



**THE IPSWICH**  
**State High School**

*Your Future – Right Here, Right Now*

**The Ipswich State High School**

# **Student Code of Conduct 2023-2027**

***Equity and Excellence: realising the potential of every student***

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

Queensland Department of Education

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## Endorsement

Principal Name: Ms Susan Taylor

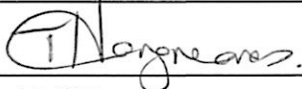
Principal Signature:



Date: June 2024

P/C President and-or School Council Chair Name: Tanya Hargreaves

P/C President and-or School Council Chair Signature:



Date: July 2024

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## Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to, and receive, a quality education. Ipswich State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. All community members have the right to feel safe, included and valued; where social and academic learning opportunities are provided for students to engage in quality learning experiences and acquire values supportive of their lifelong learning and wellbeing; and where behaviour expectations are defined, taught, modelled and reinforced. Students are encouraged to focus on their future and chosen discipline, right here and right now, through the school's breadth of academic, vocational and enterprise pathways.

The Ipswich State High School Student Code of Conduct sets out the responsibilities and processes used 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.

# Learning and Behaviour Statement

The Ipswich SHS Student Code of Conduct acknowledges that behaviour should be viewed within a context that recognises the many purposes and responsibilities of schooling. This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Behaviour is viewed as an integral part of the teaching process and not something that occurs in isolation. To focus on behaviour, we focus on how students learn most effectively and the best ways to teach the curriculum to cater for students' individual learning styles and basic needs. We believe that if Ipswich SHS offers quality programs and safe, supportive, disciplined learning environments, students will have the opportunity to maximise their potential.

Staff are provided with ongoing professional development and training throughout the year. Students are taught specific behavioural expectations in alignment with the school's philosophy. Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, expectations for student behaviour are clear and students are responsible for their behaviour choices, assisting Ipswich SHS to create and maintain a positive and productive learning and teaching environment.

## Student Wellbeing and Support Network

Ipswich SHS is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, ISHS has a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Ipswich SHS to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Students at Ipswich SHS are supported through positive reinforcement and whole school, targeted and intensive behaviour support, by the following personnel:

*Parents/carers, Teachers, Student Wellbeing Officers, Case Managers, Heads of Departments, Deputy Principals, Principal, Guidance Officers, School Chaplain, House Mentors, School Based Youth Health Nurse, Youth Workers, Youth Support Coordinators, Community Education Counsellor, Defence Transition Mentor, MPI Liaison Officer, African Liaison Officer, International & EALD support staff, Transition Officer, Attendance Officer, Student Leaders, and other support staff.*

Support is also available through government and community agencies, including but not limited to:

*Child Youth Mental Health, , Young People's Health, Women's Health, Kambu, Sexual Health, Aboriginal Legal Aid, Disability Services Queensland, Reconnect, Lifeline, Kid's Help Line, Parent Helpline, Family Planning, Eating Disorder Group, Rape Crisis Helpline, Ipswich Community Youth Service, Ipswich Youth Support Shelter, South West Legal Services, Children of the Dreaming, Pregnant and Parenting, ATODS, NOFFs, Department of Child Safety, Child Protection Investigation Unit, Juvenile Justice, General Practitioners, Paediatricians, Psychologists, Bremer TAFE, Apprenticeships Queensland and Get Set for Work.*

Parents who would like more information about the student support roles and responsibilities are invited to contact a Student Support HOD.

## Whole School Approach to Discipline

Ipswich SHS has implemented the *High Expectations Framework* as a 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 *High Expectations Framework* 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.

At Ipswich 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 Ipswich State High School Student Code of Conduct is an opportunity to explain the *High Expectations Framework* with parents and students and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of the *High Expectations Framework* can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

The *High Expectations Framework* is a key component of our Whole School Quality Teaching Model. Clear and consistent expectations are communicated to all school community members to outline their role in the educational process. Our *High Expectations Framework* embeds research based, school wide processes for teaching, reinforcing and managing behaviour that recognises and supports the diverse and complex needs of the school community.

Our school community has chosen the following core high expectations to develop a culture of responsible behaviour:

- Respect
- Responsibility

All members of our school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others at all times. The *High Expectations Framework* is consistently taught and promoted to staff, students and the community to create and maintain a positive and productive learning and teaching environment. Our plan respects the rights and responsibilities of all members of our school community and outlines their role in the educational process whilst ensuring consistency and fairness for all.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or the High Expectations Framework are encouraged to speak with a Student Support HOD or make an appointment to meet with a member of Administration.

The following document outlines The Ipswich State High School's community Rights and Responsibilities.

<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<p><b>All members of our school community have the right to:</b></p> <ul style="list-style-type: none"> <li>• Be respected and recognised as an individual.</li> <li>• Be treated with fairness, courtesy and respect.</li> <li>• Work in a clean, safe and respectful environment.</li> <li>• Be guided and supported through opportunities to improve their skills, abilities and experiences.</li> <li>• Feel safe, respected, healthy and valued.</li> <li>• Be proud of their individual and collective achievements.</li> <li>• Have personal property respected by others.</li> </ul>	<p><b>All members of our school community are expected to:</b></p> <ul style="list-style-type: none"> <li>• Value difference and diversity, recognising the unique attributes, skills and abilities of others.</li> <li>• Treat others with fairness, courtesy and respect.</li> <li>• Demonstrate personal actions that contribute to a clean, safe, respectful and responsible school environment.</li> <li>• Participate fully in all learning opportunities and strive to develop their skills, abilities and positive behaviours.</li> <li>• Act in a safe, non-threatening and non-violent manner.</li> <li>• Respect the property of others and the school.</li> <li>• Follow all school policies and procedures.</li> </ul>
<b>STUDENTS</b>	
<p><b>Students have the right to:</b></p> <ul style="list-style-type: none"> <li>• Receive high quality teaching and learning.</li> <li>• Learn without disruption.</li> <li>• Be informed about their progress and receive constructive feedback to improve their skills, abilities and behaviours.</li> <li>• Respectfully raise concerns in an appropriate forum and at an appropriate time.</li> </ul>	<p><b>Students are expected to:</b></p> <ul style="list-style-type: none"> <li>• Attend school every day and participate fully in their educational program.</li> <li>• Respect all staff by following directions.</li> <li>• Show initiative and take ownership for their own learning and behaviour.</li> <li>• Participate in a manner that respects the rights of others to learn and teach.</li> <li>• Behave and dress in a way that displays pride in their appearance, uniform and shows respect for themselves and their school.</li> <li>• Seek and act on feedback to continually improve their skills, abilities and behaviours.</li> </ul>
<b>PARENTS/CAREGIVERS</b>	
<p><b>Parents/caregivers have the right to:</b></p> <ul style="list-style-type: none"> <li>• Expect quality education for their student(s).</li> <li>• Be informed about their student's social and academic progress at school.</li> <li>• Be notified of absences from school.</li> <li>• Expect that their student will have the opportunity to participate fully in their educational program.</li> <li>• Be informed of any educational or behavioural difficulties.</li> <li>• Be afforded the opportunity to engage appropriately in their student's education and decision making.</li> <li>• Raise school related concerns in an appropriate manner with administration.</li> </ul>	<p><b>Parents/caregivers are expected to:</b></p> <ul style="list-style-type: none"> <li>• Monitor and commit to their student's academic and social performance, growth and development.</li> <li>• Ensure that their student attends on every school day; provide a note/telephone call to explain each absence and provide medical certification for missed assessment.</li> <li>• Ensure that their student brings appropriate materials required for learning.</li> <li>• Actively participate in their student's education and learning, working collaboratively with the school to achieve the best outcomes for their student.</li> <li>• Initiate and maintain constructive communication and relationships with school staff regarding their student's learning and wellbeing behaviours.</li> </ul>
<b>STAFF</b>	
<p><b>Staff have the right to:</b></p> <ul style="list-style-type: none"> <li>• Provide quality education in a safe, supportive and respected environment.</li> <li>• Be supported to develop their personal and professional skills and abilities.</li> <li>• Feel valued and supported as a professional within the school community.</li> <li>• Cooperation and support from students and parents/caregivers.</li> </ul>	<p><b>Staff are expected to:</b></p> <ul style="list-style-type: none"> <li>• Ensure high quality organisation and planning to provide relevant and challenging educational opportunities and programs to students that align with the school's pedagogical framework.</li> <li>• Assess, report constructively and provide feedback on student learning.</li> <li>• Create and maintain safe, supportive and respectful learning environments.</li> <li>• Foster positive and productive relationships with students, families and communities.</li> <li>• Commit to professional growth and development whilst supporting other staff with their learning.</li> <li>• Model professional behaviour and attire at all times.</li> <li>• Adopt school wide practices to promote consistency across the school.</li> </ul>

