



Thuringowa State High School

Student Code of Conduct 2025-2027

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

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Endorsement

Principal Name:	Peter Stumer
Principal signature:	<i>P Stumer</i>
Date:	11 February 25
P/C President and-or School Council Chair Name:	Krystle Lewis
P/C President and-or School Council Chair Signature:	<i>Krystle Lewis</i>
Date:	11 February 25

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Purpose

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

The Thuringowa State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace

Principal's Foreword

Thuringowa State High School opened in 1987, and has developed strong traditions for academic excellence, sporting and cultural achievement, and a vibrant community spirit.

Our school prides itself on building a strong school culture and identity, where all students can achieve. Inclusion, culture and student wellbeing are a major priority.

We have dedicated and enthusiastic staff, committed to personalised education programs. Our staff is committed to providing students with learning opportunities in a safe, supportive and disciplined learning environment.

The Student Code of Conduct clearly sets out expectations to support students to understand and meet discipline expectations of the school, and guidance on the application, where required, of disciplinary consequences. This document will be available on each school's website and provided to newly enrolled students and their parents.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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

Positive Culture for Learning (PCL) Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Culture for Learning (PCL) expectations in place for students, being Safe, Respectful and Responsible.

Students

Below are examples of what these PCL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Thuringowa State High School.

Respectful

- Follow instructions First time, every time
- Respect everyone's right to learn
- Wear my full school uniform with pride
- Look after school property

Responsible

- Attend school every day
- Be prepared to learn
- Be accountable for my own actions and follow classroom expectations

Safe

- Move calmly throughout the school
- Seek support and follow teacher instructions
- Practice cybersafe behaviour

Parents and staff

The table below explains the PCL expectations for parents when visiting our school and the standards we commit to as staff.

Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Support school staff in maintaining a safe and respectful learning environment.	We will provide a safe and supportive learning environment.
Conduct themselves in a lawful, ethical and safe manner that recognises and respects the rights of others.	We will provide an inclusive and engaging learning environment.
Assists students who exhibit challenging behaviours to accept responsibility for themselves and their actions.	We will ensure consistency and fairness in implementing the school's Code of Conduct.

Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that responses to behaviour and disciplinary consequences may differ between students. For example, some students need additional support to interpret or understand an expectation, while 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, family circumstances or disability. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as 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.

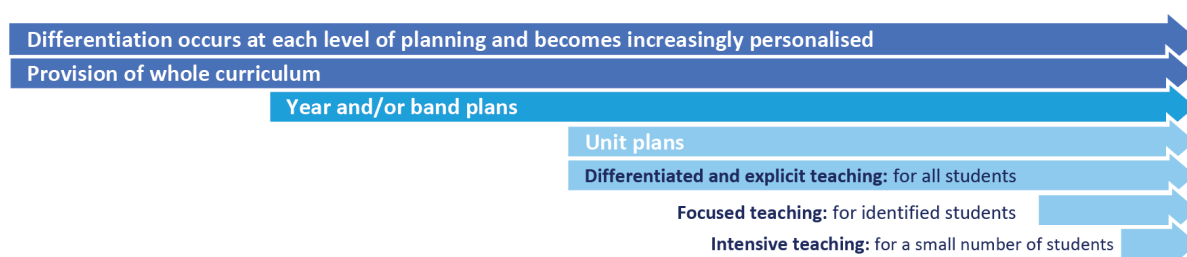
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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

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



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

As a member of Thuringowa State High School, I will:



Be
Respectful

- Follow instructions First time, every time
- Respect everyone's right to learn
- Wear my full school uniform with pride
- Look after school property
- Be kind to everyone
- Listen actively
- Be respectful of others' opinions



Be
Responsible

- Attend school every day
- Arrive to classes on time, every time
- Remain in class and on task
- Be prepared to learn with correct equipment
- Take an active role in all lessons and give my best effort
- Ask for help, when in doubt
- Be accountable for my own actions and follow classroom expectations



Be
Safe

- Move calmly throughout the school
- Report issues promptly
- Seek support and follow adult instruction
- Practice cybersafe behaviour
- Behave safely



Focused Teaching

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

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

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

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

Thuringowa State High School has a range of Student Support Services staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in a number of evidence-informed programs to address specific skill development for some students. For more information about these programs, please speak with the head of department for student wellbeing.

