



The Ipswich State High School

Student Code of Conduct 2021-2023

Every student succeeding


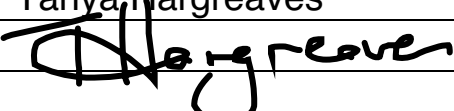
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name:	Mr Simon Riley
Principal Signature:	
Date:	6 November, 2020
P/C President and-or School Council Chair Name:	Tanya Hargreaves
P/C President and-or School Council Chair Signature:	
Date:	16/11/2020

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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. @ISH, we are committed to providing a safe, respectful and disciplined learning environment where all members feel safe, included and are valued; where social and academic learning opportunities are provided for students to engage in quality learning experiences and acquire values supportive of their lifelong learning and wellbeing; and where behaviour expectations are defined, taught, modelled and reinforced. Students are encouraged to 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.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that learning and teaching @ISH can be effective and students can participate positively within the school community.

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 programmes 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.



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

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, Head of Special Education Services, Deputy Principals, Principal, Guidance Officers, School Chaplain, House Mentors, School Based Youth Health Nurse, School Based Police Officer, Success Coach, Youth Support Coordinator, Community Education Counsellor, Defence Transition Mentor, MPI Liaison Officer, African Liaison Officer, Student Leaders, International & EALD support staff, Transition Officer, Attendance Officer and other support staff.

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

Child Youth Mental Health, Metropolitan Behaviour Support Services, 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 Wellbeing HOD.

Whole School Approach to Discipline

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.

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

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

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 our High Expectations Framework;
- Staff use 'Essential Skills in Classroom Management' (ESCM's);
- Use of a Case Management Support Matrix to provide individualised targeted support to identified students;
- Comprehensive student/parent enrolment and induction programs;
- Information is shared through multiple communication methods including student diary, student assemblies, emails, school newsletter and internet based media platforms that enables 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 practise.

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 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, Expectations Matrix, Zones of Behaviour, Universals, Fortnightly Focus 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.

IPSWICH SHS EXPECTATIONS MATRIX

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

To support the Expectations Matrix, @ISH 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

A group of students in school uniforms are standing in a line, smiling and looking towards the camera. They are holding books and bags.

ENTERING THE CLASSROOM

- Wait quietly in two straight lines
- Materials out of bag including diary, workbook and pen
- Remove hats before entering
- Ensure electronic devices (including headphones) are turned off and out of sight
- Place bag in the designated area
- Take your designated seat
- If late, get your equipment out, knock and then wait at the door

In the classroom

A teacher is standing at the front of a classroom, pointing at a whiteboard. Several students are seated at their desks, some with laptops open, and one student is raising their hand.

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

A group of students in school uniforms are standing in a line, holding books and bags, ready to exit the classroom.

EXITING THE CLASSROOM

- Ensure all homework is written in your diary
- Pack up materials
- Keep hats and electronic devices (inc. headphones) off and out of sight until outside the classroom
- Leave the floor clean and free of rubbish
- Put all equipment and furniture back in place
- Stand quietly behind your desk with your chair pushed in
- Wait quietly for teacher direction to leave the classroom

In the Playground



Conflict Resolution Signposts:

Breathe and cool down

Ignore and walk away

Ask for help

Use respectful language

Respect others' personal space

IT Universals

Before class:

Wi-Fi - are you connected to the school's network?

Always use your device respectfully and responsibly

Keep your device charged

Enter the room and follow the teacher direction for ICT use

During class:

Log on to the appropriate apps and programs

Engage with your teacher i.e. screens at 45° or device closed

Access appropriate apps as directed by your teacher

Responsible and respectful engagement on online platforms i.e. Teams and emails

Note any error codes through a snipping tool or in your diary

After class:

Save or send your work to appropriate destinations (email, one drive, local save)

Exit your programs and apps

Next, ensure you have your charger, laptop bag and have returned any other equipment

Diarise any homework in your calendar, diary or other app for remembering your work

