

Whites Hill State College



# Student Code of Conduct 2025 - 2028

***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*

## Purpose

Whites Hill State College (WHSC), is a Prep – Year 12 college community dedicated to personal and holistic education pathways.

We offer a learning pathway for every student in our care and aligned to our school motto, Imagine, Believe, Achieve we have a proud history of fostering our students' innate curiosity into many successful careers and futures. At WHSC we partner with our students and educate the lawyers, teachers, doctors, engineers, chefs, creative and tradespeople of the future.

We are committed to providing our diverse student population with a learning environment aligned to our CARES values. These core values extend to our entire college community which includes students, staff, parents/caregivers, college partners and visitors.

Whites Hill State College is committed to providing a safe, inclusive, and respectful learning environment for all students, staff, parents/caregivers and visitors.

The Whites Hill State College Student Code of Conduct outlines the shared responsibilities, expectations and processes that support a consistent, whole-of-college approach to positive behaviour, engagement and wellbeing.

The purpose of this Code is to promote high standards of behaviour across our community so that learning and teaching are prioritised, every student is supported to experience success, and staff are able to work in a safe, supportive and professional environment.

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## Endorsement

Principal Name: Ms R. Wagener

Principal Signature:



Date: 10092025

P/C President: Ms C Boitano

P/C President Signature:

Date: 10092025

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## Principal's Foreword

Whites Hill State College has a strong and proud tradition of providing high-quality education to students from Prep to Year 12 within a connected and inclusive learning community. Nestled within a unique natural environment, our college values relationships, belonging and wellbeing as central to student success. We believe that strong, positive partnerships between students, staff, families and the wider community are the foundation for effective learning and positive outcomes for all.

At Whites Hill State College, our core values are **CARES**: **Cooperation**, **Achievement**, **Respect**, **Enthusiasm** and **Safety** for all, these are our CARES Values. We teach our values through our Positive Behaviour for Learning (PB4L) approach. Underpinning of our CARES values are our expectations:

- **Cooperation** - we work together to accomplish goals
- **Achievement** - we encourage and strive for success
- **Respect** - we value ourselves, others and our community
- **Enthusiasm** - we embrace every opportunity
- **Safety** - we actively support the wellbeing of all

By cultivating an atmosphere of **Cooperation**, **Achievement**, **Respect**, **Enthusiasm** and **Safety** (**CARES**), we aim to inspire our students and fellow colleagues to reach their highest potential.

These values and expectations underpin the development of the Whites Hill State College Student Code of Conduct and support our shared commitment to shaping confident, self-disciplined, respectful and kind young people. Our staff recognise that communication, empathy and positive relationships are essential skills for students now and into the future.

Staff at Whites Hill State College take an educative and restorative approach to behaviour, recognising that behaviour is learned and that mistakes provide opportunities for reflection, growth and improvement. The Student Code of Conduct outlines the college's local policies and procedures, including the use of mobile phones and digital technologies, the management of student property, and the prevention of and response to bullying and other inappropriate behaviours. It also details how expected behaviours are explicitly taught, modelled and reinforced across the college.

The Code further explains the range of responses and consequences that may apply when students do not meet expected standards of behaviour. These responses are designed to be fair, consistent and proportionate, and may include disciplinary measures such as suspension or exclusion where required, in accordance with Department of Education policy.

I thank the students, staff, parents and members of the wider Whites Hill State College community for their engagement and valuable feedback throughout the development of this Student Code of Conduct. Your contributions have been instrumental in ensuring this document clearly outlines our expectations and the supports in place to help every student meet them and thrive.



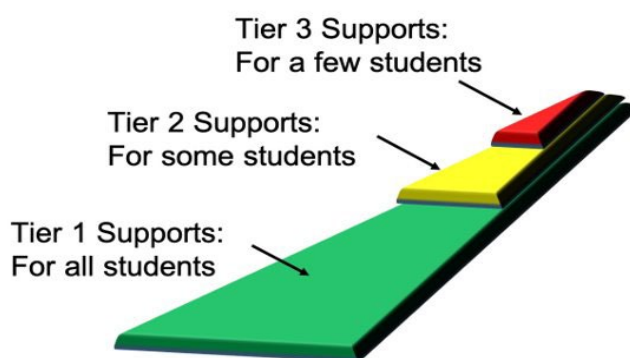
# Learning and Behaviour

At Whites Hill State College, we recognise that every member of our community brings their own values, experiences and beliefs. These influence behaviour, decision-making and social interactions. We acknowledge that not everyone will hold the same views, and that this diversity enriches our learning environment. At times, differences in perspectives may require reflection, dialogue and shared understanding about what is considered acceptable and appropriate behaviour in a school setting.