Ipswich SHS implements the following proactive and preventative processes and strategies on an ongoing basis to support student behaviour:

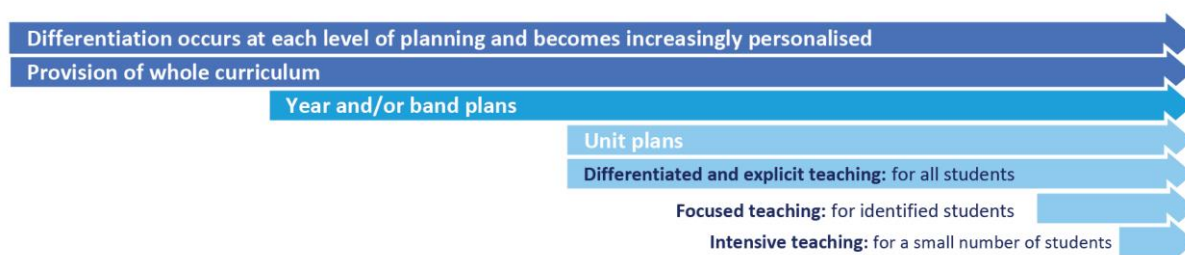
- Students are explicitly taught, modelled and reinforced school wide expectations in alignment with the *High Expectations Framework*;
- Staff use 'Essential Skills in Classroom Management' (ESCM's);
- Staff have awareness of and use of trauma informed practice through the *Hunter St Model*
- Case Management to provide targeted support to identified students;
- Comprehensive student/parent enrolment and induction programs;
- Information is shared through multiple communication methods including the Student Diary, student assemblies, emails, school newsletter and social media platforms that enable parents/community to be informed about the school behaviour expectations;
- Professional development/induction for staff/students in relation to Ipswich SHS's Student Code of Conduct and *High Expectations Framework*;
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (*Digital Media Policy and Digital Media and Social Media User Agreement*)
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (*Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)*)

## **Differentiated and Explicit Teaching**

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

Teachers at Ipswich SHS 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 our differentiated approach to behaviour. Tier 1 is differentiated and explicit teaching and reinforcing for all students through our Tier 1 supports (including, but not limited to, First Five, Expectations Matrix, Zones of Behaviour, Universals, Fortnightly Focus, The SWITCH Scale, Conflict Resolution Strategies and reinforcement systems). 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.

The school wide expectations teaching matrix below outlines specific behavioural expectations in school and community settings. Whilst not an exhaustive list, it is used as the basis of teaching behavioural expectations throughout the year and revisited regularly to address any new or emerging issues.



## EXPECTATIONS MATRIX

Time / Place	RESPECT	RESPONSIBILITY
<b>ALL SETTINGS</b>	<ul style="list-style-type: none"> <li>Follow all staff instructions immediately</li> <li>Act/speak politely and respectfully to others at all times</li> <li>Respect the personal space and privacy of others</li> <li>Keep hands, feet and other objects to yourself, including and respecting others' equipment and belongings</li> <li>Treat all property with respect</li> <li>Respect your school environment</li> <li>Be in the right place at the right time</li> <li>Leave your area tidy and clean</li> <li>Respect boundary areas</li> </ul>	<ul style="list-style-type: none"> <li>Behave in a manner that upholds and promotes the positive reputation of the school</li> <li>Wear your uniform correctly and with pride</li> <li>Be honest and take responsibility for your words and actions</li> <li>Follow all school policies and procedures</li> <li>Report accidents or safety concerns to staff immediately</li> <li>Maintain an environment that is safe and non-threatening</li> <li>Aim to improve your personal best</li> <li>Take responsibility for your learning by attending, actively participating and engaging in all school activities</li> <li>Stairwells and verandas to be used for transitions only</li> </ul>
<b>CLASSROOM</b>	<ul style="list-style-type: none"> <li>Respect the rights of others to learn and teach</li> <li>Raise hand when asking/answering a question</li> <li>Hats off in school buildings</li> <li>Obtain teacher's permission to leave the classroom, note in diary and return promptly</li> <li>Use all equipment correctly</li> <li>Food and drink (water excepted) are to remain in school bags</li> </ul>	<ul style="list-style-type: none"> <li>Allow others to participate without interruption</li> <li>Be on time and prepared for all classes - bring necessary equipment</li> <li>Follow set classroom procedures</li> </ul>
<b>LIBRARY</b>	<ul style="list-style-type: none"> <li>Wait outside for your teacher to let you in for class times and lunch breaks</li> <li>Respect other learning spaces by remaining in your designated library area</li> <li>Use of quiet, inside voices</li> </ul>	<ul style="list-style-type: none"> <li>Follow procedures for borrowing materials before leaving the library</li> <li>Return borrowed materials undamaged and by their due date</li> </ul>
<b>TRANSITIONS</b> (movement to & from classes)	<ul style="list-style-type: none"> <li>Respectfully move throughout the school with minimal disturbances</li> <li>Keep to the left when using pathways/stairwells</li> <li>Use footpaths and designated walkways when entering / exiting the school</li> </ul>	<ul style="list-style-type: none"> <li>Use diary/movement log when not in class</li> <li>Use pedestrian crossing/lights to cross the road</li> <li>Be aware of vehicles</li> </ul>
<b>NON-CLASSROOM</b>		
<b>Parade</b>	<ul style="list-style-type: none"> <li>Sit quietly in designated area and listen attentively</li> <li>Show respect for peers and staff by applauding appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Remove hat</li> </ul>
<b>Canteen</b>	<ul style="list-style-type: none"> <li>Pay for all items you select</li> <li>Line up in a sensible manner and wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Only be in the area if you are buying food/drink</li> </ul>
<b>Toilets/Bathrooms</b>	<ul style="list-style-type: none"> <li>Respect the privacy of others</li> <li>Treat facilities with respect; use toilets and wash basins appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Report vandalism/damage immediately to Student Hub or Student Services</li> <li>Practice good hygiene</li> </ul>
<b>Grounds/Ovals</b>	<ul style="list-style-type: none"> <li>Eat food in appropriate areas and place rubbish in bins</li> <li>Share equipment /space and allow others to participate in activities</li> </ul>	<ul style="list-style-type: none"> <li>Ball games played only on ovals</li> <li>Non-contact games/sport only to be played</li> <li>Store bikes, scooters and skateboards in allocated areas</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>Line up in two lines behind the yellow line</li> <li>Join the line respectfully</li> <li>Wait until staff instruct you to walk to the bus</li> </ul>	<ul style="list-style-type: none"> <li>Remain in the undercover designated area</li> <li>Act safely on you journey home</li> </ul>
<b>Office and Staffrooms</b>	<ul style="list-style-type: none"> <li>Show courtesy and respect to others through words and actions</li> </ul>	<ul style="list-style-type: none"> <li>Follow sign in and sign out process</li> <li>Wait quietly and in line for your turn</li> </ul>
<b>In the Community/Excursions/To and From School/Extra-Curricular Activities</b>	<ul style="list-style-type: none"> <li>Always wear correct school uniform unless otherwise stated</li> </ul>	<ul style="list-style-type: none"> <li>Follow school procedures for signing in and out</li> <li>Return permission forms and make payments (if relevant) by due date</li> <li>Follow transport Code of Conduct</li> <li>Follow all traffic laws and make safe choices using designated pathways and crossings</li> <li>Protect your personal identity and be safe with those you interact with</li> <li>Follow Social and Digital Media User Agreement signed on enrolment</li> <li>Stay on task when using technology</li> <li>Label, save and back up work</li> <li>Only post images and words that will enhance yours and the school community's digital footprint</li> <li>Follow laws and site policies</li> <li>Keep your password secret</li> </ul>
<b>Cyberspace and social media</b>	<ul style="list-style-type: none"> <li>Report any unsafe online behaviour to Student Hub</li> <li>View and send only appropriate messages and information</li> </ul>	