Intensive Teaching

A small number of students may also require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised 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 referred to the student support services team, which will oversee the coordination of programs and interventions, communicate with stakeholders, and directly consult with the student.

Legislative Delegations

Legislation

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 2011 \(Cwth\)](#)

Disciplinary Consequences

Thuringowa State High School systematically employs both proactive and reactive strategies to prevent and correct problem student behaviour. The behaviour curriculum is taught to students in whole-school, class and individual contexts, with visual cues and prompts used throughout the school environment. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The behaviour module in OneSchool is used to record all persistent minor and major problem behaviours and the response to that behaviour. School behaviour is regularly reviewed by the school leadership team. Information is disseminated to, and feedback is received from, the school community through the line management structure, the school opinion survey, school newsletter and regular email communication.

Thuringowa State High School's behaviour management model asks school staff to categorise behaviours as either major or minor, and then employ the corresponding procedure.

Minor behaviours are those that:

- are minor breaches of the school behaviour expectations or policies and procedures;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way
- do not require involvement of specialist support staff or the leadership team
- provide teachable moments in social skills and self-management

Major behaviours are those that:

- significantly violate the rights of others; or
- put self/others at risk of harm; or
- are part of a pattern of problem behaviours (multiple behaviour incidents and strategies recorded on OneSchool); and/or
- require the involvement of school leadership team.

There are no mandated or automatic consequences for particular breaches of the Student Code of Conduct. While responses to major behaviours are more likely to include focused and intensive strategies, the application of consequences is determined by students' individual circumstances, with the aim of teaching students appropriate ways to meet their needs. School responses to minor and major problem behaviours may include:

Whole-school differentiated and explicit

Use of the 10 Essential Skills for Classroom Management:

1. Establishing expectations – Making rules.
2. Giving instructions – Telling students what to do.
3. Waiting and scanning – Stopping to assess what is happening.
4. Cueing with parallel acknowledgement – Praising a particular student to prompt others.
5. Body language encouraging – Smiling, nodding, gesturing and using proximity.
6. Descriptive encouraging – Praise describing behaviour.
7. Selective attending – Not obviously reacting to certain behaviours.
8. Redirecting to the learning – Prompting on-task behaviour.
9. Giving a choice – Describing the student's options and likely consequences of their behaviour.
10. Following through – Doing what you said you would

Other strategies or consequences may include:

- use of incentives and goals
- modelling of appropriate behaviour and language
- positive feedback to reinforce expected behaviours
- explicit behaviour instructions
- individual discussion
- warning
- parent contact
- loss of privilege
- alternative in-class program and or seating arrangement
- post-lesson conversation/restorative chat
- lunch time detention
- restitution – replacement or cleaning of items
- restricted ICT access
- litter duty
- use of time out card (if applicable)
- temporary re-location (buddy class)
- temporary removal of property

Focussed

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

- parent contact
- after-school detention
- referral to year-level head of department or deputy principal
- behavioural contract
- behaviour monitoring book
- discipline improvement plan
- mediation with staff and/or students
- restorative processes
- counselling and guidance support
- self-monitoring plan
- check-in/check-out strategy
- teacher coaching and debriefing
- referral to Student Support Services Team (SSST) for team-based problem solving

- referral to guidance officer, school-based youth health nurse, chaplain, community education counsellor, youth support coordinator, school-based police officer, and/or other external programs and agencies
- stakeholder meeting with parents and external agencies
- Removal of access to school events such as sport
- Short-term suspension (up to 10 school days)