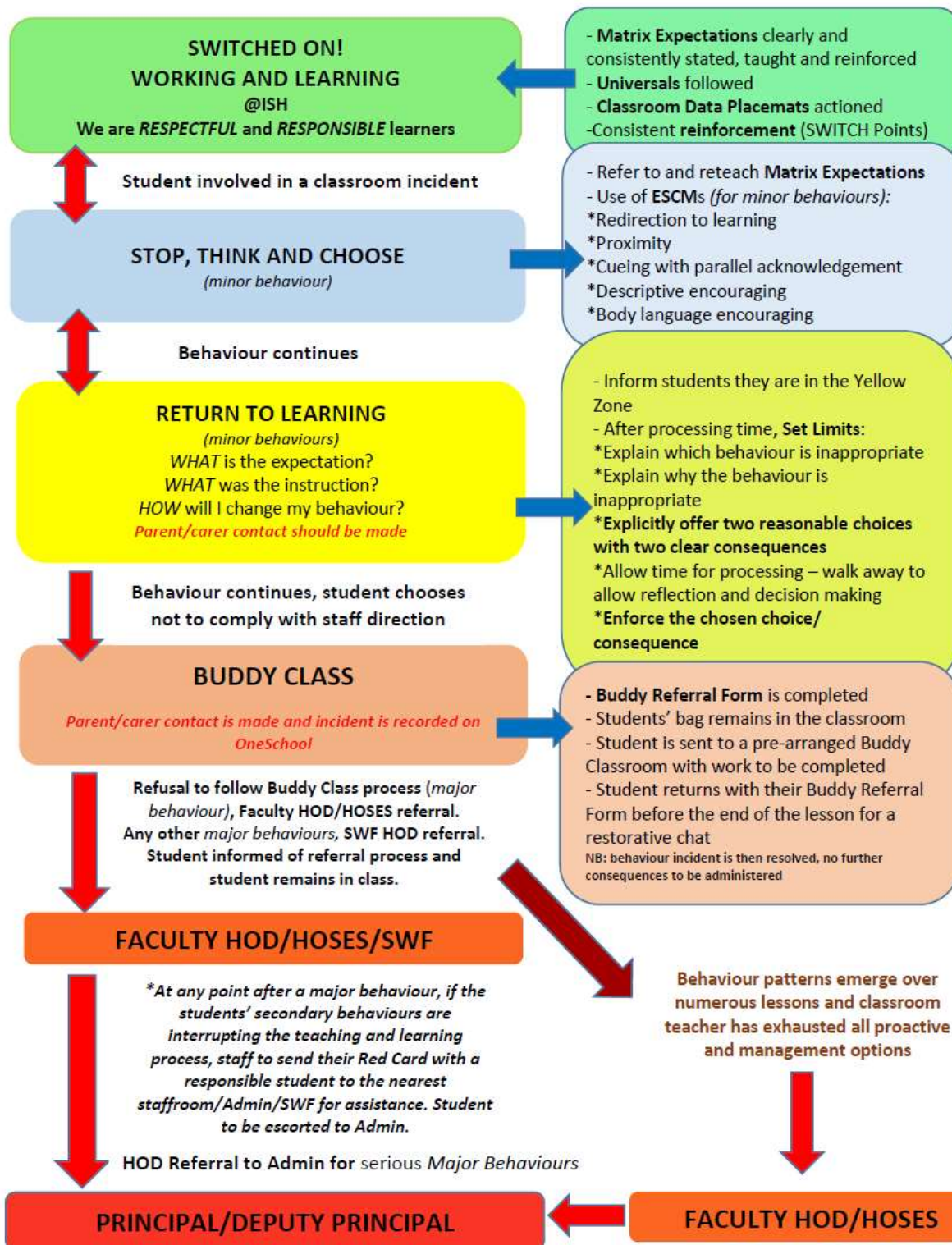
The Zones of Behaviour

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"> I am demonstrating: <ul style="list-style-type: none"> Respect Responsibility 	SWITCHED ON! WORKING AND LEARNING	<ul style="list-style-type: none"> I will be positively reinforced with staff actions such as: <ul style="list-style-type: none"> Verbal/non-verbal praise SWITCH Points ISHS Postcard home Home contacted
<ul style="list-style-type: none"> I may be off task, or have shown a lack of regard for expectations in either the classroom, school grounds or the community. 	STOP, THINK AND CHOOSE	<ul style="list-style-type: none"> Staff will inform me that I am in the Blue Zone. Staff will remind and reteach me the school expectations. Staff may also: <ul style="list-style-type: none"> Give a detention Contact home
<ul style="list-style-type: none"> 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. 	RETURN TO LEARNING	<ul style="list-style-type: none"> Staff will inform me that I am now in the Yellow Zone. Staff will manage my behaviour by setting limits (which may include additional actions to support the correction of my behaviour).
<ul style="list-style-type: none"> I have CONTINUALLY refused to comply with classroom/school expectations. 	BUDDY CLASS	<ul style="list-style-type: none"> 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. Home will be contacted Staff may also implement additional actions to support me with my behaviour.
<ul style="list-style-type: none"> I have chosen not to engage in staff directed intervention processes. 	FACULTY HOD/ HOSES/ SWF	<ul style="list-style-type: none"> My behaviour will be referred to the Faculty HOD or HOSES and/or SWF who may manage my behaviour by: <ul style="list-style-type: none"> HOD Detention Admin Detention Suspension OR Other consequences outlined in the <i>ISHS Student Code of Conduct</i> Home will be contacted
<ul style="list-style-type: none"> I have chosen to engage in behaviours that are considered major breaches of <i>ISHS Student Code of Conduct</i> 	PRINCIPAL/ DEPUTY PRINCIPAL	<ul style="list-style-type: none"> My behaviour is managed by Deputy Principal and/or Principal – potential consequences include suspension and exclusion.