To support the Expectations Matrix, key processes are implemented to teach, reinforce and manage student behaviour on an ongoing basis. The intent of the key processes is to ensure that students are provided a transparent and consistent approach to the management of their behaviour within the classroom and school community. These processes include:

## The Universals

Universal behaviours outline to students how to act respectfully and responsibly when:

### Entering the classroom



#### ENTERING THE CLASSROOM



- Wait quietly in two straight lines
- Materials out of bag including diary, laptop, workbook and pen
- Remove hat and place bag in designated area
- Take your designated seat
- If you are late, get your equipment out, knock and then wait at the door

### In the classroom



#### IN THE CLASSROOM



- Write the learning goal into your workbook
- Remain seated unless discussed with your teacher
- Raise your hand to ask questions
- Carry out all tasks and activities as instructed
- Avoid disrupting others' learning
- Use your diary/movement log for any out of class movement

### Exiting the classroom



#### EXITING THE CLASSROOM



- Ensure all homework is written in your diary
- Pack up materials
- Leave the floor clean and free of rubbish
- Put all equipment and furniture back in place
- Stand quietly behind your desk, chair pushed in
- Wait quietly for teacher direction to leave the classroom

## IT Universals



### IT UNIVERSALS



**Before:**

- Have your charged device and required equipment ready

**During:**

- Screen to teacher when instructed
- Only open required apps


**After:**

- Save & sync
- Close apps and programs
- Store device in protective case

**Home:**

- Check class platforms
- Shutdown and charge device

## Playground Universals



**PLAYGROUND UNIVERSALS**

Use respectful language and act safely when interacting with others


Support your peers to be responsible school citizens when conflict happens

Treat school property with respect

Respect the school environment by placing all rubbish in school bins

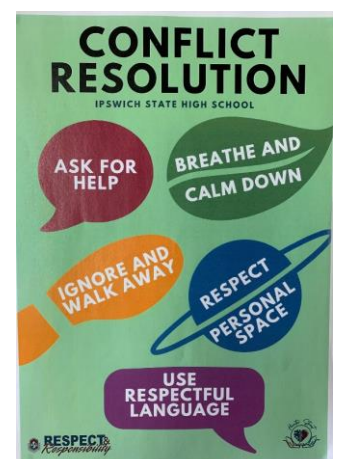
Be responsible by remaining in student designated areas

Participate in playground activities fairly and responsibly



## Conflict Resolution Playground Signposts and Classroom magnets, posters and wall stickers:

Expected Universal behaviours to implement when confronted with conflict in the classroom and school grounds:



## The Zones of Behaviour

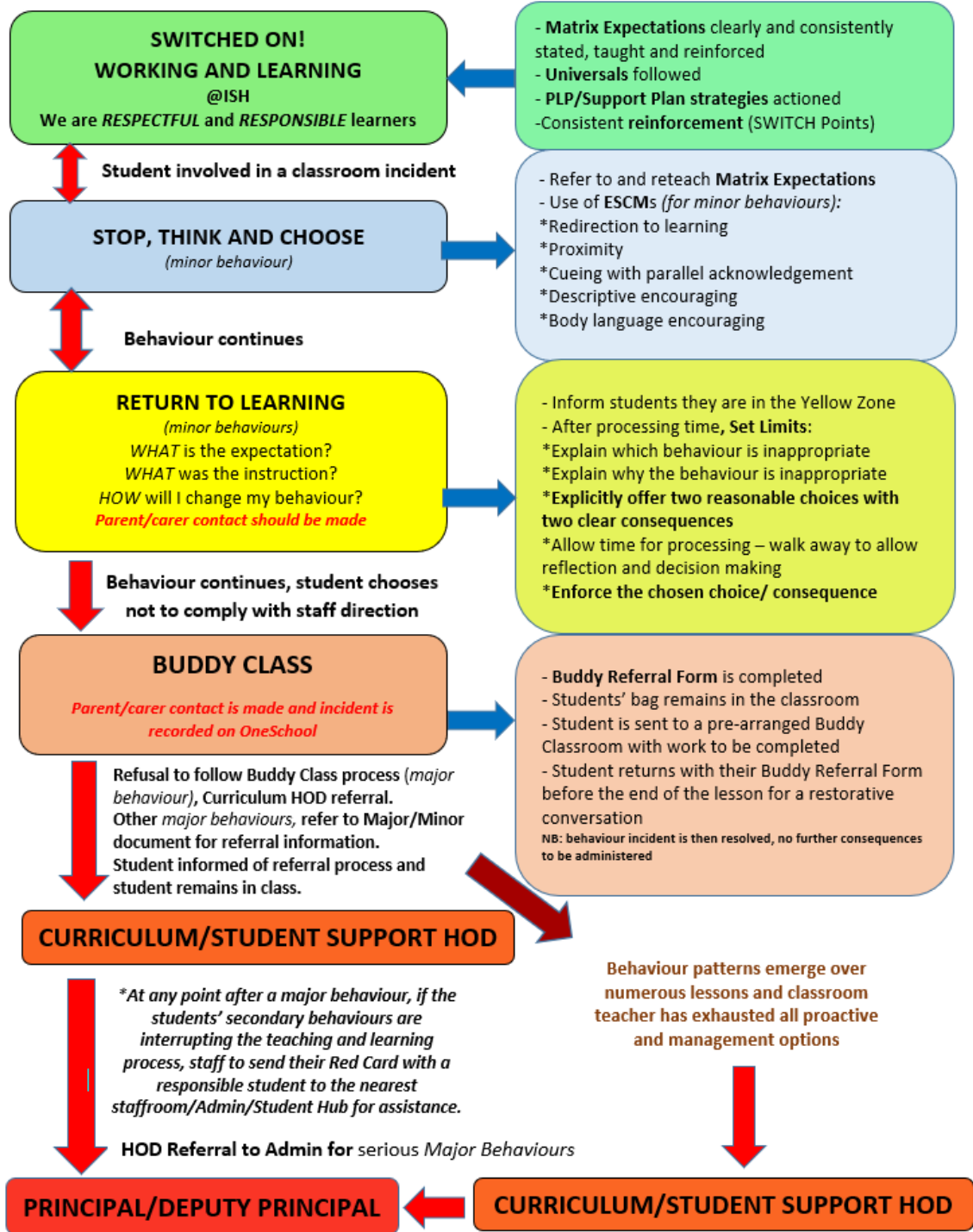
This explicit model consistently guides both students and staff through the reinforcement and management of expected behaviours. Students are expected to demonstrate respectful and responsible behaviour and remain in the green zone at all times. When a student exhibits minor and infrequent problem behaviour,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

