



# Goondiwindi

STATE HIGH SCHOOL

## The Student Code of Conduct

### Goondiwindi State High School's

### *The Student Code of Conduct*

#### Key Priorities

Every Class, Every Day we work collaboratively to....

(Driven by Quadrennial School Review QSR 2018 – 2020)

Systematic Curriculum Delivery

A Culture that Promotes Learning

#### Our Vision

Goondiwindi State High School is a caring educational community committed to all students achieving their potential in a respectful learning environment.

Differentiated Teaching Practices



Respect | Learning | Achievement

## Purpose

At Goondiwindi State High School, we aim to maintain, enhance and continue to develop a supportive school environment for all members of the school community. We are committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Our student code of conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Through our school plan shared expectations for student behaviour are plain to everyone, assisting our school to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Goondiwindi State High School's Student Code of Conduct is based on the shared beliefs and values of our school community, which are [Respect, Learning and Achievement](#). These expectations are on display in all areas of the school. Staff are encouraged to use these values for the development of their classroom expectations in consultation with their students. Many of the policies and procedures outlined in this document are also displayed in the [student diary](#) and [staff diary](#).

## Contact Information

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*Contact Person:* Principal – Brett Hallett


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## Endorsement

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*Principal Name:* Mr Brett Hallett

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*Principal Signature:* 

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*Date:* 9/12/2020

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*P & C President:* Mr Michael Cowley

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*President Signature:* 

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*Date:* 9/12/2020

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# Whole School Approach to Discipline

Goondiwindi State High School maintains high expectations for all students. The school values are underpinned by school wide expectations for all areas of the school. The expectations set for students reward positive behaviour and support students to be productive members of the school community who take responsibility for their own behaviour and learning.

## OUR Motto

I aspire, I achieve

## OUR Vision

Goondiwindi state high school is a caring educational community committed to all students achieving their potential in a respectful learning environment.

## OUR Values

We value:

- **Learning**- a commitment to learning in a safe, supportive environment
- **Respect** - for self, others, and the school environment
- **Achievement**- a commitment to achieving personal goals

## OUR Targets

We strive for:

- **Attendance:** 90% - or better- every-day counts
- **Attitude:** Gold and Silver behaviour levels- excellent behaviour and effort
- **Achievement:** personal best and a 95% QCE attainment for school leavers

## Consideration of Individual Circumstances

At Goondiwindi State High School, staff members are authorised to issue consequences for inappropriate behaviour. Appropriate professional development is provided to all staff members in this regard.

### The school expectations

- Consequences may involve a review of student's behaviour level under the school's Behaviour Level System. This may include loss of school privileges and representation (for example sporting team).
  - Parent contact may be made and recorded in OneSchool

*When applying consequences, the following factors are considered, the:*

- *rights of all students to learn*
- *rights of teachers to teach*
- *rights of all to be safe*
- *individual circumstances and actions of the student*
- *nature and severity of the offence*
- *anticipated effect of the consequence on the individual student*
- *student's record of previous misbehaviour and consequences at Goondiwindi State High School.*

**Goondiwindi State High considers the individual circumstances of students when applying support and consequences by:**

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and nonviolent consequences for infringement of the code, ranging from the least intrusive sanctions to the most intrusive
- recognising, and taking into account the students' age, gender, disability, cultural background, socioeconomic situation, and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background, or socio-economic situation
  - provide written or verbal statements that will be taken into consideration in the decision-making process, and
  - receive adjustments for inclusive education.

## Differentiated and Explicit Teaching

Class teachers document differentiation strategies and adjustments in their planning and classroom management plans. These plans outline both corrective and positive strategies used in the classroom and align with the whole school processes.