'Zones of Behaviour' Staff Referral Guide

Staff Responsibilities:



School Wide Positive Recognition Initiatives

@ISH, 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 (VIVO system)
- 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 @ISH. 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
- House Mentors
- Guidance Officers
- Support personnel including Teacher Aides, other non-teaching staff (eg. Chaplain, School Based Police Officer, Youth Support Coordinator, Administration Staff, School Nurse) and external agency staff
- Heads of Departments - Faculty and Student Wellbeing
- 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 @ISH 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 and Student Services Support Matrix.

Some students in this targeted group are case managed. They attend their normal scheduled classes and activities with appropriate adjustments as required. However they have increased daily opportunities to receive positive contact with adults, additional support from them and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social 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 speak with a HOD Student Wellbeing, HOSES 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 Faculty HOD or Year Level Student Wellbeing 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
- 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
- Behaviour support strategies (e.g. Individual Student Behaviour Plan)
- Targeted skills teaching in small groups and programs eg. HOLA, RAGE, Shine, POWER
- Reinforcement schedules
- Detention (Teacher/HOD/Administration)
- Guidance support
- Daily monitoring plan
- Time Out Card
- Check in strategy
- Teacher coaching and debriefing
- Case Manager
- 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.

@ISH 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 be safe. 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	Behaviour Definition
Bullying/ harassment	Major	Repeated pattern and/or ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm
Defiant/ threat/s to adults	Major	Threatening and/or intimidating verbal, written and/or physical behaviour directed towards a member of staff
Disruptive	Minor	Low intensity but inappropriate interference that takes away from the learning environment but does not result in physical harm to self or others
	Major	Persistent behaviour causing an interruption to learning in a class or activity causing the teacher to stop teaching for a prolonged period of time
Dress code	Minor	Isolated wearing of clothing or 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
IT misconduct	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
Late	Minor	Isolated instances of lateness to class/events without explanation
	Major	Repeated, intentional lateness to class/events without explanation; Persistent late arrival to school without explanation
Lying/ Cheating	Minor	Isolated instance of a student delivering a message that is untrue and/or intentionally misleading
	Major	Intentionally misleading staff re: major breaches of behaviour or safety; intentionally violating the conditions of assessment items or plagiarism
Misconduct involving object	Minor	Using an object in a way other than its intended purpose without the intention to cause minor physical damage or harm to another
	Major	Using an object in a way other than its intended purpose with the intent or outcome to intimidate, cause damage, or physical, emotional or social harm to another