We encourage open and respectful communication and welcome students and parents engaging with the College to better understand our approach to learning, behaviour support and discipline. Appointments with the Principal, Head of School or other relevant leaders can be arranged to discuss these matters further.

## A Whole-College Approach to Learning and Behaviour

Whites Hill State College uses a **Multi-Tiered Systems of Support (MTSS)** framework to guide our integrated approach to learning, wellbeing and behaviour. MTSS is a preventative, evidence-informed model that ensures support is differentiated, targeted and responsive to student need. Using data and a problem-solving approach, staff match the level of support provided to each student, increasing intensity only where required.



### Tier 1 – Universal Support (All Students)

Tier 1 supports apply to all students (100%) and focus on high-quality teaching, positive relationships and clear expectations. At WHSC, this includes:

- consistent implementation of the Australian Curriculum
- explicit teaching of expected behaviours aligned to CARES values
- teaching behaviours in the settings where they are expected
- consistent, fair responses to behaviour that consider developmental norms and the function of behaviour
- regular reinforcement and reteaching of expectations throughout the year
- seeking feedback from students and families to continually improve school climate, teaching and behaviour practices.

Tier 1 provides the foundation for a safe, respectful and inclusive learning environment.

### Tier 2 – Targeted Support (Some Students)

Tier 2 supports are provided for approximately 10–15% of students who require additional assistance beyond universal supports. These supports are:

- targeted and time-limited
- delivered in small groups

- aligned to Tier 1 expectations and curriculum
- evidence-based and matched to identified student needs.

Tier 2 supports aim to prevent the escalation of difficulties and reduce the need for more intensive intervention. If data indicates that more than 10–15% of students require Tier 2 support, the College reviews Tier 1 practices to ensure consistency and effectiveness.

### **Tier 3 – Individualised Support (Few Students)**

Tier 3 supports are provided for approximately 2–5% of students who require intensive, individualised intervention. These supports are informed by a Functional Behaviour Assessment (FBA) and focus on:

- preventing problem behaviour
- explicitly teaching replacement behaviours
- reinforcing positive behaviour
- reducing reinforcement for problem behaviour.

Tier 3 supports exist along a continuum and may range from brief interventions to comprehensive plans involving external agencies and wraparound support. If more than 5% of students require Tier 3 intervention, a review of Tier 1 and Tier 2 supports is undertaken.

### **Consideration of Individual Circumstances**

When teaching expectations, responding to behaviour or applying consequences, staff at Whites Hill State College consider individual student circumstances. This may include:

- behaviour history
- disability or learning needs
- mental health and wellbeing
- cultural, religious or family considerations
- home and care arrangements.

This reflects our commitment to equity, ensuring each student receives the support they need to be successful. Equity does not mean treating all students the same; rather, it means responding appropriately to individual needs. Some students may require additional teaching, practice or alternative responses to behaviour to support positive outcomes.

Staff are also legally required to respect the privacy of students and families. As such, information regarding disciplinary actions involving other students will not be shared. Families can be assured that all behavioural matters, including bullying, are taken seriously and addressed in accordance with policy.

Concerns regarding student behaviour or staff responses should be raised through an appointment with the Principal or Head of School.

## **Student Wellbeing and Support Network**

Learning and wellbeing are intrinsically linked. Students learn best when they feel safe, supported and connected, and they develop wellbeing through positive learning experiences.

Whites Hill State College offers a range of wellbeing programs and services. Families are encouraged to speak with class teachers, Social Worker, School Based Health Nurse or the Guidance Officer to access support or advice.

### **Curriculum and Pedagogy**

Student wellbeing is embedded across the curriculum through the explicit teaching of personal and social capabilities, including self-awareness, self-management, social awareness and social

skills. Strong, positive teacher–student relationships are recognised as central to student success.

The College provides age-appropriate:

- drug and alcohol education
- sexuality and relationships education
- CPR for Life training for Year 10 and Year 12 students.

### **Health, Safety and Wellbeing Policies**

Whites Hill State College implements clear procedures to support student health and wellbeing, including:

- drug education and intervention measures
- support for students with specialised health needs through documented health plans
- safe administration of medication with appropriate consent and medical authorisation
- maintenance of emergency first aid medication (adrenaline auto-injector and asthma reliever).

