be seen as a checklist. Timeframes will also vary depending on the professional judgement of teachers who receive the complaint.

Key Contacts for students and parents/carers to report concerns:

- If someone is in immediate danger - the closest staff member
- Year Level Coordinator or Deputy
- Anonymously via STYMIE notification system (www.stymie.com.au)

Is there immediate danger to a person?

NO

- Move student to a safe place (Staffroom, Office, Student Support Offices)
- Seek medical treatment if necessary
- Contact parent/carer if ongoing treatment is necessary

YES

Obtain student report

- Student/s to write own statement where possible
- Staff member reads the statement and asks clarifying questions where necessary. Any additional details are noted on the statement in a different colour ink to the student. Staff member ensures any possible witnesses are included on the statement

OR

- If student is unable to write their own statement, the staff member takes the student's statement, then has the student read the statement and sign it as their account of the incident/s
- Ask the student if they want a copy of the statement at this point

Investigate the concerns

- Gather additional information from other students, staff or family
- Review any previous reports or records for the students involved
- The key staff member should be able to answer who, what, where, when and how

Clarify information with student/s

- Check details with student/s involved and check on their wellbeing
- Discuss the outcome they want, and what they can, or will do, to work towards the outcome
- Clarify the sequence of events, encouraging full disclosure and responsibility for own actions where appropriate

Outline plan of action

- Where possible, have the student/s involved in the determination of the future plan
- Detail the plan to student/s and parent/s/carer/s
- Enact the plan
- Record all contacts and behaviour in OneSchool

Check in

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

Ongoing Follow-up

- Continue to check in with student on regular basis until concerns have been mitigated, encouraging reporting of any concerns
- If any written agreement was established, enact any agreed consequences if the agreement has been broken and contact parent/carer
- Record notes of follow-up meetings in OneSchool
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

Cyberbullying is treated with the same level of seriousness as in-person harm or harassment. The major difference with cyberbullying however, is that it follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, as with any harm or harassment, students or parents/carers who wish to make a report to the school about cyberbullying should approach the Year Coordinator or Deputy Principal. Parents/carers and students who have concerns about cyberbullying incidents occurring on weekends or during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

It is important students, parents/carers and staff 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 which may impact on the good order and management of the school. Students enrolled at Isis District State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Deputy Principals or the Principal.

Following is a flowchart which outlines the possible course of action the school may take to resolve a report of cyberbullying.

Isis District 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](#).

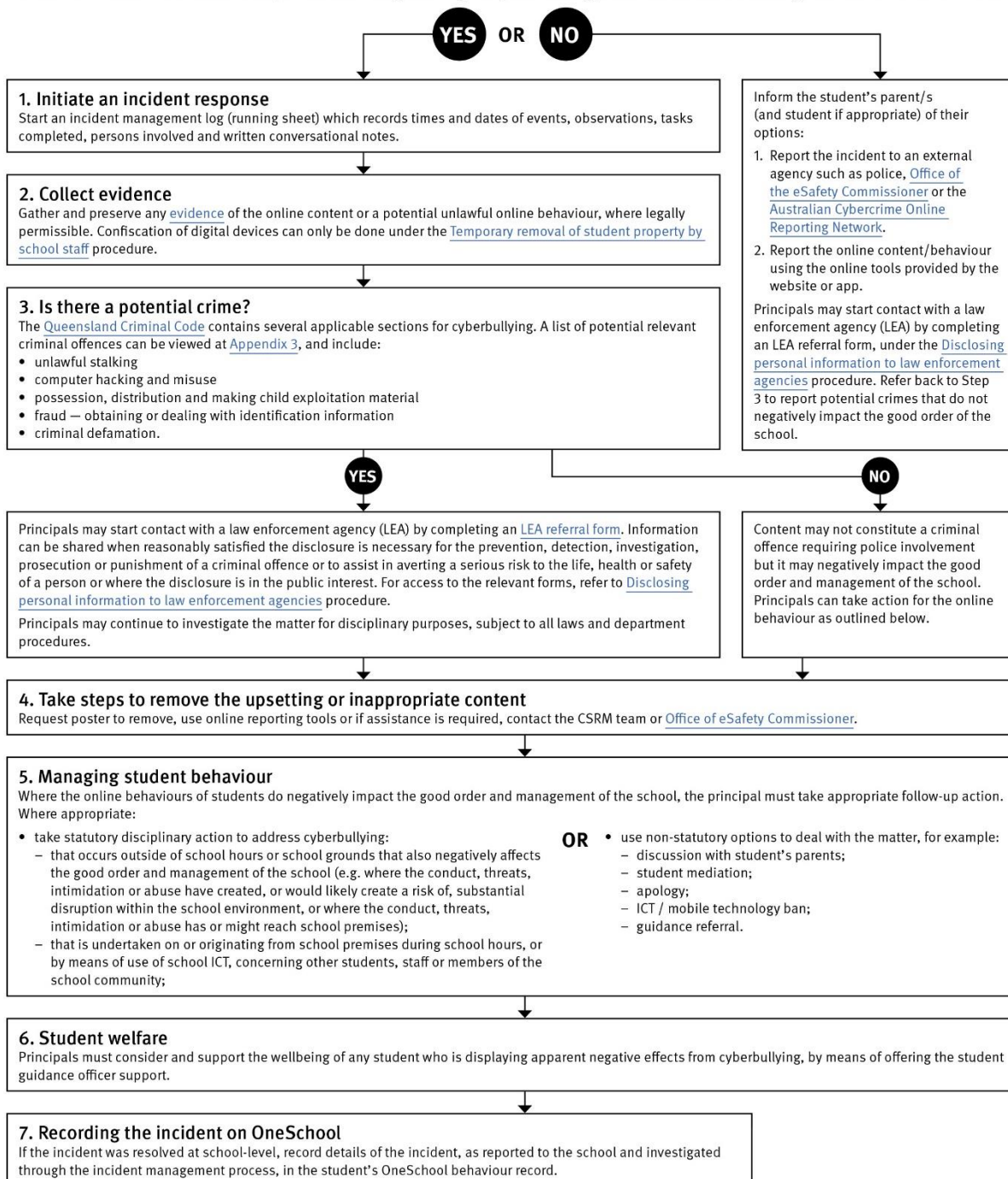
Explicit images

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?



Cybersafety and Reputation Management

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

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

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

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

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

Student Intervention and Support Services

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

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

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

Appropriate Use of Social Media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

School staff at Isis District 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