Non-compliant with routine	Minor	Minor, non-adherence to basic school routines, procedures and staff instructions
	Major	Deliberate refusal to adhere to school routines, procedures and staff instructions
Other conduct prejudicial to the good order and management of the school	Major	Actions or conduct that brings the reputation of Ipswich SHS into disrepute and/or disrupts the good and management of the school
Physical misconduct	Minor	Inappropriate contact without intention to cause harm, which may include playful pushing, shoving, barging, rough-housing
	Major	Physical contact with the intent or outcome to cause harm to another, including punching, kicking, hitting, spitting; physical interaction that significantly violates another's rights
Possess prohibited items	Minor	Possessing/utilising prohibited items with no intent to cause harm
	Major	Possessing/utilising prohibited items with intent to cause harm or that have the capacity to cause harm
Property misconduct	Minor	Incorrect possession and/or use of equipment/property including own, others and school-owned materials in any context other than the purpose for which it was intended; unintentional but reckless behaviour that causes minor damage to equipment/property
	Major	Possessing an item or items of significant value that belong/s to another person without the owner's permission; purposeful misuse of equipment/furniture to cause damage/harm to self, others or property
Refusal to participate in program of instruction	Minor	Isolated, non-completion of assigned tasks and non-assessable items
	Major	Persistent refusal to complete assigned tasks; non submission of assessable items
Substance misconduct involving illicit substance	Major	Possessing, using or being under the influence of an illicit substance on school grounds
Substance misconduct involving tobacco and other legal substances	Major	Possessing, using or being under the influence of a legal substance on school grounds
Third minor referral	Major	Continued behaviour or action that has previously been discussed with the student at least three times, yet no attempt to improve behaviour is evident
Threat/s to others	Major	Any threat made to a member of the ISHS school community (students/volunteers/parents/carers/visitors)
Truant/skip class	Minor	Not attending a timetabled class
	Major	Repeated nonattendance in specific subject lessons; leaving class/school grounds without permission; persistent truancy over multiple lessons in a day
Verbal misconduct	Minor	Inappropriate language; low level inappropriate comments and/or unwanted verbal or emotional advances; minor name-calling related to race, religion, gender identity, sexuality or other protected characteristic
	Major	Aggressive, inappropriate language directed at a peer or staff member; vilification on the basis of race, religion, gender identity, sexuality or other protected characteristic

Behaviours and a selection of possible related consequences are outlined below:

Zone	Behaviour	Recommended Staff Actions
<p>SWITCHED ON!</p> <p>WORKING AND LEARNING</p>	<p>In this level, students are usually in a designated seating plan, on task and no disciplinary action is required.</p> <p>Students are acting Respectfully and Responsibly, meeting Matrix expectations and following Universal procedures.</p> <p><u>OR</u></p> <p>Students are acting Respectfully and Responsibly within the school grounds and the community.</p>	<p>Positive reinforcement of appropriate behaviours and positive achievements may include:</p> <ul style="list-style-type: none"> • Verbal/non-verbal reinforcement • SWITCH point(s) • Post card home • Phone call/ email/ letter to parents acknowledging and reinforcing positive behaviours • Access to preferred activity • Tangible reinforcers e.g. sticker, stamp
<p>STOP, THINK AND CHOOSE</p>	<p>In this level, student/s may be off task, or have shown a lack of regard for expectations in either the classroom, school grounds or the community. Student/s have the opportunity to correct their behaviour through the reteaching of school expectations and support from the teacher.</p> <p>Inappropriate behaviours may include but are not limited to:</p> <ul style="list-style-type: none"> • Lateness to class • Littering • Uniform infringements • Inappropriate language (indirect) • Inappropriate use of digital devices • Eating/drinking in classrooms • Minor disruption and/or disengagement to teaching and learning • Minor Workplace Health and Safety incidents • Minor harassing behaviours towards students/staff 	<p>Staff initiated actions need to include the explicit reteaching of expectations and the use of ESCMs.</p> <p>ESCMs:</p> <ul style="list-style-type: none"> -Cueing with parallel acknowledgement -Descriptive encouraging -Body language encouraging -Proximity -Redirection to learning <p>Further actions may also include:</p> <ul style="list-style-type: none"> • Referral to Expectations Matrix and Universals • Student assigned to accompany teacher on playground duty / lunch break detention • Contact with parents <p>Note: Some major behaviours may be referred immediately to SWF/Admin</p>
<p>RETURN TO LEARNING</p>	<p>In this level, student/s have chosen not to correct their behaviour after being retaught expectations and given support from the teacher to do so. Student/s are refusing to engage with the learning or expectations of the school environment. Non-compliance/not following the program of instruction may include but is not limited to:</p> <ul style="list-style-type: none"> • Continual disruption to teaching and learning • Repeated harassing behaviours towards students/staff • Habitual lateness to class • Repeated uniform infringements 	<p>Staff redirect student/s to task and inform them they are in the Yellow Zone (this may involve presenting students with a 'Return to Learning Card' containing reflection questions - classroom only).</p> <p>Once students have had sufficient processing time, staff set limits:</p> <ol style="list-style-type: none"> 1. Explain which behaviour is inappropriate 2. Explain why the behaviour is inappropriate 3. Explicitly offer two reasonable choices with two clear consequences 4. Allow time for processing