Whites Hill State College requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, please contact us to provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school form* signed by the prescribing health practitioner.

Whites Hill State College maintains adrenaline auto-injectors and asthma reliever/puffers, stored in key points across the college provide emergency first aid medication if required.

### **Mental Health and Suicide Prevention**

The College implements early intervention strategies for students experiencing mental health difficulties, including the development and review of Student Plans.

Staff respond to suicide risk by following Department of Education procedures, prioritising student safety, engaging appropriate supports, informing parents, and documenting actions. Postvention responses are enacted when required to support students and staff following a critical incident.

## **Student Engagement Team**

Whites Hill State College has a comprehensive Student Engagement Team (SET) in place to help the social, emotional and physical wellbeing of every student.

In addition to the assistance provided by class teachers, we have a team whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Whites Hill State College 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 Engagement Team.



Role	What they do
Guidance Officer	<ul style="list-style-type: none"> <li>• provides a comprehensive student support program within the school environment offering short-term counseling with students on a one-on-one basis or in a group setting,</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills,</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>
School Based Youth Health Nurse	<ul style="list-style-type: none"> <li>• Provides individual health consultations with assessment, support, health information and referral option related to:</li> <li>• Healthy eating and exercise</li> <li>• Relationships</li> <li>• Personal and family matters</li> <li>• Feeling sad, worried, angry</li> <li>• Sexual health</li> <li>• Smoking, alcohol and other drugs</li> </ul>
Head of Department Student Services (primary and secondary)  Culture and Engagement Coordinators (CECs_ Secondary sector	<ul style="list-style-type: none"> <li>• responsible for student welfare at each year level,</li> <li>• provides support for school refusal and behavioural intervention,</li> <li>• provides continuity of contact for students and their families through all years of schooling (CEC's secondary only)</li> <li>• ensures students feel safe and comfortable and want to come to school,</li> <li>• nurtures a sense of belonging to the year level and school.</li> </ul>

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Advisory Visiting Teachers, Principal Advisor Student Protection, Mental Health Coach and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal or Head of School.



## Whole School Approach to Discipline

Whites Hill State College uses **Positive Behaviour for Learning (PB4L)** as a core component of our **Multi-Tiered Systems of Support (MTSS)** framework to guide learning, behaviour and wellbeing across the College. This whole-college approach is implemented consistently in all learning environments and programs, including classrooms, co-curricular activities, sporting events and excursions.

PB4L is an evidence-based framework used at Whites Hill State College to:

- analyse and improve student behaviour, engagement and learning outcomes
- ensure evidence-based practices are implemented consistently and effectively by staff
- support ongoing staff professional learning and the continual improvement of whole-college and classroom practices.

At Whites Hill State College, we believe that discipline is about more than consequences. Behaviour is understood as a key part of teaching and learning. Our staff take responsibility for clearly teaching expectations, modelling positive behaviours, and providing explicit instruction and feedback to support students in meeting these expectations. Behavioural incidents are viewed as opportunities to reflect, restore and re-teach, supporting students to learn from their experiences and make positive choices.

The Whites Hill State College Student Code of Conduct explains our PB4L approach to students and families and seeks their partnership in maintaining a consistent and supportive approach to behaviour. The shared language and expectations of PB4L can be applied across a range of settings, including at home, reinforcing positive behaviours and supporting student success.

Students and parents who have questions or wish to discuss the Student Code of Conduct or PB4L framework are encouraged to speak with their class teacher or Head of Department, or to make an appointment with the relevant Head of School or the Principal.

### **PB4L Expectations – CARES**

At Whites Hill State College, staff are committed to delivering a high-quality education for every student. We believe that all adults within our school community—whether working, volunteering or visiting—should model the same Positive Behaviour for Learning expectations expected of students.

Our shared expectations are captured in **CARES**:

- **Cooperation**
- **Achievement**
- **Respect**
- **Enthusiasm**
- **Safety**

These values guide behaviour, relationships and decision-making across the College and support a positive, inclusive and safe learning environment for all.

### **Consideration of Individual Circumstances**

At Whites Hill State College, staff consider the individual circumstances of each student when providing learning, wellbeing and behaviour support, and when determining appropriate responses or consequences for behavioural incidents. This approach reflects our commitment to equity, inclusion and student wellbeing.