**Goondiwindi State High School rewards students who meet the school wide expectations via the school Vivo rewards system and Gold and Silver behaviour levels.**

Class teachers, provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. These may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. hand gestures)
- Whole class practising of routines
- Descriptive encouraging to both individual students and whole class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Expectation reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Selective attending of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Whole class incentives
- Vivo rewards points
- Redirection to the learning (e.g. 'Remember you should be reading question 5')
- Cueing with parallel acknowledgement
- Prompt, pause, push off strategy
- Giving a choice (e.g. "Which one do you want to start with?")
- Time away from class as required
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Buddy class for more serious behaviours
- Detention

## Focussed support

Class teachers are supported by Year Level Coordinators, Heads of Department and Administration to address in-class problem behaviour.

This may include: Individual student behaviour support profiles

- Removal to buddy class
- Detention
- Counselling and guidance support via SWAG team
- Mentor support via Clontarf or Mirri Dreamers programs
- Case Management support from Student Support team
- Individualised strategies (e.g. Break- cards,)
- Behaviour monitoring cards – attendance, playground, level 4 and level 5
- Individual behaviour support plans ( Discipline Improvement Plans (DIPs))
- Teacher coaching and debriefing
- Stakeholder meeting with parents and/or external agencies
- Functional Behaviour Assessment (and subsequent Individual Behaviour Support Plans)

## Intensive Support

The School Administration Team works in consultation with SWAG team and Year level Coordinators to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment, including an Individual Behaviour Support Plan
- Complex case management and review
- Stakeholder meeting with parents and/or external agencies
- Temporary removal of student property (e.g. mobile phone)
- Removal from playground
- Change to behaviour level and loss of relevant privileges including sporting representation
- Internal suspension
- 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 nominated state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## School Disciplinary Absences

School Disciplinary Absences (SDA) are an enforced period of absence from attending a Queensland state school, applied by the Principal or authorised Principal's delegate as a consequence in addressing 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 Goondiwindi State High School, the use of any SDA is considered as a very serious decision. It is typically only used by the Principal or authorised delegate, when other options have been exhausted, or the student's behaviour is so unacceptable, that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

### Re-entry following suspension

Students who are suspended from Goondiwindi State High School are 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. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Re-entry meetings are offered as a support for the student to assist in their successful re-engagement in school following suspension. During these meetings expectations are discussed with students to ensure the expectations or return are clear. Students also work with administration to set goals for their behaviour monitoring card. Students who have been suspended multiple times may also be required to sign a Discipline improvement plan as part of re-entry.

### Arrangements

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

### Structure

The structure of the re- entry meeting may follow a set agenda. 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 focussed 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) •*
- *Complete the re-entry agreement- monitoring card or Discipline improvement plan*

### 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, provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as Guidance Officers, Clontarf staff or student support case managers, may also offer important advice to ensure a successful outcome to the re-entry meeting.

# Disciplinary Consequences

## Behaviour Support and Intervention Sequence

Behaviour support and intervention sequence		Least to most intrusive behaviour intervention strategies
<b>Intensive support Tier 3</b>	<ul style="list-style-type: none"> <li>20 day external suspension with recommendation to exclude</li> <li>Cancellation of enrolment- post compulsory only</li> <li>11- 20 day external suspension</li> <li>1-10 day external suspension</li> <li>Modified timetable/ Modified programs/ individual case management</li> <li>Meetings- Administration, HODs, YLCs parents and students</li> <li>IBSP- individual behaviour support plan after FBA</li> <li>DIP- discipline improvement plan and ongoing monitoring</li> </ul>	
<b>Targeted Support Tier 2</b>	<ul style="list-style-type: none"> <li>Internal suspension</li> <li>Temporary removal from class or playground- HOD/ Admin</li> <li>Behaviour profile created</li> <li>Meeting- parents, HOD, Class teacher and student</li> <li>Behaviour monitoring card- level 4 or Level 5</li> <li>Individualised strategies e.g. time away cards</li> <li>Detention- HOD/ YLC administered</li> <li>Contact with parent to discuss concerns</li> <li>Removal to buddy class</li> </ul>	
<b>Universal supports for all students Tier 1</b>	<ul style="list-style-type: none"> <li>Essential skills for classroom management</li> <li>Follow through- consequence is applied</li> <li>De-escalation</li> <li>Giving choices</li> <li>Redirecting to the learning- non-verbal using proximity or you have been asked to</li> <li>Selective attending – not obviously reacting to certain student behaviours</li> <li>Descriptive encouraging- verbal acknowledgment of target behaviour</li> <li>Using body language and nonverbal cues</li> <li>Cueing with parallel acknowledgment praising one student to prompt others</li> <li>Giving clear instructions</li> <li>Setting clear classroom and whole school expectations- school matrix, classroom expectations and non-negotiables</li> <li>Seating plans</li> <li>Classroom management plans</li> <li>Rewarding expected behaviour- verbal, classroom rewards, VIVOs and Gold and Silver level privileges</li> </ul>	