	<ul style="list-style-type: none"> • Refusal to follow instructions including digital devices • Continual eating/ drinking littering in learning areas • Ongoing minor Workplace Health and Safety incidents 	<p>5. Enforce the chosen consequence</p> <p>Further to this staff should also make Parent/Carer contact.</p> <p>Additional actions may include:</p> <ul style="list-style-type: none"> • Lunch break detentions • Student/s assigned to accompany teachers on playground duty • Instructing student/s to hand digital devices into Student Services • Commencement of an in-class monitoring/support program • Resolution meeting (which may include parents/carers) • Peer mediation or restorative conference • Checking the student/s One School record for patterns of behaviour <p>Note: Some major behaviours may be referred immediately to SWF/Admin</p>
BUDDY CLASS	<p>In this level student/s have CONTINUALLY refused to comply with staff limits and classroom/ school expectations.</p> <p>Repeated/continual inappropriate student behaviours may include but are not limited to:</p> <ul style="list-style-type: none"> • Repeated non compliance • Ongoing inappropriate language (indirect) • Major disruption to teaching and learning • Workplace Health and Safety infractions 	<p>Using a Buddy Referral Form the student is sent to a pre-arranged buddy classroom with work to be completed. The student's bag remains in the classroom and they return with their buddy slip before the end of the lesson.</p> <p>Teacher is expected to reinforce behavioural expectations prior to the next class during a Restorative Chat, record the incident on One School and make contact with the parent/ carer.</p> <p>The referring teacher may also implement the following actions:</p> <ul style="list-style-type: none"> • Resolution meeting, potentially involving parent/carers • Referral to/consultations with HOD/HOSES/SWF • Initiate classroom/ playground plans • Restitution • Involvement of support staff if a pattern of behaviour is evident • Loss of privileges e.g. Reward days • Consider referral for assessment/ specialist/ interagency support <p>If a student refuses to relocate to a buddy classroom this becomes an immediate Faculty HOD/HOSES referral. If the student remains escalated at the classroom whereby teaching and learning cannot</p>

		<p>continue, staff to send their Red Card with a responsible student to the nearest staffroom/ administration/SWF for assistance.</p> <p>NB: RECORD ALL INCIDENTS, ACTIONS AND CONTACTS INTO ONESCHOOL</p>
<p>FACULTY HOD/HOSES/ STUDENT WELLBEING FACULTY</p> <p>NB: all school ground/community referrals are to be directed to SWF</p>	<p>In this level, student/s have chosen not to engage in staff directed intervention processes.</p> <p>Major behaviours and/or repeated/continual inappropriate student behaviours to be dealt with may include but are not limited to:</p> <ul style="list-style-type: none"> • Refusal to attend buddy class • Harassment/intimidation/ threats towards students/ staff • Verbal, physical, social or psychological behaviour that is harmful to others • Inappropriate language directed at staff • Leaving classroom/school grounds without permission • Repeated refusal to follow staff instructions • Workplace health and safety concerns • Failure to complete assessment • Refusal to follow mobile phone processes • Refusal to attend scheduled Administration and/or Uniform Detentions 	<p>The referred Faculty HOD/ HOSES/ SWF member may implement the following consequences:</p> <ul style="list-style-type: none"> • Permanent/ temporary withdrawal from a class or activity • HOD Detention • Administration Detention • Referral to/consultation with the Deputy Principal • Initiate classroom/ playground plans • Restorative conversation • Restitution • Referral to support staff if a pattern of behaviour is evident • 1-10 day suspension • Loss of privileges <p>If a major behaviour is to occur in the classroom (i.e. refusal to hand mobile phone into Student Services; inappropriate language directed at a teacher) and the student's secondary behaviour does not interrupt the teaching and learning of others, student to remain in the classroom and staff are to inform the student that the behaviour will be referred to SWF.</p> <p>NB: RECORD ALL INCIDENTS, ACTIONS AND CONTACTS INTO ONESCHOOL</p>
<p>PRINCIPAL/ DEPUTY PRINCIPAL</p>	<p>Inappropriate student behaviour to be dealt with may include but is not limited to:</p> <ul style="list-style-type: none"> • Repeated Faculty HOD/ HOSES/SWF behaviour referrals • Inappropriate use of electronic media as per the ISHS Student Code of Conduct and Digital Media Policies • Vandalism/graffiti/illegal entry/trespassing/ wilful damage • Theft • School invasion • Pornography • Vilification on the basis of race, sex, religion and/or sexual/gender orientation • Possessing, taking/under the influence of, selling or supplying alcohol and/or 	<p>Deputy Principal in consultation with Principal determines the most appropriate course of action which may include any of the following – reference is made to: Education (General Provisions) Act 2006 and SMS-PR-21: Safe, Supportive and Disciplined School Environment. This list is not exhaustive and one or more responses may be applied depending on the situation:</p> <ul style="list-style-type: none"> • Parent/Carers notified • Administration interview • Alternative program • Loss of privileges • Counselling (internal /external agencies) • Police notified • External support provided • Behaviour monitoring program • Individual Behaviour Support Plan • Restitution • Restorative mediation