When teaching expectations, responding to behaviour or applying disciplinary consequences, staff may take into account a range of factors, including but not limited to:

- the student's age and developmental stage
- behaviour history and previous interventions

- disability, learning needs or identified additional support needs
- mental health and wellbeing considerations
- cultural, religious or linguistic background
- family circumstances, trauma history, or care arrangements
- the function, frequency and severity of the behaviour.

Recognising individual circumstances ensures that responses to behaviour are fair, proportionate and effective. This may mean that students are not always treated in the same way, as equitable practice requires that each student is provided with the level of support they need to learn, engage and succeed.

Some students may require additional instruction, adjusted expectations, increased opportunities to practise skills, or alternative responses to behaviour. In certain circumstances, specific disciplinary consequences may be considered inappropriate or ineffective, particularly where complex needs, disability or trauma are present. In these cases, staff work collaboratively with students, families and relevant professionals to identify appropriate supports and strategies.

### **Confidentiality and Privacy**

Whites Hill State College staff are legally required to respect and protect the privacy and confidentiality of students and their families. As a result, information relating to a student's individual circumstances, behaviour history, or disciplinary consequences will not be shared with anyone other than the student and their parent/s or carer/s.

This includes situations where behavioural incidents involve other students, such as bullying or conflict. While families can be assured that all matters are taken seriously and addressed in accordance with Department of Education policy, details of actions or consequences applied to another student cannot be disclosed.

We ask that students and families also respect the privacy of others within the school community. Concerns regarding behaviour or the College's response to behaviour should be raised through appropriate channels, including making an appointment with the Principal or relevant member of the College leadership team.

## **CARES Expectations for Parents and Staff**

The table below outlines how **CARES** guides Positive Behaviour for Learning (PB4L) expectations for parents and carers when engaging with Whites Hill State College, and the standards staff commit to in working with families.

### **C – Cooperation**

#### **What we expect to see from parents and carers**

- You work collaboratively with staff to support your child's learning, wellbeing and behaviour.
- You approach your child's class teacher or relevant leader if you have concerns about learning, behaviour or wellbeing.

#### **What you can expect from us**

- We will work in partnership with families to address concerns promptly and constructively.
- We will listen, respond and seek solutions that support positive outcomes for students.

### **A – Achievement**

#### **What we expect to see from parents and carers**

- You support your child to attend school every day and notify the College promptly of absences or changes to contact details.
- You support your child to meet learning and behavioural expectations at school.

### **What you can expect from us**

- We will provide a high-quality learning program that supports student growth and success.
- We will communicate clearly and regularly about your child's learning, engagement and progress.

### **R – Respect**

#### **What we expect to see from parents and carers**

- All communication with staff is courteous and respectful.
- You respect the privacy of students, families and staff, including in online and social media spaces.

#### **What you can expect from us**

- Communication with families will be respectful, professional and timely.
- We will maintain confidentiality regarding information related to students and families and act promptly to address concerns, including online issues that affect our community.

### **E – Enthusiasm**

#### **What we expect to see from parents and carers**

- You share relevant information about your child's learning, social or behavioural needs with staff.
- You engage positively with school activities, communication and opportunities to support learning.

#### **What you can expect from us**

- We will share relevant information about your child's learning, social and behavioural development.
- We will encourage student engagement and foster a positive and supportive learning environment.


### **S – Safety**

#### **What we expect to see from parents and carers**

- You follow school procedures when visiting the College, including leaving and collecting your child from designated areas.
- You support practices that promote the safety and wellbeing of all members of the school community.

#### **What you can expect from us**

- We will provide clear guidance regarding safe procedures, including designated drop-off and pick-up areas.
- We will maintain a safe, inclusive and supportive environment for students, staff and visitors.