## School Wide Behaviour levels

In determining student Behaviour Levels, information considered includes: behaviour grades on Report Cards; behaviour incidents on One School; and participation and leadership in curricular and extra-curricular activities.

- Students remain on a Behaviour Level for 1-2 weeks before their level is reconsidered.
- Students on Level 4 must collect and complete an application to participate in all extra-curricular activities representing the school, this includes all sporting events. They are also so complete 30 minutes of rubbish pick up. The application form requires comments and approval from the YLC/card manager, Sport HOD, principal and parent. Level 5 students do not have the opportunity to apply according to GSHS's policy.

GOLD LEVEL	
Promotion to this level recognises a student who:	You may:
<ul style="list-style-type: none"> <li>• Consistently upholds the School Values to a very high level- positive One School referrals</li> <li>• Significant involvement in classroom, cultural, sporting and/or social activities as recorded in One School</li> <li>• Achieves to their capacity as a person and a learner- as reflected in effort and behaviour results with majority 'outstanding' on their most recent report card with nothing below a 'very good'</li> <li>• Adheres to the school dress code- including formal uniform</li> <li>• Maintains 90% attendance rate</li> <li>• 0-2 One School behaviour incident referrals per Term</li> </ul>	<ul style="list-style-type: none"> <li>• Receive a letter of recognition that is sent to your parents/guardian</li> <li>• Represent the school at official functions</li> <li>• Be appointed to a school leadership position (School Captain, School Director, House Captain, Year Level Captain)</li> <li>• Participates in rewards trips and activities</li> <li>• Postcards home</li> <li>• VIVO and privilege menu</li> <li>• Participate in a Gold Level assembly</li> <li>• Receive a Gold Level Citizenship award at awards night</li> </ul>
SILVER LEVEL	
Promotion to this level recognises a student who:	You may
<ul style="list-style-type: none"> <li>• Consistently upholds the School Values to a very high level- positive One School referrals</li> <li>• Significant involvement in classroom, cultural, sporting and/or social activities as recorded in One School</li> <li>• Achieves to their capacity as a person and a learner- as reflected in effort and behaviour results with majority 'very good' and nothing below a satisfactory on their most recent report card</li> <li>• Adheres to the school dress code-including formal uniform</li> <li>• Maintains 85% attendance rate</li> <li>• 3 or less One School behaviour incident referrals per Term</li> </ul>	<ul style="list-style-type: none"> <li>• Receive a letter of recognition that is sent to your parents/guardian</li> <li>• Represent the school at official functions</li> <li>• Be appointed to a school leadership position (e.g. School Captain, School Director, House Captain, Year Level Captain)</li> <li>• Participates in rewards trips and activities</li> <li>• Postcards home</li> <li>• VIVO and privilege menu</li> <li>• Participate in a Silver Level assembly</li> <li>• Receive a Silver Level Citizenship award at awards night</li> </ul>
BRONZE LEVEL	
At this level a student is recognised for:	You may:
<ul style="list-style-type: none"> <li>• Cooperating with the School Values</li> <li>• Wearing the correct school uniform</li> <li>• Achieves to their capacity as a person and a learner- as reflected in effort and behaviour results with majority satisfactory on their most recent report card</li> <li>• Maintains 85% attendance rate</li> <li>• Note: Students who have not previously attended Goondiwindi State High School are assigned this level when they arrive.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in academic, cultural, social and sporting events</li> <li>• Postcards home</li> <li>• VIVO and privilege menu</li> </ul>