	<p>drugs/implements/ illegal substances</p> <ul style="list-style-type: none"> • Repeated smoking/possession of smoke implements (eg. lighter) • Possession of weapons or objects of harm • Physical assault/ sexual assault/ physical contact – staff, students, parents, community • Dangerous/careless actions at school or while travelling to and from school – danger/ risk to self/ others • Serious breaches of workplace health safety • Unacceptable moral behaviour, inappropriate intimacy, sexual misconduct/harassment, sexual exposure • Ongoing misuse of power through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm to others • Wearing of items to identify attachment to and/ or involvement in gang related activities 	<ul style="list-style-type: none"> • 11-20 day suspension • Recommendation for Exclusion <p>Please note: All illegal drug and alcohol related offences, illegal/immoral use of social media platforms and physical/sexual assault may result in proposal for exclusion in the first offence.</p> <p>NB: RECORD ALL INCIDENTS, ACTIONS AND CONTACTS INTO ONESCHOOL</p>
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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
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

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

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

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

The Principal or school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at 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 and/or energy drinks
- Permanent markers
- Laser pointers
- Shisha pens
- Liquid paper
- Chewing gum
- Water bombs
- Tasers
- Vapours
- 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 lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous or prohibited item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents/Carers of students at Ipswich SHS:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Ipswich SHS Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of 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 state 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 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 state school staff if it is available for collection.

Use of mobile phones and other devices by students

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

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

Responsibilities

The **Digital Media Policy @ ISH** reflects the importance the school places on students displaying respectful and responsible behaviour whenever they are using digital media devices. If students choose to bring personal mobile phones and/or other electronic devices to school (aside from devices as part of the BYO program), the following rules apply:

- Students may only use their mobile phones or other electronic devices before or after school, during first and second lunch or at the supervising teacher's discretion. They must not be used in any manner or place which is disruptive to school routine;
- Students must display courtesy, consideration and respect for others when using a mobile phone or other electronic devices;
- As per our Universals, students must have their mobile phones or other electronic devices **switched off and out of sight during classes** (unless part of the BYO program agreement);
- Parents/Carers are requested to limit any phone/text communication to out of class time (11:25 – 12:05pm and 1:15 – 1:45pm). At no time will staff communicate with parents or caregivers via a student's mobile phone;
- Mobile phones and other electronic devices are brought to school at student's own risk. Mobile phones and other electronic devices that are lost or stolen will not be located by the school. Safe custody of these devices is only provided at Student Services;
- Any mobile phones or other electronic devices which disturb the teaching and learning environment of the school will result in the offending student being sent to the office and they will be required to hand in the item until 2:55pm. This includes instances where parent/guardian calls the student during class hours. Student refusal to comply with this request will result in a Red Zone referral in accordance with the school's Student Code of Conduct;
- In-device cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets;
- Appropriate action, in accordance with the school's Student Code of Conduct, will be taken against any student who photographs, films or otherwise records any individual without their consent or who sends inappropriate, harassing or threatening communications;
- Disciplinary action in line with the school's Student Code of Conduct, will be taken against any student who is caught using a mobile phone or other electronic device to cheat in exams or assessment. Staff will assume students in possession of such devices during exams or assessment are cheating;
- This policy also applies to students during excursions, camps, extra-curricular activities or at any time when they are representing the school;
- Devices confiscated for purposes of disciplinary investigation will only be returned in the presence of a parent. Devices potentially containing evidence of criminal offences may be reported to the Police. In such cases the Police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Services (QPS) directly;
- Students are not permitted to record any footage, visual or audio, unless explicit consent is provided by school staff;
- A student at school who uses recording devices to record private conversation, ordinary school activities or violent, illegal or embarrassing matters 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 Ipswich SHS's 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 children), is against the law and if detected by the school will result in a referral to QPS;

- The sending of text messages, online messaging or online posting that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to appropriate action, in accordance with the school's Student Code of Conduct, and possible referral to QPS;
- Students may receive appropriate action, in accordance with schools Student Code of Conduct, for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school;
- Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the schools Administration Team.