Intensive

The school leadership team work in consultation with stakeholders to implement interventions which may include:

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

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 Thuringowa State High School, the use of any SDA is considered a very serious decision. It is typically only used by the principal when other options have been exhausted 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 Thuringowa State High School will be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school and establish plans for support and guidance. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly 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
- Establish or review plans and referrals
- Set a date for follow-up
- Thank student and parent/s 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

Thuringowa State High School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Thuringowa State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g., guns, knives*, throwing stars, brass knuckles)
- imitation guns or weapons
- potentially dangerous items (e.g., blades, multi-tools, rope, chains, fish hooks, fishing line, needles, ear-piercing equipment)
- drugs or drug paraphernalia** (including tobacco and medication)
- electronic cigarettes, vapes or other inhalants
- alcohol
- energy drinks, chewing gum
- water pistols, water balloons
- permanent markers, paint, spray paint
- portable speakers, toys, games
- aerosol deodorants or pressurised cans
- 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, material promoting illegal activities such as drug use)
- Takeaway food deliveries***
- Any other item which impacts on the good order and management of the school

* 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.

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

*** Takeaway food supplied by a parent will be consumed within the school office area. Takeaway food supplied by persons other than parents will be stored for collection at the end of the school day.

Responsibilities

State school staff at Thuringowa State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g., to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g., pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Thuringowa State High School

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
 - is prohibited according to the Thuringowa State High School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Students of Thuringowa State High School

- do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
 - is prohibited according to the Thuringowa State High School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Queensland state schools are now required to ensure that all students keep mobile phones and other wearable devices such as headphones turned off and out of sight for **the entire school day** (including break times and between classes), as well as turning off notifications on devices like smart watches.

This also means that mobile phones cannot be used to make purchases at the tuckshop. The tuckshop will only accept cash or card.

Remember, parents and students can contact each other through the school office.

Why this is important

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

‘Away for the day’ aims to:

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

What this applies to:

Mobile phones and wearable devices include mobile phones, smartwatches, earphones, Bluetooth devices, gaming devices, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

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

Storage of mobile phones

Students who bring a mobile phone or wearable device to school must turn off and store this:

- in the student’s school bag

The school accepts no responsibility for students who lose or have their mobile phones stolen or damaged.