LEVEL 4	
At this level a student has committed regular breaches of the School Values and Conditions of Learning. Students may be moved to Level 4 when:	The Year Co-ordinator will contact parents and may:
<ul style="list-style-type: none"> <li>• They receive 3 or more One School referrals in a fortnight</li> <li>• Their Week 4-6 Effort and Behaviour conversations indicate repeated unsatisfactory behaviour</li> <li>• They are involved in a major incident</li> </ul>	<ul style="list-style-type: none"> <li>• Issue detentions</li> <li>• Withdraw a student from class for one or more periods</li> <li>• 3 D's on a Level 4 monitoring card means student is moved to Level 5</li> <li>• Issue behaviour monitoring cards</li> <li>• Refer student to the SWAG team if needed</li> <li>• Withdraw the privilege of participating/representing in school sporting, cultural and social events without application</li> </ul>
LEVEL 5	
At this level a student has committed a serious breach or has persistently committed regular breaches of the School Values and conditions of learning. Students may be moved to Level 5 when:	The Head of Department will contact parents and may:
<ul style="list-style-type: none"> <li>• They are previously on level 4 and receive 3 or more One School referrals during a fortnight</li> <li>• Their Week 4-6 Effort and Behaviour conversations indicate repeated unsatisfactory behaviour</li> <li>• They are involved in a major incident</li> <li>• They have been internally suspended</li> <li>• Their behaviour has failed to improve despite being placed on a monitoring card</li> <li>• All other Level 4 interventions have been exhausted and behaviour has failed to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Request confidential reports on a student</li> <li>• Issue behaviour level monitoring cards</li> <li>• Request a parental interview</li> <li>• Refer a student for counselling to the guidance officer if needed</li> <li>• Withdraw a student from class/es for a period of time</li> <li>• Withdraw a student from breaks</li> <li>• Withdraw the privilege of participating/representing in school sporting, cultural and social events</li> <li>• 3 D's on a level 5 card will result in a review of behaviour data and may result in further consequences</li> <li>• Refer student to Guidance Officer and SWAG team or administration</li> <li>• Work with a team to develop a DIP to support students to improve their behaviour</li> </ul>
LEVEL 6	
At this level Student has committed a major breach of the School Values. A student may have:	The Administration will request an interview with parents and may:
<ul style="list-style-type: none"> <li>• Been involved in dangerous behaviour</li> <li>• Displayed gross misbehaviour</li> <li>• Refused or is not willing to change their behaviour</li> <li>• Verbally abusive language towards staff members of the school community</li> <li>• Resorted to physical violence to resolve conflict situations</li> <li>• Been found smoking</li> <li>• Involved with prohibited substances/items at school</li> <li>• Technology/Internet Breach</li> </ul>	<ul style="list-style-type: none"> <li>• Withdraw individual students from all classes for a period of time</li> <li>• Arrange counselling from the Guidance Officer or other suitable personnel or relevant external agencies</li> <li>• Remove all privileges – school, sporting, cultural and social events</li> <li>• Suspend a student from school (i.e. 1-5 days or 6-20 days)</li> <li>• Recommend cancellation of enrolment or exclusion</li> <li>• Refer student to Guidance Officer and/or BST</li> <li>• Work to develop an IBSP</li> </ul>

## Responding to behaviour breaches

### Minor behaviour breaches

Minor behaviour breaches are those which breach the code of conduct but are usually dealt with by the classroom teacher using Tier 1 and Tier 2 strategies. Repeated breaches of similar school rules will be referred to the year level coordinator, HOD or Administration team for further action.