*Other electronic devices include, but are not limited to, iPods, Smartwatches, iWatch, Fitbits, Bluetooth devices, portable gaming devices, recording devices and devices of a similar nature.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Ipswich SHS Student Code of Conduct. In addition students and their parents should:

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

Preventing and Responding to Bullying

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 Wellbeing Faculty** made up of three year level 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 Wellbeing Faculty

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 Head of Department.

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 Wellbeing Head of Department.

Ipswich State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

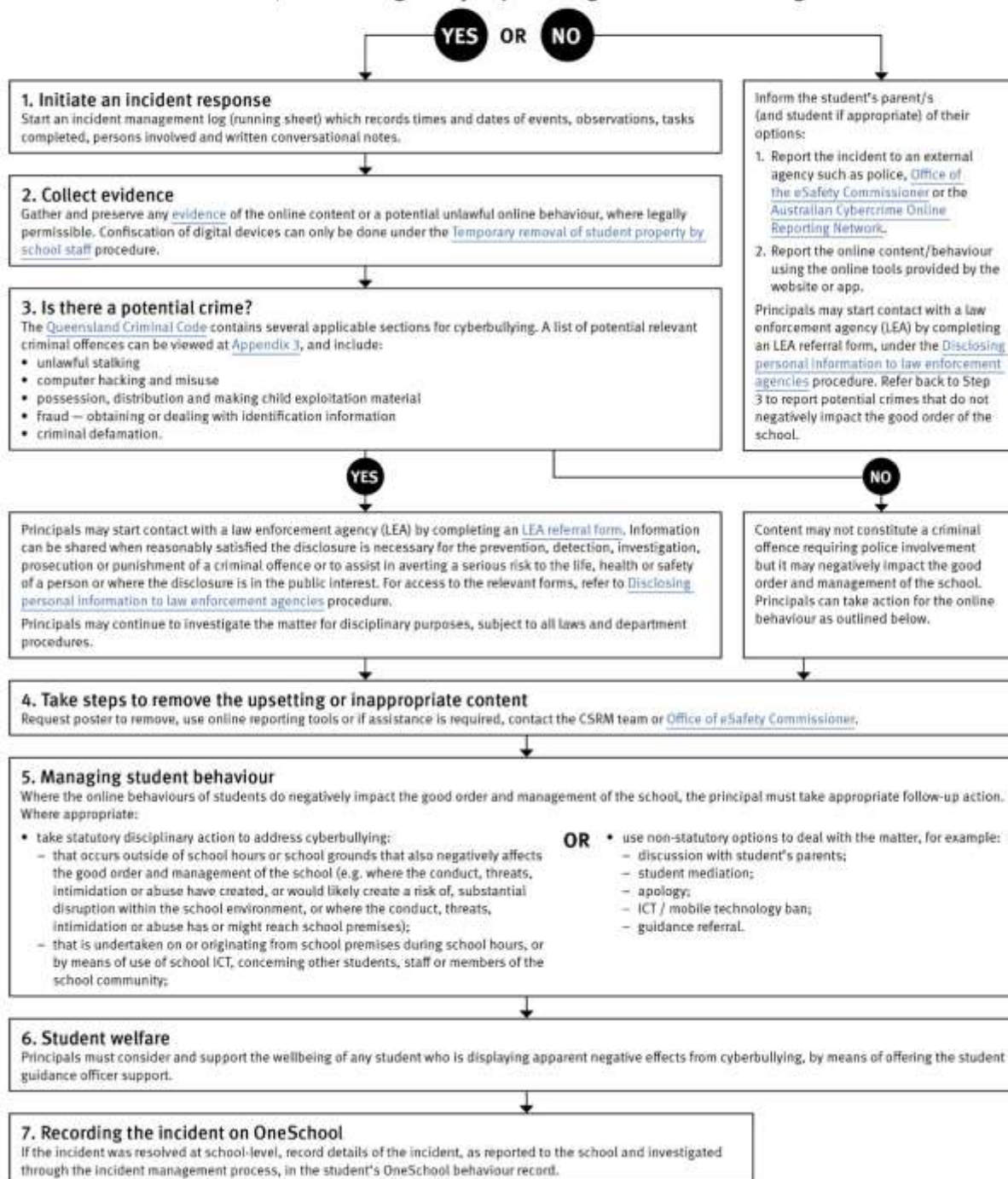
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or Cybersecurity.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.