	WHSC Teaching Matrix				
	Cooperation	Achievement	Respect	Enthusiasm	Safety
	We work together to accomplish goals	We encourage and strive for success	We value ourselves, others, and our community	We embrace every opportunity	We actively support the wellbeing of all
<b>In all settings</b>	<p>We follow all college expectations.</p> <p>We follow all staff member instructions.</p> <p>We follow the college common agreement start of lesson procedures.</p>	<p>We always try our best.</p> <p>We ask for help if we do not understand.</p> <p>We recognise and celebrate our successes.</p>	<p>We act respectfully towards all members of the college and wider community.</p> <p>We speak positively and politely, using appropriate noise level for the activity.</p> <p>We always wear our uniform correctly and act respectfully when in uniform.</p> <p>We act as positive role models for others.</p> <p>We care for our own and others' property and possessions.</p>	<p>We involve ourselves in college life, showing a growth mindset.</p>	<p>We keep our hands, feet, and objects to ourselves.</p> <p>We are in the right place at the right time.</p> <p>We stay sun safe.</p> <p>We follow the guidelines and procedures of the area we are within to ensure the safety and wellbeing of all.</p> <p>We eat our own lunch.</p>
<b>Classroom</b>	<p>We are prepared for learning with all required equipment for each class.</p> <p>We listen attentively and remain on task.</p> <p>We share equipment when necessary.</p> <p>We request permission to leave a classroom.</p>	<p>We accept and use feedback to improve our work and learn from mistakes.</p> <p>We attempt all work and meet assessment checkpoints set by the teacher.</p>	<p>We allow others to learn and treat others with kindness.</p> <p>We maintain a tidy work area.</p>		<p>We leave our bags in the appropriate area.</p>
<b>Transitions</b>	<p>We walk promptly to our designated area, keeping to the left.</p>			<p>We attend every day and arrive at all classes on time.</p>	<p>We keep verandahs, stairs, and walkways clear and keep to the left.</p> <p>We move to class immediately when signalled.</p>
<b>Ovals and Playground</b>		<p>We include others and ensure all players understand the rules of the game.</p>	<p>We put all rubbish and litter in the bin.</p> <p>We show good sportsmanship.</p>		<p>We use all equipment for its designated purpose and borrowed equipment is returned in the same condition it was received.</p>
<b>Tuckshop and lunch area</b>	<p>We wait for our turn and only purchase items for ourselves from the tuckshop.</p>				
<b>Toilets</b>	<p>We allow enough time to go to the toilet during play and eating breaks.</p>		<p>We use the toilet space appropriately and practice good hygiene.</p>		
<b>Technology and Online Safety</b>	<p>We ensure our devices are charged for each lesson.</p>			<p>We check emails and school notices each day before school.</p>	<p>We report safety issues and accidents, both at school and online.</p> <p>We always follow the college ICT agreement.</p> <p>We use permitted electronic devices appropriately and store them responsibly.</p> <p>We only access appropriate websites, platforms, and applications.</p>
<b>Entering / exiting the school</b>				<p>We remain at school for the duration of the school day.</p>	<p>We ensure all bikes, scooters, and skateboards are locked in appropriate locations and are walked within the school grounds.</p> <p>We follow the correct procedure to sign in and out of the school.</p>

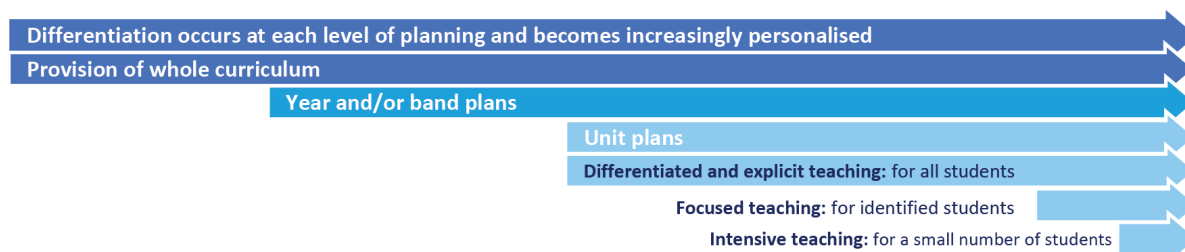
## Differentiated and Explicit Teaching

The disciplinary consequences model used at Whites Hill State College 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 corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

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

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



### Differentiated

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

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

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

## Focussed

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

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

## Intensive

School leadership team work in consultation with Student Engagement Team 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
- 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.

# Legislative Delegations

## Legislation

In this section of the Whites Hill State College Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

- [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 \(Cwth\)](#)

## Delegations

The Education (General Provisions) Act 2006, state College Principals are responsible for “Controlling and regulating student discipline in the (College)”

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 College. Their decision-making authority cannot be delegated to other staff in the college.

- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)



## Disciplinary Consequences

The disciplinary consequences model used at Whites Hill State College follows the same differentiated approach used in the proactive teaching and support of student behaviour expectations.

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

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

For a small number of students, a higher level of differentiated support or intensive teaching may be required to enable them to meet the behavioural expectations. This may be required throughout the school year on a continuous basis. Their determination for the need will be made by the principal, Head of School in consultation with staff and other appropriate stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or staff, that the principal may determine that a 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 so serious as to warrant immediate removal of the student for the safety of others, and no alternate discipline strategy is considered sufficient.