**Major Behaviours Breaches are those that significantly violate the rights of others to learn and be safe. This level of behaviour may result in suspension from the school or other high-level consequences from Tier 2 and Tier 3 strategies. Major behaviours are those behaviours that are referred to the Year Level Coordinator, Heads of Department, or Administration.**

Incidents requiring investigation, will be conducted by the Administration Team, Head of Department or Year Level Coordinator. Key points of discussion will be document in oneschool as necessary. All parent contact will be documented in OneSchool. Persistent displays the same minor behaviours may see the student consequences escalated. Students across the post compulsory stage of school, may have their enrolment cancelled if despite the school's best efforts the students continues to disengage, not meet the course requirements or refuses to participate in the program of instruction.

## School Policies

Goondiwindi 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 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 Goondiwindi State High School and will be removed if found in a student's possession:

- illegal items or weapons (as identified in the Weapons Act)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs (including tobacco)
- 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**). All medications must be handed in through the office and parents must complete the correct consent forms.

## Responsibilities

### State school staff at Goondiwindi 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 Goondiwindi State High School

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

Parents should 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** at Goondiwindi 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 Warwick 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

The Department 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 policy reflects the importance the school places on students' responsibility for their own actions, and respect for others whenever they are using personal technology devices.

Warwick State High School supports the appropriate use of technology in learning and for safety. This policy will be enforced to prevent any materials that may be considered embarrassing, harassing, illegal, violent, acts of bullying, sexually inappropriate, racist and/or a matter that is capable of bringing the school into public disrepute and/or causing personal harm.

Students who breach this policy may receive consequences in line with the Student Code of Conduct.

**Personal Technology Devices includes, but is not limited to:** gaming devices, laptop computers or tablets (excluding school issued), cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile phones, iPads®, iPods® and devices of a similar nature.

- Bringing Personal Technology Devices to School:* Except for your approved 'Bring Your Own Device' (BYOx), bringing personal technology devices to school is not encouraged by the school, because of the potential for theft and general distraction. However, if they are brought to school, they must be turned off during assemblies and classes. Students in Years 7, 8 and 9 are not permitted to bring personal devices to school. Students in these year levels who need the devices to travel to and from school must hand them in at the office prior to school beginning.
- 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 Administration.
- Mobile Phone/ Smart watch Use in Class:* Phones and Smart watches must not be used in class to listen to music with headphones, or for social media, or to send or receive messages or phone calls, or in place of a BYOx device (personal mobile phones are not connected to the school internet system and therefore do not comply with Education Queensland's internet filter requirements).
- Some units of work may require the use of personal technology devices and the use of such in these classes will be communicated to students clearly. Recording of events in class is not permitted unless express consent is provided by the class teacher.
- Students who breach the school's technology policy may be required to hand their phone in to the office and will be issued a detention with their Year Level Coordinator. Students who have their device confiscated 3 times will require a parent to come and collect the device from administration.
- All student personal devices including phones and smart watches must be handed in during exams to the supervising teacher.

### **Relevant Laws for Students to be mindful of:**

- **Using a Carriage Service to Menace, Harass or Cause Offence:** Members of the school community are reminded that it is an offence under the Commonwealth Crimes Legislation Amendment (Telecommunications Offences and Other Measures) Act (No 2) 2004 to use a carriage service (e.g. phone conversations, text messaging or social media) to menace, harass or cause offence to others. Infringements under this legislation may result in referral to State and Federal law agencies.
- **Invasion of Privacy Act:** It is also important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.
- Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

### **What this means for students at Goondiwindi State High:**

- Any electronic communication that contains obscene language and/or threats may subject the sender to disciplinary action and possible referral to the Police. Students receiving such communication at school should ensure they keep the evidence and bring the matter to the attention of the school administration.
- Media on personal devices and recording of staff and students at school is a breach of the student code of conduct
- Students are not to:
  - use personal technology devices to record inappropriate behaviours or incidents take photos, audio, or video of students in school uniform or staff (even when consent has been obtained)
  - send or upload images or recordings of staff or students taken at school
  - use personal technology devices in examination rooms
  - bring to school any personal technology device on which inappropriate images or videos are stored
  - record any media in inappropriate areas (e.g. change rooms, toilets, or any other place where a reasonable person would expect privacy).

Devices potentially containing evidence of criminal offences may be reported to the Police. In such cases Police may take possession of such devices for investigation purposes. Students and parents will be advised to contact Queensland Police Service directly.