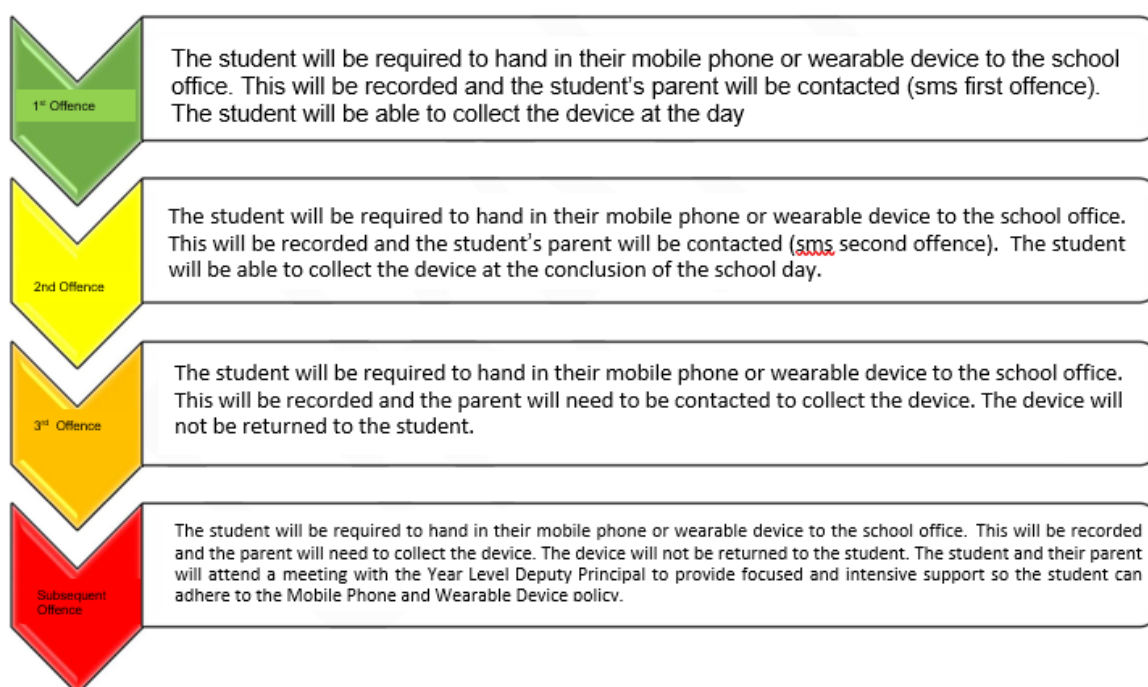
Exemptions

In some circumstances, a mobile phone or wearable device may be required to meet a student's individual needs, for example, as part of the treatment plan for a medical condition.

Principals will consider requests for exemption received from students or parents on a case-by-case basis. When considering an exemption request, principals (or their delegates) may seek additional information to support the need for the student to access their mobile phone or wearable device during the school day.

Non-compliance

Where students refuse to comply with 'away for the day' requirements, they will be referred to the Deputy Principal of their year level. The following process applies each term.



Students who fail to follow these processes will be considered to have breached the Student Code of Conduct - Technology Violation/ Defiance. As such this is considered a major offence and may result in a school disciplinary absence.

Preventing and responding to bullying

Thuringowa State High School is committed to a restorative practices framework approach to building positive healthy relationships between all members of the school community. In line with the Department of Education's policy and the provisions of the Child Protection Act, our school community endorses the right for all school community members to feel safe. Bullying undermines this right and prevents students from achieving their full potential in the educational and social setting. Bullying affects all members of the school community, not simply the bully or the victim, it can damage the supportive environment of the class and of the school in general. For these reasons, bullying will not be tolerated and will be addressed with immediacy and consistency through our procedures for dealing with bullying incidents. Our school wide positive behaviour for learning program is focused upon building healthy and positive relationships through the explicit teaching of pro-social behaviours.

DEFINITIONS OF BULLYING

As defined in the Department of Education's Child Protection Act,

'Bullying involves the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature.' (The definition includes all forms of harassment.)

For ease of student understanding and identification of bullying,

Thuringowa State High School has defined bullying for students and staff in the following definition:

"Bullying is a behaviour by an individual or group that is repeated and hurts another, either physically or emotionally."

Further, **Thuringowa State High School** recognises the following:

1. **Physical Bullying** - When a person or group uses physical actions to bully – pinching, pushing, shoving, fighting or any unwelcome physical contact used intentionally to intimidate or hurt someone.
2. **Verbal Bullying** - Repeated name calling, insults, homophobic or racist remarks, offensive language, put-downs.
3. **Cyber / Electronic Bullying** - Using technology to bully verbally, socially or psychologically.

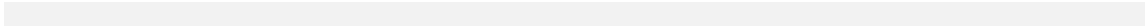
EFFECTS OF BULLYING

Students may:

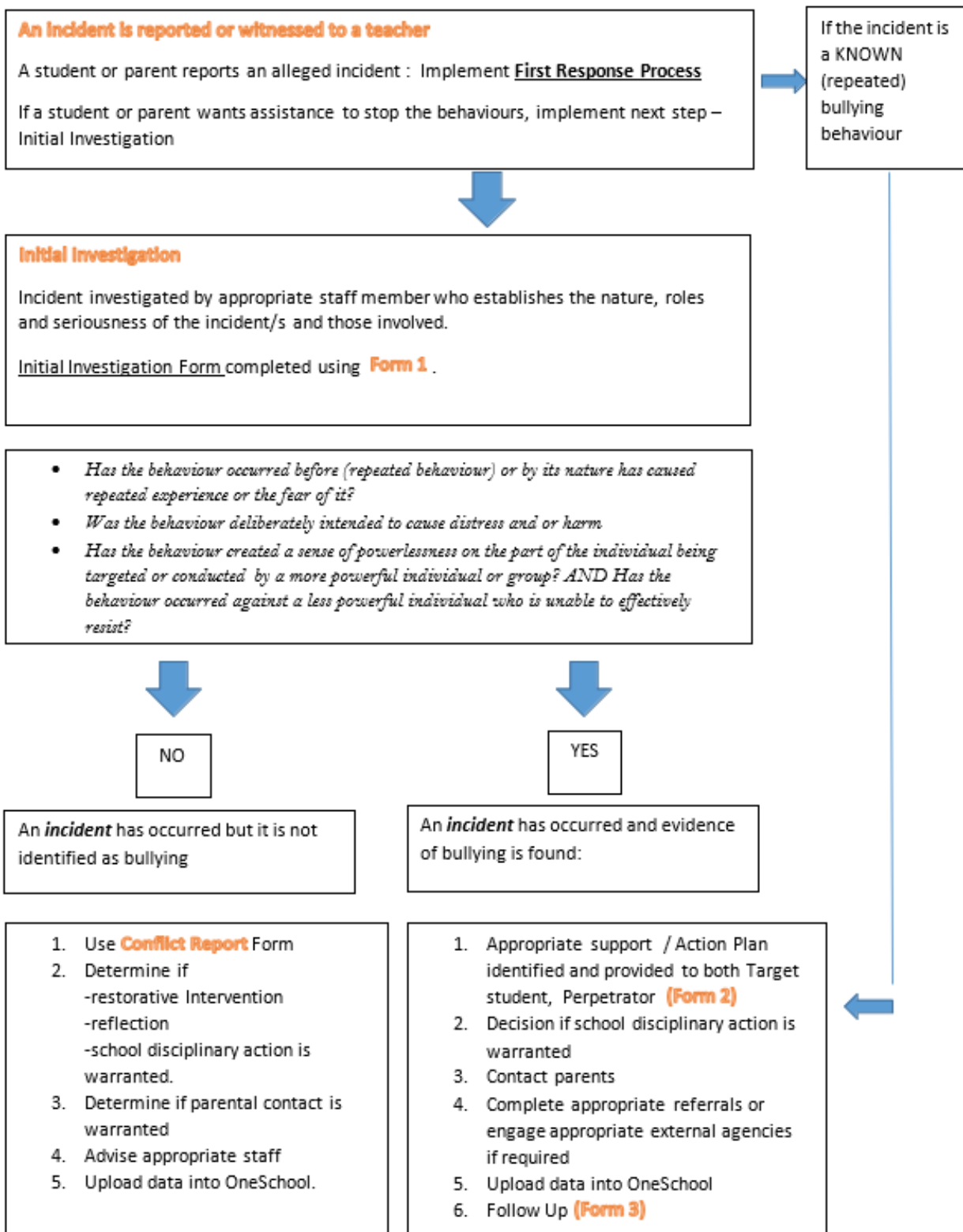
- Feel frightened, unsafe, embarrassed, intimidated, depressed or unfairly treated
- Find their ability to concentrate - work, sleep and health may suffer
- Experience deterioration in relationships with family and friends
- Become confused and unsure about what to do about the problem
- Avoid coming to school to escape the problem.

RIGHTS

- Everyone has the right to feel safe.
- Everyone has the right to an education without interference from others.
- It is everyone's responsibility NOT to harass or bully another person. Harassment, victimisation and bullying of any type is prohibited by Thuringowa State High School.