Behaviour	Zone	Outcome
<ul style="list-style-type: none"> <li>I am demonstrating:               <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul> </li> </ul>	<p align="center"><b>SWITCHED ON! WORKING AND LEARNING</b></p>	<ul style="list-style-type: none"> <li>I will be positively reinforced with staff actions such as:               <ul style="list-style-type: none"> <li>Verbal/non-verbal praise</li> <li>SWITCH Points</li> <li>ISHS Postcard home</li> <li>Home contacted</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>I may be off task, or have shown a lack of regard for expectations in either the classroom, school grounds or the community.</li> </ul>	<p align="center"><b>STOP, THINK AND CHOOSE</b></p>	<ul style="list-style-type: none"> <li>Staff will inform me that I am in the Blue Zone. Staff will remind and reteach me the school expectations.</li> <li>Staff may also:               <ul style="list-style-type: none"> <li>Give a detention</li> <li>Contact home</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>I have chosen not to correct my behaviour after being retaught expectations by staff. I am refusing to engage with the learning or expectations of the school environment.</li> </ul>	<p align="center"><b>RETURN TO LEARNING</b></p>	<ul style="list-style-type: none"> <li>Staff will inform me that I am now in the Yellow Zone.</li> <li>Staff will manage my behaviour by setting limits (which may include additional actions to support the correction of my behaviour).</li> </ul>
<ul style="list-style-type: none"> <li>I have CONTINUALLY refused to comply with classroom/school expectations.</li> </ul>	<p align="center"><b>BUDDY CLASS</b></p>	<ul style="list-style-type: none"> <li>Staff will complete a Buddy Referral Form and direct me to a buddy class with work to be completed. My bag will remain in my classroom and I will return with my work completed and the Referral Form to my teacher before the end of the lesson.</li> <li><b>Home will be contacted</b></li> <li>Staff may also implement additional actions to support me with my behaviour.</li> </ul>
<ul style="list-style-type: none"> <li>I have chosen not to engage in staff directed intervention processes.</li> </ul>	<p align="center"><b>CURRICULUM HOD/ STUDENT SUPPORT HOD</b></p> <p align="center"><b>PRINCIPAL/ DEPUTY PRINCIPAL</b></p>	<ul style="list-style-type: none"> <li>My behaviour will be referred to the <b>Curriculum HOD</b> or <b>Student Support HOD</b> who may manage my behaviour by:               <ul style="list-style-type: none"> <li>HOD Detention</li> <li>Admin Detention</li> <li>Suspension</li> </ul> </li> <li><b>OR</b></li> <li>Other consequences outlined in the <i>ISHS Student Code of Conduct</i></li> <li><b>Home will be contacted</b></li> </ul>
<ul style="list-style-type: none"> <li>I have chosen to engage in behaviours that are considered major breaches of <i>ISHS Student Code of Conduct</i></li> </ul>		<ul style="list-style-type: none"> <li>My behaviour is managed by <b>Deputy Principal</b> and/or <b>Principal</b> – potential consequences may include suspension and/or exclusion.</li> </ul>



**ZONES OF BEHAVIOUR STAFF REFERRAL GUIDE**

**STAFF RESPONSIBILITIES:**



## **School Wide Positive Recognition Initiatives**

At Ipswich SHS, communication of our key behavioural expectations is supported through reinforcement, which provides students with feedback and recognition for engaging in expected behaviour. A formal recognition system which includes reinforcement initiatives has been implemented. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and recognition. These include:

- Verbal and nonverbal acknowledgment
- SWITCH point reinforcement program
- Communication with parent/carer
- Positive Postcards home
- Reward Days
- 'Let it Rain' Days
- Attendance Awards
- Semester Academic Awards
- Student Achievement Awards
- Leadership Roles

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

- Students
- Parents and caregivers
- Staff
- Volunteers
- School community

Processes and procedures for upholding the Ipswich SHS Student Code of Conduct are defined in terms of the interlocking roles and relationships between:

- Teachers
- Student Wellbeing Officers
- Case Managers
- House Mentors
- Guidance Officers
- Support personnel including Teacher Aides, other non-teaching staff (eg. Chaplain, Youth Workers, Youth Support Coordinator, Administration Staff, School Based Police Officer, School Youth Based Health Nurse) and external agency staff
- Heads of Departments - Curriculum and Student Support
- Deputy Principals
- Principal

## **Consideration of Individual Circumstances**

Staff at Ipswich SHS 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 equitable. For example, some students may require 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 staff and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

## **Focused Teaching**

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

Focused behaviour support occurs around a specific setting, issue, student or group of students. Development and implementation of focused support is team based and develops strategies that prevent or minimise the occurrence. 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. Where focused or individual support occurs in the classroom setting this support is in alignment with our *High Expectations Framework*.

Some students in this targeted group are case managed. These students attend their normal scheduled classes and activities with appropriate adjustments as required. However, they have increased opportunities to receive positive contact with adults and additional support strategies implemented consistently in the school environment. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

Student support is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with ongoing professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support. For more information about these programs, please contact a Student Support HOD or Deputy Principal.

## **Intensive Teaching**

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment 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 a case manager who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.



# Legislative Delegations

## Legislation

In this section of the Ipswich SHS Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

## Delegations

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

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as Deputy Principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

## Disciplinary Consequences

The disciplinary consequences model used at Ipswich SHS follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class re-teaching, expectation reminders, corrective feedback and sanctions 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, expectation reminders, in-class corrective feedback and sanctions, 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 their Curriculum HOD or Student Support HOD 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 different 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

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

- Pre-correction and re-teaching of expectation (e.g. "Remember, walk quietly and respectfully to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Waiting and scanning
- Whole class practising of routines and expected behaviours
- Positive reinforcement to students/classes demonstrating expected behaviours
- Cueing with parallel acknowledgement
- Corrective feedback and re-teaching of expectation (e.g. "In this class we respect others, please raise your hand when you want to ask a question")
- Expectation reminders (e.g. "Remember our Universals, when the bell goes, wait quietly until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil and begin writing")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student); selective attending
- Revised seating plan and relocation of student/s
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give appropriate '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 use Time Out card if appropriate
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Demonstrate and model expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Setting of limits (two choices with two clear consequences)
- Private discussion with student about expected behaviour
- Restorative chat on return from Buddy Class
- Reprimand for inappropriate behaviour
- Loss of privilege (e.g. unable to complete preferred task)
- Warning of more serious consequences (e.g. removal from classroom)
- Lunchtime detention
- Phone call home

### **Focussed**

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies
- Case Management support strategies (Student Support Plan)
- Targeted skills teaching in small groups and programs e.g. HOLA, RAGE, Shine
- Reinforcement schedules; SWITCH points
- Detention (Teacher/HOD/Administration)
- Outside School Hours Detentions
- Guidance/Psychologist support
- Daily monitoring plan
- Time Out card
- Check in strategy
- Teacher coaching and debriefing
- Stakeholder meeting with parents and external agencies

### **Intensive**

School leadership team (in most cases in consultation with external support agencies) work 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 who 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.

At Ipswich SHS we make systematic efforts to prevent inappropriate or unacceptable behaviour by consistently teaching and reinforcing expected behaviours. When behaviour incidents occur, it is important that consequences are transparent. The school seeks to ensure that responses to

inappropriate or unacceptable behaviour are consistent, equitable and proportionate to the nature of the behaviour.

**Behaviour** incidents are recorded on OneSchool.

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

**Major behaviours** are those that significantly violate the rights of others to learn and/or be safe, respectful and responsible. Major behaviours are referred directly to the Heads of Department as outlined in the Staff Referral Guide.

### Classification of OneSchool Categories

The following table outlines major and minor behaviours:

One School Category	Minor/ Major	ISHS Behaviour Definition/Examples
Abusive Language	Minor	Student delivers verbal messages that include low level inappropriate language or use of words in an inappropriate way.
	Major	Aggressive, inappropriate language directed at a peer or staff member; including threatening or intimidating written, verbal or non-verbal communication.
Academic Misconduct	Minor	Student inappropriately and falsely demonstrates their learning. Examples include cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism, use of AI Bots <b>at the draft or formative assessment level.</b>
	Major	Student cannot provide evidence that the work submitted is their own work. Examples include cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism, use of AI Bots.
Bomb Threat/ False Alarm	Major	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.
Bullying	Major	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.
Defiance	Minor	Minor, non-adherence to basic school routines, procedures and instructions given by school staff.
	Major	Student refuses to follow directions given by school staff. Deliberate refusal to adhere to school routines, policies, procedures and staff instructions. Includes leaving class/school grounds without permission.
Disrespect	Minor	Student intentionally delivers socially rude or dismissive messages to adults or students.
	Major	Persistent minor behaviours that do not desist after repeated teacher intervention.
Disruption	Minor	Low intensity but inappropriate interference that causes an interruption in a class or school activity or event.
	Major	Persistent behaviour causing an interruption to learning in a class or activity causing the teacher to stop teaching for a prolonged period of time.
Dress code	Minor	Isolated wearing of clothing or jewellery items that are not school uniform as per the ISHS Uniform and Dress Code; wearing the school uniform inappropriately.
	Major	Deliberate, ongoing breach of ISHS Uniform and Dress Code; deliberate defacing of ISHS Uniform.