The differentiated responses to non desirable behaviours can be organised into two main categories – minor and major.

### Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding in the most simplistic terms:

- **Minor** problem behaviour is handled by staff members at the time it happens;
- **Major** problem behaviour is referred directly to the school Administration team.

**Minor** behaviours are those that:

- are minor breaches of the school rules;
- may not seriously harm others or cause you to suspect that the student may be harmed;
- may not violate the rights of others in any other serious way;
- may not be part of a pattern of problem behaviours;
- may not require direct involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying;
  2. asks student to name expected school behaviour (with support if appropriate);

3. states and explains expected school behaviour if necessary;
4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and if necessary the student is escorted to Administration.

## 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 Whites Hill State College, 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 Whites Hill State College 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/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for staff to set the student up for future success and strengthen home-school communication.

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

### Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, usually taking less than 15 minutes, and kept

small with only the Principal, or Head of School, or their delegate attending with the student and their parent/s/carers.

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 usually follow an agenda (below). 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
- 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/s for attending
- Walk with student to classroom (if appropriate)

### **Reasonable adjustments**

In planning the re-entry meeting, college 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 Social Worker, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## Minor and Major levels of Behaviour

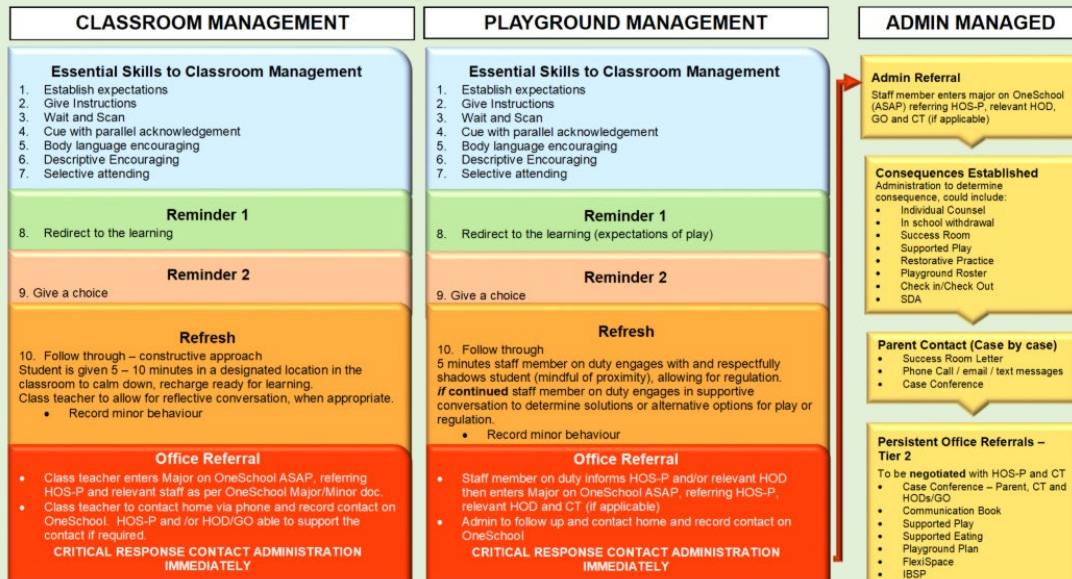
<b>MINOR – Managed by the Classroom Teacher</b>	<b>MAJOR – Referred to and managed by Admin</b>
<p><b>Verbal misconduct:</b> inappropriate verbal language which is minimal, not directed at a person and stops after a warning.</p> <p><b>Harassment:</b> isolated annoying or irritating actions or comments that cause psychological or emotional concern to another student.</p> <p><b>Physical misconduct:</b> physical contact between students that is either unwanted or inappropriate. This may include misconduct involving an object.</p> <p><b>Defiance:</b> ignoring or refusing to follow a reasonable direction from an adult including refusal to participate in program of study/instruction.</p> <p><b>Non-compliant with routine:</b> student does not comply with the established routines and procedures of the college</p> <p><b>Unpreparedness for program of study:</b> student present to class in a manner indicating they are not ready to learn and has not addressed this with the teacher (eg. Uniform, diary, pencil case, books, laptop/iPad)</p> <p><b>Disruption:</b> disruption of the learning environment that does not result in physical harm to self or others and does not impact upon assessment</p> <p><b>IT misconduct:</b> not following the Student College Agreement for ICT (including but not limited to, not using ICTs, including the internet, for learning purposes, playing games, using devices outside of learning areas and connecting unauthorised devices to the college network).</p> <p><b>Misconduct with personal electronic devices:</b> unauthorised use of personal electronic devices between 8.45am and 2.55pm. (Personal electronic devices include but not limited to, portable gaming devices, phones, smart watches, and laptops or iPads/tablets that are not permitted to be connected to the school network).</p> <p><b>Academic Misconduct:</b> a single incident of minor non-compliance with the College's Assessment Policy</p> <p><b>Possess items classed as prohibited by the College:</b> possessing, on their person or in their bag, an object that has been declared banned by the College (large sums of money, aerosol sprays, chewing gum, liquid paper, permanent markers).