Procedures for responding to alleged or witnessed bullying incidents



Appropriate use of social media

ROLE OF SOCIAL MEDIA

The majority young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information. Students need to remember that the internet is a free space and many social media sites and apps have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

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

When used safely, social media sites and apps can provide positive opportunities for social learning and development. However, inappropriate or misguided use can lead to negative outcomes for the user and others. Thuringowa State High School is committed to promoting the responsible and positive use of social media sites and apps.

This policy reflects the importance of students at Thuringowa State High School engaging in appropriate online behaviour.

APPROPRIATE USE OF SOCIAL MEDIA

Students of Thuringowa State High School are expected to engage in the appropriate use of social media.

Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what is posted online, and how it could be interpreted – avoid posting content that would be inappropriate to display in a crowded room, or in front of influential people. Once content is posted online, control is lost.

- Avoiding provocation or engaging with another user who is displaying inappropriate or abusive behaviour. Rather than responding, address cyberbullying concerns using the online reporting tools, and seek support from an adult.

If inappropriate online behaviour directly negatively impacts on the good order and management of Thuringowa State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the Queensland Police Services for further investigation.

Thuringowa State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not directly negatively impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

LAWS AND CONSEQUENCES OF INAPPROPRIATE ONLINE BEHAVIOUR AND CYBERBULLYING

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions prohibiting types of online behaviour. The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. Potential relevant criminal offences are:

- using a carriage service to make a threat to kill or to cause serious harm to another person;
- using a carriage service to menace, harass or cause offence to another person;
- using a carriage service for child pornography material or child abuse material;
- using a carriage service to promote methods for suicide or counsel another to commit suicide.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking;
- Computer hacking and misuse;
- Possession, distribution and making child exploitation material;
- Fraud – obtaining or dealing with identification information;
- Criminal defamation.

There are significant penalties for these offences.

Thuringowa State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this

goal, Thuringowa State High School expects its students to engage in positive online behaviours.

TYPES OF INAPPROPRIATE ONLINE BEHAVIOURS ON SOCIAL MEDIA, MOBILE DEVICES AND ELECTRONIC TECHNOLOGY

Examples of social media and electronic communication technology incidents which may negatively impact on the good order and management of the school may include, but are not limited to:

- Creating imposter accounts of other students and teachers on social media apps, websites or online gaming platforms.
- Student (A) creates a social media account in the name of Student (B). Student (A) uses this account to impersonate Student (B) and send harassing messages to other students.
- Sexting: possessing, taking, distributing or posting nude or explicit images or video of another student, coercing or pressuring another student to take, distribute nude or explicit images or video of themselves.
- Student (A) asks Student (B) to take a photo of themselves naked. Student (B) takes the photo and sends it to Student (A). Student (A) then shares the image of Student (B) throughout the school.
- Creating meme, gossip or hate pages about a school on social media apps or websites where the online presence is used to target students and staff members of that school.
- A group of students create a social media account for other students of their school to post offensive and mean gossip about other students.
- Violent and dangerous videos: filming, sharing device-to-device or distributing online content, which involves students, involved in violent acts.
- Two students get into a fight during lunch time. A number of students film the fight and start sharing it on social media.
- Dangerous or risky behaviour which involve choking, asphyxiation or other activities dangerous to
- a student's health and wellbeing.
- Cyber abuse or cyberbullying: online behaviour which is reasonably likely to have a seriously threatening, intimidating, harassing or humiliating effect on a person. This behaviour may occur on various online spaces such as social media websites/apps, school email or online gaming platforms.
- Student (A) posts a bullying comment on Student (B's) phone they recently uploaded on social media. Student (B) deletes the comment but Student (A) continues to send harassing comments on social media directed at Student (B).
- Taking photos or filming or voice recording a staff member or other student without consent and sharing the image or video online.
- A group of students film their teacher during class without consent. The students then share this video on social media and write harassing comments about the teacher who is in the video.

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](#).