Harassment	Major	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.
Physical Aggression	Minor	Inappropriate contact without intention to cause harm, which may include playful pushing, shoving, barging, rough-housing which may be directed towards peers, adults, visitors or animals; or flora or fauna.
	Major	Student intentionally engages in actions involving physical contact with others where injury may occur. This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.
Falsifying Documents	Major	Student intentionally creates, changes or modifies a document with the intention of misleading. It may include signing a person's name without that person's permission.
Property misuse causing risk to others	Minor	Incorrect possession and/or use of equipment/property including own, others and school-owned materials in any context other than the purpose for which it was intended; unintentional but reckless behaviour that may cause a risk of injury or ill-health to others.
	Major	Deliberate misuse of equipment/furniture to cause damage/harm to self, others or property. E.g., behaviour involving throwing objects or using objects in an unsafe manner causing injury.
Property Damage	Minor	Damage/misuse of school property that does not inhibit its intended use or appearance.
	Major	Destruction, damage or disfigurement of property.
Refusal to participate in educational program of instruction	Minor	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school. E.g., isolated, non-completion of assigned tasks and non-assessable items.
	Major	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school. E.g., persistent refusal to complete assigned tasks; non submission of assessable items; persistent refusal to complete assigned tasks.
Substance misconduct involving tobacco and other legal substances	Minor	Student is in possession of prohibited items that students are legally permitted to have. E.g., Slurpees.
	Major	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements. This includes vapes and being under the influence of prohibited substances.
Substance misconduct involving illegal substances	Major	Student is in possession of, has supplied or is using illegal drugs/substance/imitations or implements.
Technology Violation	Minor	Using an electronic device in an unsafe, disrespectful or irresponsible manner that breaches minor components of the ISHS Digital Media Policy and Social and Digital Media User Agreement
	Major	Using an electronic device in an unsafe, disrespectful or irresponsible manner that breaches major components of the ISHS Digital Media Policy and Social and Digital Media User Agreement. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.
Theft	Minor	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.
	Major	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone

		else's property without permission and without intent to return the item. Includes theft in the community.
Use/possession of combustibles	Minor	Student is/was in possession of substances/objects readily capable of causing minor bodily harm and/or property damage.
	Major	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g., matches, lighters, firecrackers, petrol, lighter fluid, aerosols).
Truancy – Out of class	Minor	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (e.g., an unauthorised absence). E.g., not attending a timetabled class
	Major	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (e.g., an unauthorised absence). E.g., leaving class without permission, persistent truancy over multiple lessons.
Truancy – Out of School	Major	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (e.g., an unauthorised absence e.g., leaving school grounds without permission.
Use/possession of weapons	Major	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.

## 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 Ipswich SHS, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school 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 Ipswich SHS may be invited to attend a re-entry meeting prior to their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/carers, back to the school. It is **not a time** to review 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 review the student's behaviour and provide proactive support, setting the student up for future success and strengthening home-school communication.

### Arrangements

An invitation to attend a re-entry meeting will be communicated via telephone/SMS and in writing, usually via email or letter. Re-entry meetings are kept small, usually with only the Principal or their delegate attending with the student and their parent/carers. A record of the meeting is saved in OneSchool.

### Structure

The structure of the re-entry meeting usually follows an agenda, an example of which is outlined below. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/carers 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)
- Set a date for follow-up
- Thank student and parent/carers for attending

### 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

Ipswich SHS 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
- Mobile phone 'Away for the Day' policy
- Digital Media Policy
- Appropriate use of social media
- Digital Media and Social Media User Agreement
- Preventing and responding to bullying
- Supporting Gender Diverse Students 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 and 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 Ipswich SHS 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/replica guns or weapons
- Potentially dangerous items (e.g., blades, rope, steel rulers, scissors)
- Illegal substances/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).
- Slurpees, soft drinks, energy drinks and/or fast-food beverages
- Permanent markers
- Laser pointers
- Shisha pens
- Liquid paper
- Chewing gum
- Water bombs
- Tasers
- Vapours; pod vapes; vape pens; box mods; vaporizers ; e-cigarettes



\* 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 (medication to be labelled with students name and dosage information) to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

## **Responsibilities**

### **School staff** at Ipswich SHS:

- do not require the student's consent to search school property such as 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 or prohibited item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling QPS;
- 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, QPS and the student's parents should be called to make such a determination.

### **Parents/Carers** of students at Ipswich SHS:

- 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 Ipswich SHS Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of your child and/or others at risk
  - does not preserve a respectful, responsible, 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 school staff that the property is available for collection.

### **Students** of Ipswich SHS:

- 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 Ipswich SHS Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of yourself and/or others at risk
  - does not preserve a respectful, responsible, 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 school staff if it is available for collection.

## Mobile Phone 'Away for the Day' Policy

Ipswich State High School has established an "Away for the Day" policy for mobile phones and other devices following decisions made by the Queensland Government, and supported by the Department of Education.

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

This document does not apply to personal or school-owned devices, such as iPads, tablets or laptops, that are approved for educational use as part of the school's Bring Your Own Device (BYOx) policy.

### **Purpose**

This document:

- outlines the requirement for all Queensland State School students to keep mobile phones switched off and 'away for the day' whilst on school grounds and while attending school activities, such as representative school sport, excursions and camps
- outlines the requirement for all students to switch off notifications on wearable devices, including smartwatches when on school grounds and while attending school activities, such as representative school sport, excursions and camps
- provides guidance for staff in managing student mobile phones and wearable devices that are brought to school, and
- provides guidance on the application of exemptions for students who require access to their mobile phone or wearable device during the school day.

### **Overview**

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

'Away for the Day' aims to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- support schools to create safe and supportive learning environments that prioritise student engagement and wellbeing
- encourage increased face-to-face social interactions between students
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times, and
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, distributing and/or accessing harmful content, or breaches of personal privacy.

### **Student use of mobile phones and wearable devices at school**

From Term 1 2024, all state school students must keep their mobile phones switched off and 'away for the day' during school hours.

- Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.
- This document also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.
- Students may only use their mobile phone or have wearable device notifications enabled during these times if they are participating in a teacher-led educational activity or have an approved exemption for medical, disability and/or wellbeing reasons.
- Students participating in activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

## **Bringing mobile phones and wearable devices to school**

Students are permitted to bring mobile phones and wearable devices to school to:

- support safe travel to and from school
- make contact with parents, friends and part-time employers outside of school grounds

## **Storage and loss or damage to mobile phones or devices**

- The school makes no provision for the storage of student mobile phones or other personal devices, except for the safe keeping of devices confiscated for a breach of this policy under the school's Student Code of Conduct and in compliance with the Temporary removal of student property by school staff procedure.
- Students' personal devices brought to school are at the risk of the student, save for matters to which the school's Student Code of Conduct may apply, for example, the theft or wilful damage to a student's device.
- In any circumstance, the school is not responsible for the replacement of the device, or compensation to the student or parent for any loss or damage to a device the student brings to school.

## **Exemptions**

The Department of Education consulted with key stakeholder groups to develop a list of exemptions for instances where students may require access to, and use of a mobile phone or wearable device during the school day.