</p> <p><b>Property misconduct:</b> misconduct involving personal or school property that is repairable or removable, eg. graffiti on own or another student's diary or schoolbook, being in out of bounds areas, being in a room without teacher supervision.</p>	<p><b>Verbal misconduct:</b> inappropriate verbal language which may or may not be directed at a person, is ongoing and/or continues despite teacher correction.</p> <p><b>Threats to individuals:</b> electronically/ physically/ gesturally/ verbally threatening the safety or wellbeing of a person.</p> <p><b>Repeated harassment:</b> repeated annoying or irritating actions or comments that cause psychological or emotional concern to another student.</p> <p><b>Bullying (repeated harassment):</b> ongoing intimidation (including but not limited to, electronically, verbally or with gestures or proximity) of a student or staff member for the purpose of imposing power; with the intent to cause physical, psychological or emotional harm.</p> <p><b>Physical misconduct:</b> physical contact between students that is either with the intent to cause injury or harm or is of a sexual nature. This may include misconduct involving an object.</p> <p><b>Repeated defiance:</b> persistent/ repeated refusal to follow directions from an adult, including refusal to participate in program of study/instruction and/or refusal to go to Office/Green Room.</p> <p><b>Non-compliance with routine:</b> student repeatedly fails to comply with the established routines and procedures of the college, is significantly late to a session (more than 10mins) or leaves class without teacher permission.</p> <p><b>Non-compliance with routine - truanting:</b> failure to attend scheduled classes or is found to have left the college grounds without permission</p> <p><b>Repeated unpreparedness for program of study:</b> student repeatedly presents to class in a manner indicating they are not ready to learn and has not addressed this with the teacher (eg. Uniform, diary, pencil case, books, laptop/iPad)</p> <p><b>Repeated disruption:</b> repeated disruption of the learning environment and/or the disruption of the buddy/Green room after referral from the classroom.</p> <p><b>Repeated IT misconduct:</b> repeated minor breaches of the Student College Agreement for ICT</p> <p><b>Major IT misconduct:</b> illegal use of electronic equipment (including but not limited to, hacking, sharing of Copyrighted materials, accessing /creating inappropriate websites, sexually explicit material)</p> <p><b>Misconduct with personal electronic devices:</b> repeated misconduct with personal electronic devices or, refusal to hand in electronic devices, including headphones, to the office.</p> <p><b>Academic Misconduct:</b> repeated minor non-compliance with the College's Assessment Policy and/or a major single breach of the College's Assessment Policy (eg. Non-submission of draft, plagiarism, exam room disruption and/or cheating).</p> <p><b>Possess prohibited item:</b> possessing, on their person or in their bag, illegal, stolen items or items that can cause harm eg. weapons, stolen goods, smoking/vaping paraphernalia and illicit substances.</p> <p><b>Substance misconduct involving tobacco and other legal substances:</b> involvement in possession, a process of consuming (past or present) or dealing with cigarettes, alcohol, or prescription drugs (including nicotine).</p> <p><b>Substance misconduct involving illicit substances:</b> involvement in possession, a process of consuming (past or present) or dealing with drugs or paraphernalia.</p> <p><b>Repeated minor property misconduct:</b> misconduct involving personal or school property that is repairable or removable, eg. graffiti on own or others diary or schoolbook, being in out of bounds areas, being in a room without teacher supervision.</p> <p><b>Major Property misconduct:</b> misconduct involving school or others property that cannot be restored, or takes significant repair or removal to do so, eg. graffiti on walls, equipment, cut wires, smashed windows.</p> <p><b>Misconduct that brings the school into disrepute:</b> conduct that declines the good reputation of the school or its individuals and/or resulting in a decrease of the state of esteem of the school in the community.</p> <p><b>Conduct prejudicial to the good order and management of the school:</b> conduct that impacts upon the school significantly enough that the daily activities are disrupted or the course of study and intended learning for individuals is interrupted or significantly changed due to the impact of misconduct.</p>