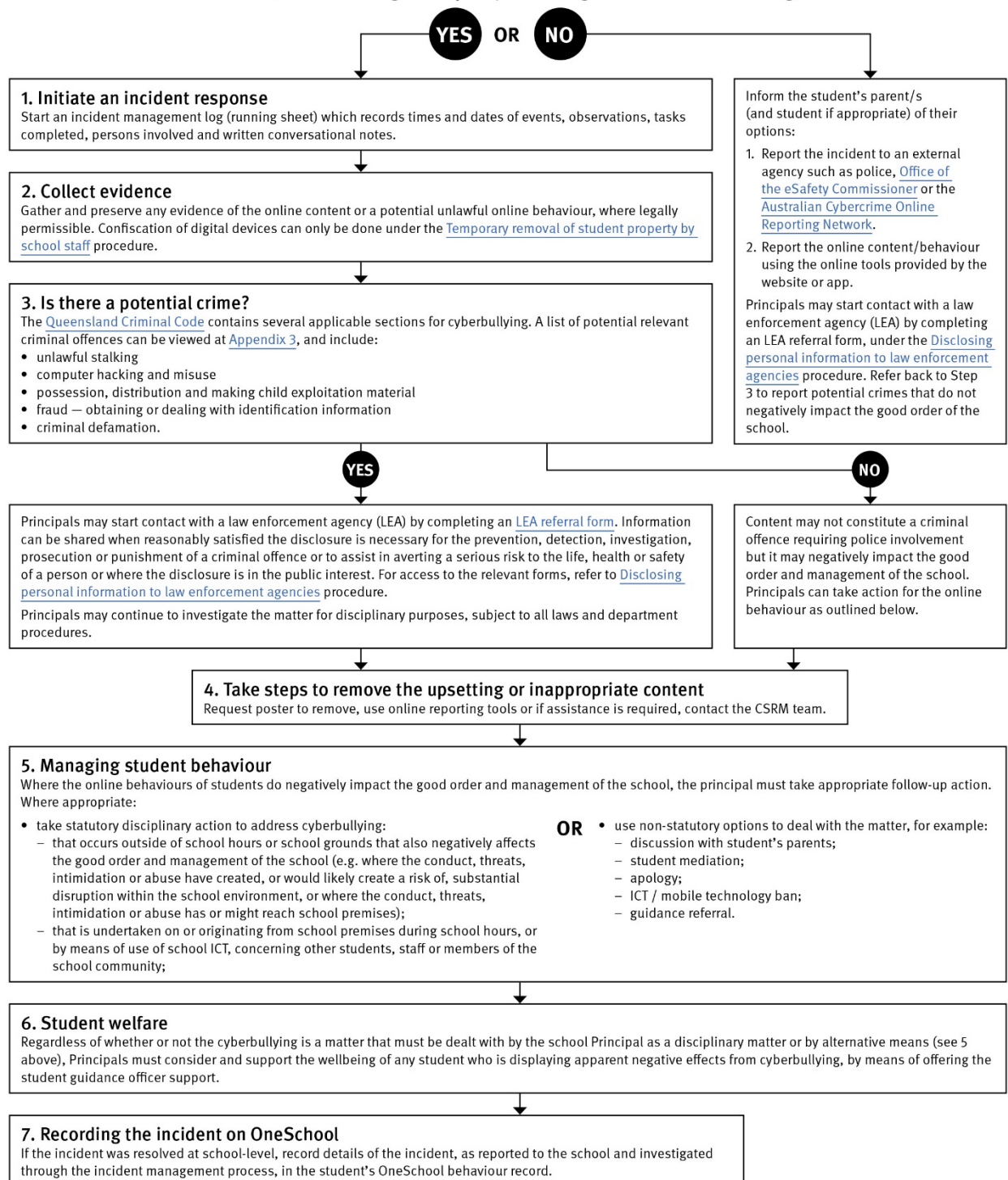
Explicit images

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](#).

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Restrictive Practices

School staff at Thuringowa State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

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

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

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

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

Critical Incidents

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

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

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

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

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

decisions made, and identify acceptable decision options for future situations