- Parents or carers may apply on behalf of the student for an exemption to the "away for the day" policy and the student must only use their mobile phone or wearable device for the intended, Principal approved, purpose.
- Principals will consider requests for exemption received from students or parents on a case-by-case basis. When considering an exemption request, the principal may seek additional information to support the need for the student to access their mobile phone or wearable device during the school day.
- Exemptions may be temporary, for a fixed period, or for a student's on-going individual circumstances. Consideration of individual circumstances will be given, including where:
  - the mobile phone or wearable device is used by the student to monitor or manage a medical condition (in accordance with the Managing students' health support needs at school procedure)
  - the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties
  - the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, e.g., navigation or object/people identification applications
  - the mobile phone or wearable device is approved through the case management process as an agreed adjustment for a student with English as an additional language or dialect
  - Exemptions issued will be documented in the student's OneSchool Support Provisions tab and communicated to school staff, including temporary relief staff, including details of how and when a student may access their mobile phone or wearable device
  - Where an exemption is not approved and the student or their parent expresses dissatisfaction with the decision, information about how to make a complaint and how a complaint will be managed will be made available in accordance with the Customer complaints management procedure.

## **General exemption from "Away for the day" policy**

It is acknowledged that the use of mobile phones and wearable devices can support the school's teaching and learning programs by providing valuable learning experiences for students, as well as supporting day-to-day school operations.

At Ipswich State High School:

- Teachers may give permission for students to use their mobile phone or wearable device in the classroom, for a specific and agreed educational purpose after considering whether the same outcome can be achieved using student or school-owned devices approved for educational use as part of the school's BYOx policy

- The Principal [or delegate] may on a case-by-case basis, determine to allow students access and use of mobile phones and wearable devices during school representative sports, camps or excursions at specified and supervised times (in accordance with the School excursions procedure).

Students are NOT permitted to, and there will be NO exemption granted to allow students,:

- to connect their mobile phone to the school's network, or
- to use their device to "hot spot" their school provided or BYOx device, ensuring students only use their mobile phone or wearable device for the intended and agreed purpose. (See the school's Acceptable Use policy).

### **Maintaining the "Away for the Day" policy**

A whole-school approach consistent with the school's Student Code of Conduct will be adopted to ensure the school:

- promotes the safe, respectful and positive use of mobile phones and other technology through delivery of the Australian Curriculum and specific programs focused on digital literacy.
- manages inappropriate online behaviours or reputation management incidents where the primary concern is the safety and wellbeing of the students and/or staff members involved.
- enforces consequences for breach of this policy which are outlined in the school's Student Code of Conduct.
- ensures that the temporary removal of mobile phones and/or wearable devices from the student requires they are stored and retained in accordance with the department's Temporary removal of student property by school staff procedure.
- Parents are reminded of how important it is to work together and coordinate.
- in cases of emergency, contact with their child (defined as a crisis, predicament, urgent situation), is via the school's Student Services Office
- they should not interrupt the school day with unnecessary or non-emergent contacts. Matters of daily routine or messaging that can reasonably wait until the end of the school day should be left to that time of day.
- that if a student becomes ill at school, or any other situation where a student may need to contact a parent or carer that Student Services remains the only point of contact for students in order to ensure the parent is reached quickly.

### **Mobile phones and wearable devices: A guide for students**

- During the school day from when students enter/exit school grounds, mobile phones and electronic devices must be switched off and may not be used (except at the direction of the teacher as part of the learning program).
- Mobile phones must be kept out of sight. Wearable devices must have notifications switched off.
- Mobile phones and other devices such as smart watches with Bluetooth or wireless connection capability must NOT be used in class time to
- "hotspot" to bypass the school's network,
- play music or video other than that as directed by a teacher, or
- stream music to a wearable device such as in-ear headphones.

At break times

- Mobile phones and wearable devices may not be used for any purpose including the taking of videos or still photograph images, and must remain switched off and out of sight.
- Students are responsible for the safe keeping of their personal items including mobile phones and wearable devices.
- Where the student elects to keep the phone on them during the day, the device must be out of sight in a bag.
- During exams, all mobile phones are to be turned off and smart watch notifications turned off and silenced and remain in the student's bag or handed to the supervising teacher.

### **Where a student does not follow this school policy**

- Where the student is unable to produce an exemption card, a mobile phone or electronic device made visible or mis-used in class or in the playground will result in the student being directed to hand the item into Student Services where it will be logged and remain there until collected by the registered parent or carer. A lodgement receipt will be provided to the student to show to the teacher.
- Failing to comply with this reasonable instruction will result in disciplinary consequence under the school's Student Code of Conduct

### **Persistent breach of the "Away For The Day" policy**

- On the third occasion this occurs, the student will face a probable suspension for failing to follow a reasonable instruction from a teacher or staff member.
- On any further occasion this breach occurs, disciplinary consequences may be applied under the school's Student Code of Conduct

### **Legislation**

- Education (General Provisions) Act 2006 (Qld)
- Education (General Provisions) Regulation 2017 (Qld)
- Human Rights Act Qld (2019)

## Digital Media Policy

This policy reflects the importance the school places on students displaying Respect and Responsibility whenever they are using digital media devices. The use of personal electronic devices\* must remain restricted. The use of personal iPads, laptops or tablets must be negotiated with the school and the Bring Your Own Device (BYOD) agreement must be signed.

If students choose to bring electronic devices to school, the following rules apply:

- Devices are brought to school at student's own risk. The school accepts no indemnity or responsibility for devices that are lost, stolen or damaged. Safe custody of these devices is only provided at Student Services.
- As per the Department of Education's 'Away for the Day' policy, students must not use their mobile phones or other electronic devices upon entry to the school grounds.
- Students must display courtesy, consideration and respect for others when using electronic devices.
- Any mobile phones or other electronic devices that are observed by a staff member will result in the offending student being sent to the office to hand in the item. The device must be collected by a parent or carer. Student refusal to comply with this request will result in a Red Zone referral in accordance with the Student Code of Conduct.
- Appropriate action, in accordance with the Student Code of Conduct (which may include referral to QPS) will be taken against any student who engages in inappropriate use of an electronic device including online behaviour (including out of school hours) that affects the good order and management of the school
- This policy also applies to students during excursions, camps, extra-curricular activities or at any time when they are representing the school.
- Devices potentially containing evidence of criminal offences will be reported to the QPS. In such cases, Police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Services (QPS) directly. Devices confiscated for purposes of disciplinary investigation will be only returned to a parent/carers.
- 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 an exemption with the school's Administration Team.

A student at school who uses recording devices to record private conversation, ordinary school activities or violent, illegal or embarrassing matter capable of bringing a person or the school into disrepute is considered to be in breach of the policy. It is 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 they are not a party to publish or communicate the substance or meaning of the conversation to others. Even when consent is obtained for such recording, the school will not tolerate images or sound captured by devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, or the purpose of bullying/cyberbullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or
- knowingly being a subject of a recording

will face appropriate action, in accordance with the Student Code of Conduct. Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving minors), is against the law and if detected by the school will result in a referral to QPS.

\*Electronic devices include, but are not limited to, mobile phones, iPods, smart watches, Fitbits, Bluetooth devices, portable gaming devices, recording devices, speakers and devices of a similar nature. This does not include devices covered under the BYOD processes

## 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 (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.



## Digital Media and Social Media User Agreement

Students and staff at Ipswich SHS understand that the internet can connect them to information stored on computers around the world. The Ipswich SHS community must also understand that while the school has its own Facebook and Instagram pages, all content is approved by the site administrator, and open access is disallowed. Parents/carers must sign a separate Social Media Agreement on enrolment in order for students to be given approval to appear on these sites.