**Responsibility of the Owner:** The owner of the personal technology device is ultimately responsible for the safety and usage of the device. Devices are brought to school knowing that the Department has no insurance cover.

**Consequence for Mobile Phone misuse:** Permitted personal technology devices used contrary to this policy, will be dealt with in accordance with the Student Code of Conduct. Students using devices inappropriately will be required to hand them in to the office.

## Preventing and responding to bullying

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.

### 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 Goondiwindi 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 Goondiwindi 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.

To notify the school that bullying may be occurring, or you have witnessed bullying, a report must be made by contacting the relevant YLC or emailing [upstander@goondiwindishs.eq.edu.au](mailto:upstander@goondiwindishs.eq.edu.au) This email will go to all Year Level Coordinators, Head of Departments, Deputy Principals and Principal. The appropriate staff member will then be able to address the concerns raised. When sending this report, please include the following:

- Name of person being bullied or harmed
- Grade
- Date of incident
- Location of incident
- What happened
- Please also include any appropriate screen shots to support any cyber bullying.

## Bullying response flowchart for Goondiwindi State High School Staff

<b>Key contacts for students and parents to report bullying: Year 7 to Year 12 – Year level Coordinators</b>	
	<ul style="list-style-type: none"> <li>• Provide a safe, quiet space to talk</li> <li>• Reassure the student that you will listen to them</li> <li>• Let them share their experience and feelings without interruption</li> <li>• 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</li> </ul>
	<ul style="list-style-type: none"> <li>• Ask the student for examples they have of the alleged bullying (e.g. hand-written notes or screenshots)</li> <li>• Write a record of your communication with the student</li> <li>• Check back with the student to ensure you have the facts correct</li> <li>• Enter the record in OneSchool</li> <li>• Notify parent/s that the issue of concern is being investigated</li> </ul>
	<ul style="list-style-type: none"> <li>• Gather additional information from other students, staff or family</li> <li>• Review any previous reports or records for students involved</li> <li>• Make sure you can answer who, what, where, when and how</li> <li>• Clarify information with student and check on their wellbeing</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue</li> <li>• Make a time to meet with the student to discuss next steps</li> <li>• Ask the student what they believe will help address the situation</li> <li>• Provide the student and parent with information about student support network</li> <li>• Agree to a plan of action and timeline for the student, parent, and yourself</li> </ul>
	<ul style="list-style-type: none"> <li>• Document the plan of action in OneSchool</li> <li>• Complete all actions agreed with student and parent within agreed timeframes</li> <li>• Monitor the student and check in regularly on their wellbeing</li> <li>• Seek assistance from student support network if needed</li> </ul>
	<ul style="list-style-type: none"> <li>• Meet with the student to review situation</li> <li>• Discuss what has changed, improved, or worsened</li> <li>• Explore other options for strengthening student wellbeing or safety</li> <li>• Report back to parent</li> <li>• Record outcomes in OneSchool</li> </ul>
	<ul style="list-style-type: none"> <li>• Continue to check in with student on regular basis until concerns have been mitigated</li> <li>• Record notes of follow-up meetings in OneSchool</li> <li>• Refer matter to specialist staff if problems escalate</li> <li>• Look for opportunities to improve school wellbeing for all students</li> </ul>



## 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 is 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.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

### Possible civil or criminal ramifications of online commentary

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

### What about other people's privacy?

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

## What if I encounter problem content?

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

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

## Restrictive Practices

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.

School staff at Goondiwindi 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 deescalated 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.

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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:

- Regard to the human rights of those students
- Safeguards students, staff, and others from harm
- Ensures transparency and accountability
- Places importance on communication and consultation with parents and carers
- Maximises the opportunity for positive outcomes, and
- 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 Incident

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### Basic defusing strategies

- 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.
- Maintain calmness and respect: 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.
- 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.
- 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).
- Debrief: 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.
- If the student continues to escalate staff will remove other students from the area and make contact with administration as soon as possible.