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.

Ipswich SHS Digital Media and Social Media User Agreement

Students and staff @ISH understand that the internet can connect them to information stored on computers around the world. The @ISH 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 or any computer in 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.

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

The Ipswich SHS Parents' and Citizens' Association, the community and the School Administration have agreed this to be a uniform school and for students to wear the uniform as set out below.

The Uniform Shop operates from 8.15am - 8.45am Monday to Thursday, Friday 8.00am - 9.00am.

All logo uniform items are available from the Uniform Shop. Special sizes are catered for.

SPORTS UNIFORM UNISEX

SHIRT:	School sport shirt with logo
SHORTS:	Navy blue shorts with logo (NO football shorts)
SOCKS:	Socks (navy blue or white)
SHOES:	Appropriate sports shoes must be worn to comply with Occupational Health and Safety Standards
HAT:	School bucket hat or school cap

BOYS FORMAL UNIFORM

Full formal uniform is compulsory every Friday and for other events/activities as advised.

TOPS:	White with blue pinstripe, logo on pocket, tucked in
BOTTOMS:	Navy blue dress school shorts (no logo) or navy blue or black dress pants
SOCKS:	Long navy socks with turndown
SHOES:	Black leather or vinyl school shoes expected to comply with Occupational Health and Safety Standards
TIES:	Year 10, 11, 12 students only
HAT:	School bucket hat or school cap

GIRLS FORMAL UNIFORM

Full formal uniform is compulsory every Friday and for other events/activities as advised.

TOPS:	White with blue pinstripe, logo on pocket
BOTTOMS:	Navy blue knee length dress shorts (no logo) or navy blue or black dress pants
SKIRT:	Navy blue, ("I" embroidered on the skirt) no shorter than 5cm above knee
SOCKS:	Socks - white
SHOES:	Black leather or vinyl school shoes expected to comply with Occupational Health and Safety Standards
TIES:	Year 10, 11, 12 students only
HAT:	School bucket hat or school cap

While formal uniforms are available as gender specific items, it is not compulsory for students to wear these items. Students are free to choose the formal uniform in which they feel most comfortable.

JEWELLERY/HAIR & MAKEUP

- All piercings must be discreet and conform with OH&S - www.health.qld.gov.au
- Visible jewellery should conform with OH&S standards.
- No extremes of hair colour, style or ornamentation. Discreet makeup only.

SPECIAL PROGRAMS

Students who are a 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, volleyball, 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 and YFC, 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.

WINTER UNIFORM

- Navy blue track pants.
- Navy blue tracksuit top with school logo.
- Plain navy blue sweatshirt or jumper/cardigan, no logo.
- Senior jerseys are optional for Year 12 students.
- Specialised jumpers with school logos, such as program jackets.

SHOES

- No ballet slippers, open, backless, canvas, high tops, streetwear.

UNACCEPTABLE ITEMS

- Leggings
- Jeans
- Cargo pants with external pockets
- Visible undershirts
- Bandannas
- Beanies

Procedure for Students Out of Uniform for a Legitimate Reason:

When students do not comply with the schools uniform policy they are required to:

1. Be responsible and visit the Uniform Exchange to access the appropriate school supplied uniform item/s to change into prior to CSI
2. If students attend CSI in the incorrect uniform, and have been to Uniform Exchange, student will be provided with a uniform pass and no detention will be issued.
3. Students who do not comply with this process will face consequences in accordance with the school's Student Code of Conduct. These may include detentions and/or suspension for repeat offenders.
4. Students who do not return school supplied items from the Uniform Exchange will be invoiced the cost of the non-returned items.

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 chosen 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 chosen 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 chosen 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 their needs. This plan is an ongoing collaborative process which is 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.

3.2 Student Name/s

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

3.3 School records

Acknowledging a person's name and pronoun through school records is an important part of validating their chosen identity and respecting their privacy. It is a legal requirement that school records are made and kept accurately. School enrolment records must reflect the sex as stated on the student's birth certificate or passport. Academic reports can reflect the student's preferred chosen name and gender.

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. @ISH we work collaboratively to promote the safety and comfort for all students. Some options that have been previously negotiated with students include the use of unisex bathroom facilities around the school.

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 Student 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 chosen 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 Student Code of Conduct.

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.