While accessing the Internet, any computer in the school or laptop provided by the school:

- You must not search for anything that is illegal, dangerous or offensive, or engage with unauthorised social media platforms
- If you accidentally come across something that is illegal, dangerous or offensive, you must: clear any offensive pictures or information from the screen; and immediately, quietly, inform the closest or appropriate staff member
- Information published on the Internet may be inaccurate or may misrepresent a person or situation, thus care must be taken in the use of this information
- All students and staff should abide by copyright laws. You must not break copyright laws by copying and/or redistributing another's work, and you must not use another person's work without correctly acknowledging it

When using Education Queensland equipment or platforms student and staff should not:

- Run programs other than those provided on the system menu, including any unauthorised social media platforms
- Communicate with non-school personnel without permission from a staff member (students only)
- Attempt to bypass Education Queensland filters
- Deliberately attempt to physically deface, disable or destroy computers, peripherals (including all cabling or other network hardware/software
- Destroy or modify data of another user or network site
- Create or transmit computer viruses
- Reveal your own or another person's details
- Reveal your login code or password to anyone
- Attempt to use/enter another person's account
- Copy files onto the network without permission
- Stream data such as videos, music, webcam etc.
- Use digital and/or social media to harass or offend anyone else by using obscene, threatening, inflammatory and disrespectful language
- Produce or respond to any digital and/or social media image or statement which brings the school into disrepute
- Produce or respond to any digital and/or social media image or statement in which the school logo, uniform or buildings can be identified

### Understand

If the agreement is breached you may have your access cancelled or suspended and/or face appropriate disciplinary or legal action. Additionally, students may face subject reselection, loss of computer access, financial invoice for damages, and/or appropriate action in accordance with the Student Code of Conduct.

## Preventing and Responding to Bullying

Ipswich SHS uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe, trusting and respectful 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. Staff who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents/Carers who are positively engaged with their child's education help encourage improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Ipswich SHS has a **Student Hub** made up of four Student Support HODs and five Student Wellbeing Officers, who alongside other support staff promote strategies to improve student wellbeing, safety and learning outcomes. The Ipswich SHS community adhere to the core elements of the Australian Student Wellbeing Framework:



### 1. Leadership

Principals and school leaders play 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 participate 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 collaborate as partners with the school to support student learning, safety and wellbeing.

### 5. Support

School staff, students and families share and cultivate 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 Ipswich SHS 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 Ipswich SHS staff 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 timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s. Timelines may also be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with the student and their family.

## Ipswich State High School - Bullying response flowchart for staff

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

- CSI teacher
- Classroom teacher
- Student Hub

#### Listen & Document

- Provide a safe space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Record this communication – student to write a statement
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parents/carers that the issue of concern is being investigated

#### Collect

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

#### Discuss

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

#### Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent/carers within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from support staff if needed

#### Review

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

#### Follow up

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

## **Cyberbullying**

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the Year Level Student Wellbeing Officer or Student Support HOD.

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

Students enrolled at Ipswich SHS may face in-school disciplinary action, such as detention or removal 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 a Student Support HOD.

# 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](#).

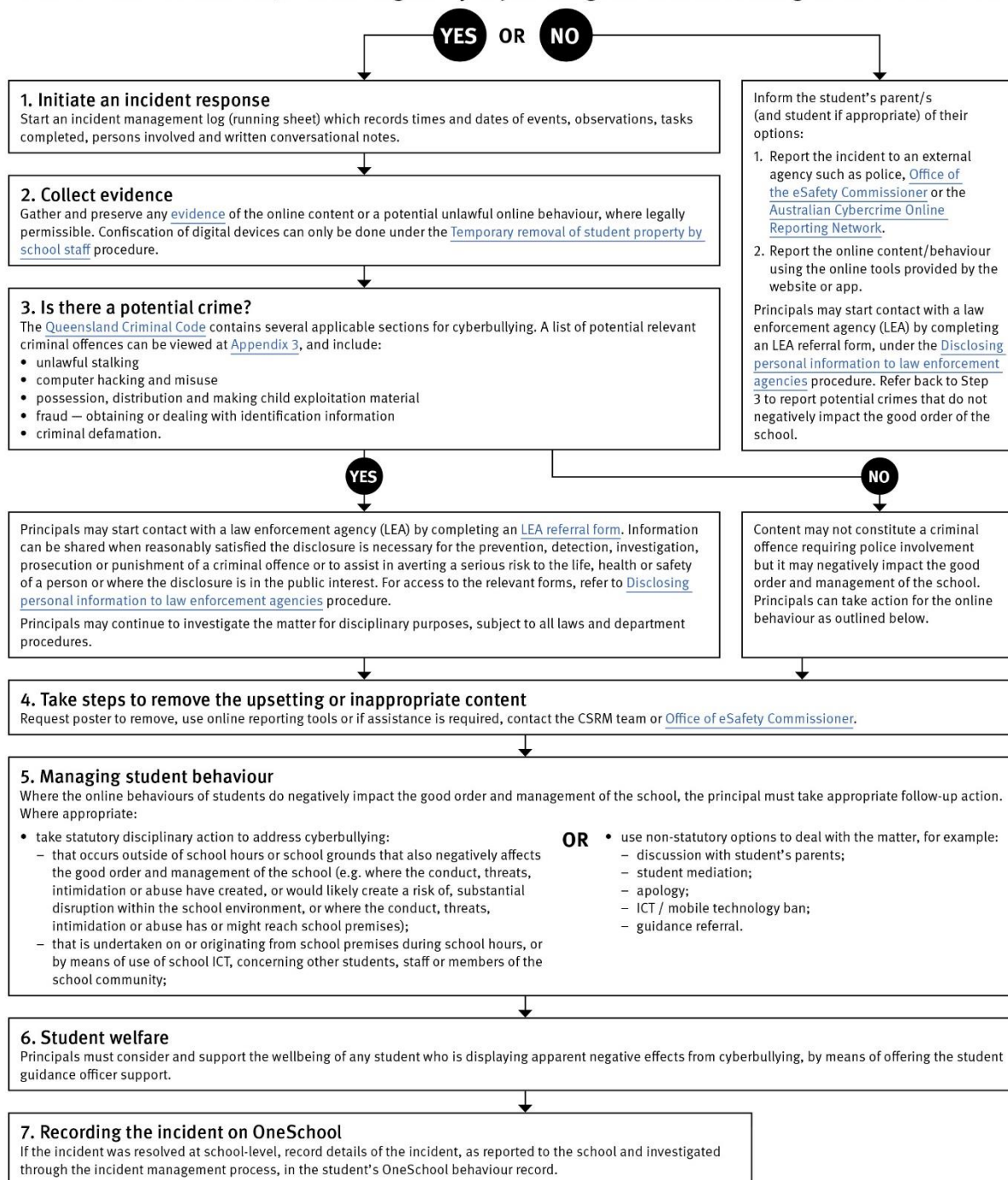
### Explicit images

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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## **Cybersafety and Reputation Management (CRM)**

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

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

Students who have been subject to or witness bullying have access to a range of internal support staff, 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 Ipswich SHS 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 may include participation in 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 Administration Detentions, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

## **Supporting Gender Diverse Students Policy**

### **1.0 Commitment**

The Ipswich State High School is committed to providing all students with access to high quality education. All members of our school community have the right to feel safe, be respected and free from discrimination based on gender, language, sexual orientation, culture, ethnicity, religion, health, disability or socioeconomic background.

@ISH we acknowledge our diversity and respect all students and their choice to live authentically in their affirmed gender identity. As a school community we will:

- Promote positive educational outcomes for gender diverse students
- Promote an inclusive school community which encourages all students to be authentic and acknowledge their affirmed gender identity
- Promote compliance with relevant legislation concerning discrimination and privacy.
- Work collaboratively with local community members to support gender diverse students and their families
- Negotiate and respond to the individual needs of gender diverse students
- Support staff in the ongoing development of inclusive curriculum which incorporates gender diverse perspectives

### **2.0 Legislation**

Legislation seeks to promote equality of opportunity for all by prohibiting both direct and indirect discrimination. Relevant legislation includes;

- Anti-Discrimination Act (QLD) 1991
- Information Privacy Act (QLD) 2009
- Education (General Provisions) Act (QLD) 2006
- Human Rights Act (QLD) 2019
- Sexual Discrimination Act (Cth) 1984
- Sexual Discrimination Amendment (Sexual Orientation, Gender Identify and Intersex Status) Act (Cth) 2013

### **3.0 Policy**

#### **3.1 Student Transitions**

@ISH we acknowledge each student's affirmed gender identity. Each student experiences a unique transition process which requires varying levels of collaboration and support. @ISH we work collaboratively with students and their families to negotiate a transition plan which is specific to the student's needs. This plan is an ongoing collaborative process which is able to be adapted regularly to suit the individual needs of the student.

In alignment with the Information Privacy Act (QLD) 2009, a person's gender identity, legal name or gender assigned at birth is private. Disclosing this personal information without justification or consent is a breach of privacy and confidentiality. Students are under no obligation to notify the school or community if they identify as gender diverse.

#### **3.2 Student Name/s**

Acknowledging a person's request to change their name or pronoun is an important part of validating their affirmed identity. @ISH staff are required to use the name, personal pronouns and gender identity as requested by the student.

#### **3.3 School records**

Acknowledging a person's name and pronoun through school records is an important part of validating their affirmed identity and respecting their privacy. It is a legal requirement that school records are made and kept accurately. A student's legal name as it appears on their birth certificate or passport, must be recorded on the application for enrolment form and OneSchool. The enrolment form includes provision to record a preferred given and/or family name which will be used on internal school documents and



class rolls. Academic reports, Certificates and Awards can reflect the student's preferred name and affirmed gender identity, as requested. Queensland Curriculum and Assessment Authority will reflect a student's legal name as this document can be used for identification proof.

School enrolment records reflect the gender category with which a student's affirmed gender identity. There is no requirement for a student's gender recorded on this form to align with the sex shown on their birth certificate or passport.

### **3.4 Curriculum**

@ISH we pride ourselves on incorporating and promoting an inclusive curriculum. When developing curriculum staff consider current research and promote equitable access for all students. Regular professional development assists our staff in delivering curriculum which avoids generalisations and considers the perspectives of sexuality and gender identity.

### **3.5 Bathroom Facilities**

Considerations about appropriate bathroom access will be negotiated with each individual student. Students are able to use their affirmed gender bathroom and/or have access to unisex bathroom facilities within the school. @ISH we work collaboratively to promote the safety and comfort for all students.

### **3.6 School Uniform**

The sports uniform available for all students is gender neutral.

@ISH students are permitted to wear the formal uniform of their choice. Uniform and Dress code guidelines apply to all students. Students who do not comply with uniform policy will face consequences in accordance with The Ipswich State High School Code of Conduct.

### **3.7 Extra Curricular activities (Dance, Physical Education and Sport)**

All students have the right to participate in Dance, Physical Education and Sport. When an event or activity is separated by gender, the school will negotiate where possible for students to participate with their affirmed gender identity. It is essential to note that some physical activities (particularly representative sport) must consider the stamina, strength and physical requirements of each individual. Therefore, this may restrict the participation of some students in their chosen activity or require them to submit medical evidence based on the potential developmental impact.

### **3.8 School camps**

@ISH reasonable adjustments are made to enable participation in school camps for gender diverse students. In preparation for school camps negotiations will take place with the host venue to accommodate the appropriate access, sleeping arrangements and bathroom facilities for gender diverse students.

## **4.0 Community support**

### **4.1 Parental and Carer collaboration**

@ISH we encourage parental and carer collaboration when supporting gender diverse students. A strong support network plays an essential role in the transition and ongoing support of gender diverse students. According to the Anti-discrimination Act 1991 a parent/carer is not exempt from direct or indirect discrimination based on gender identity.

### **4.2 Wellbeing services**

Understanding or changing one's gender identity can be a challenging process. @ISH we have a diverse team of internal and external student support services available. Some of the school based services also provide pathways and referrals to external services to further support students and their parent/care givers.

## **5.0 Discrimination, Harassment, Bullying**

Any incidents of Discrimination, Harassment and Bullying will be actioned as per The Ipswich State High School Code of Conduct.

## Restrictive Practices

School staff at Ipswich SHS 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 escalation 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. Safeguard students, staff and others from harm
3. Ensure transparency and accountability
4. Place importance on communication and consultation with parents and carers
5. Maximise the opportunity for positive outcomes, and
6. Aim to reduce or eliminate the use of restrictive practices.

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

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

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

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

## Critical Incidents

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

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

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

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

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

# Related Procedures and Guidelines

## Uniform and Dress Code

### FORMAL UNIFORM

- ❖ Full formal uniform is compulsory every Friday.
- ❖ Shirts or blouses are white with blue pinstripe, school logo on pocket. Ties are worn by students in the Senior School (Years 10-12) and shirts are tucked in when wearing a tie, with a plain white undershirt.
- ❖ Trousers are navy-blue dress school shorts (no logo) or navy blue or black dress pants.
- ❖ Skirts are navy blue and knee-length, with 'I' embroidered.
- ❖ Socks are long navy blue or short white. Short socks may only be worn with skirts. Navy stockings can be worn with the skirt.
- ❖ Shoes are black leather or vinyl and must comply with WH&S standards. Boots are limited to eight shoelace holes.
- ❖ Lavalava is navy blue or black with black leather shoes
- ❖ Hats are school bucket or cap only. Hijab is to be navy blue

**\*\* While formal uniforms are available as gender specific items, students are free to choose the formal uniform in which they feel most comfortable. \*\***

### SPORTS UNIFORM

- ❖ School sport shirt with logo.
- ❖ Navy-blue shorts with logo.
- ❖ White or black socks, must be visible.
- ❖ Shoes to comply with WH&S.
- ❖ Hats are school bucket or cap only.

### WINTER UNIFORM

- ❖ School jacket with logo, or program sweatshirt/jacket.
- ❖ Navy blue trackpants – no logos
- ❖ Plain navy-blue sweatshirt or jumper/cardigan, no logo.
- ❖ Senior jerseys are optional for Year 12 students.
- ❖ Specialised jumpers with school logos.

### JEWELLERY / HAIR / MAKEUP

- ❖ All piercings must be discreet and conform with WHS standards – [www.health.qld.gov.au](http://www.health.qld.gov.au)
- ❖ Nails and visible jewellery should conform with WHS standards.
- ❖ Natural hair tones only, no extremes of style or ornamentation.
- ❖ Discreet makeup only.

### SHOES

- ❖ No ballet slippers, open, backless, canvas, high tops with more than 8 shoelace holes, steel capped boots (unless part of TTC program) or streetwear.

### UNACCEPTABLE ITEMS

- ❖ Leggings
- ❖ Jeans
- ❖ Cargo pants with external pockets
- ❖ Visible undershirts (with the exception of cultural reasons)
- ❖ Bandannas or beanies

## SPECIAL PROGRAMS

- ❖ Students who are part of a specialist school program which has its own uniform (sold by the school) are only permitted to wear these during the specialist class.
- ❖ Rugby league, netball, football, fitness and dance program students must wear full school uniform to school each day. They are only permitted to wear their program attire during lessons, rehearsals and practices and must change before going to other classes or lunch.
- ❖ Hair and Beauty students may wear their program uniform on days when they are spending the entire day in their work space.
- ❖ Trade Training Centre and Building and Construction students are required to wear high-vis shirts, approved pants and work boots on work days.
- ❖ Hospitality students who work in “The Break” are required to wear “The Break” shirt during shifts only.

### **Students who cannot meet the uniform expectations will be required to attend to the following process:**

- Bring a note (preferably in the student diary) from a parent/carer regarding the uniform non-compliance and report directly to Uniform Exchange – **students will still be required to exchange the item of uniform at the Uniform Exchange**
  - Be responsible and visit the Uniform Exchange to borrow the required item/s of uniform for changing into prior to the start of the school day.
  - The Uniform Exchange is open from 8:15 am – 11:25 am every day
  - Change rooms are available for students to utilise
  - All loan items are washed and sterilised by school staff after each use
  - Any loan items not returned will be invoiced to the student
- Students who remain out of uniform, without an approved uniform pass will be subject to further consequences (e.g., Uniform detention)
- Failure to attend detention will result in the detention being reissued for the following day and escalation to the Student Hub.
- Failure to attend consecutive detentions may result in a suspension for failing to follow school processes.

## Resources

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

## Conclusion

Ipswich SHS staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- provide a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- inform if something changes, including if help is no longer needed.

**The Department of Education may not proceed with your complaint if your conduct is unreasonable.**