# WHITES HILL STATE COLLEGE

## Primary Behaviour Flowchart

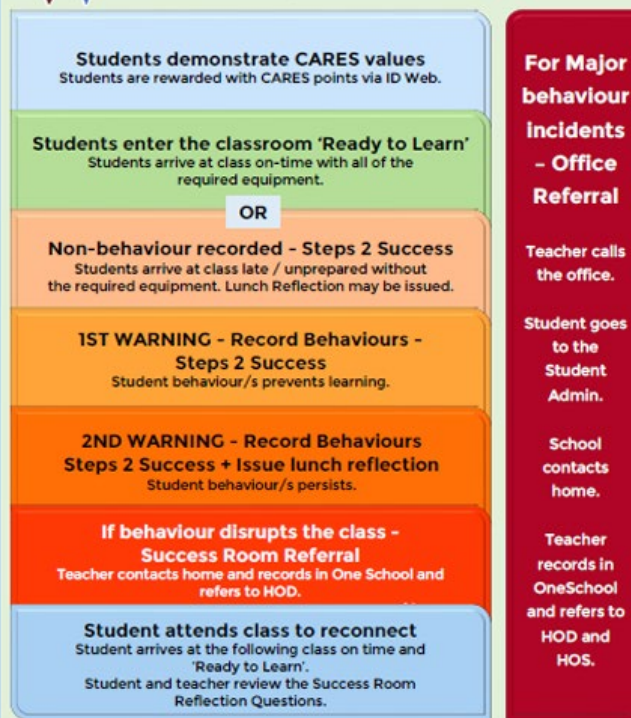


The Behaviour Management and Responsibilities Flowchart (BMRP) serves as a comprehensive guide for educators and administrative staff, delineating the appropriate utilisation of classroom management strategies in tandem with existing behaviour response protocols. It aims to facilitate the seamless integration of recommended behaviour management practices, ensuring consistent and objective reporting of incidents via OneSchool, as per the guidelines outlined in the 'Principal guidelines – Student discipline' issued by the Department of Education. The BMRP defines the responsibilities of all staff members, outlining the transition of accountability in adherence to the flowchart. As a whole school framework, the BMRP is collaboratively crafted to uphold consistency in practice, transparency in behavioural decision-making, and compliance with legal reporting obligations.



# WHITES HILL STATE COLLEGE

## Secondary Behaviour Flowchart





## School Policies

Whites Hill State College 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, Head of School 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 Whites Hill State College and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

*\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.*

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

## Responsibilities

### **State school staff** at Whites Hill State College:

- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous 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 (or similar device) 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 Whites Hill State College

- 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 Whites Hill State College 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 Whites Hill State College

- 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 Whites Hill State College 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, Head of School or state school staff 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.

Whites Hill State College acknowledges that the explicit teaching of responsible use of ICT devices and mobile phones is a 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, school staff and students.

Personal technology devices (including mobile devices) are not permitted in the primary campus. Primary students with a device are required to log them in at the Primary Hub each morning immediately upon arrival at the coegee. Secondary students with a device are also able to log them in at the main office each morning upon arrival at the college, but are also able to retain their personal device/s on their person, however these devices are not permitted to be access between 8:45am – 2:55pm. Ideally we ask all secondary students to have all devices away as soon as they are on college site.

Should a student be required to access their mobile device due to an emergent / or special circumstances then they are required to seek and receive a staff member's prior approval.

### Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Whites Hill State College to:

- use ICT devices for
  - developing appropriate literacy, communication and information skills (under teacher direction)
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
  - be courteous, considerate and respectful of others when using a mobile device
  - switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
  - seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Whites Hill State College to:

- use a mobile phone (or similar device) or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)

- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- take into or use ICT device at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the college, will be required to act in line with the requirements of the Whites Hill State College Student Code of Conduct.

In addition students and their parents should:

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

## Preventing and responding to bullying

Whites Hill State College uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school. The college defines an incident of bullying as a major level of behaviour and should it occur, it is immediately referred to the most appropriate member of the administration team. This includes bullying which may have occurred online or outside of the college's grounds.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

## 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 Whites Hill State College our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

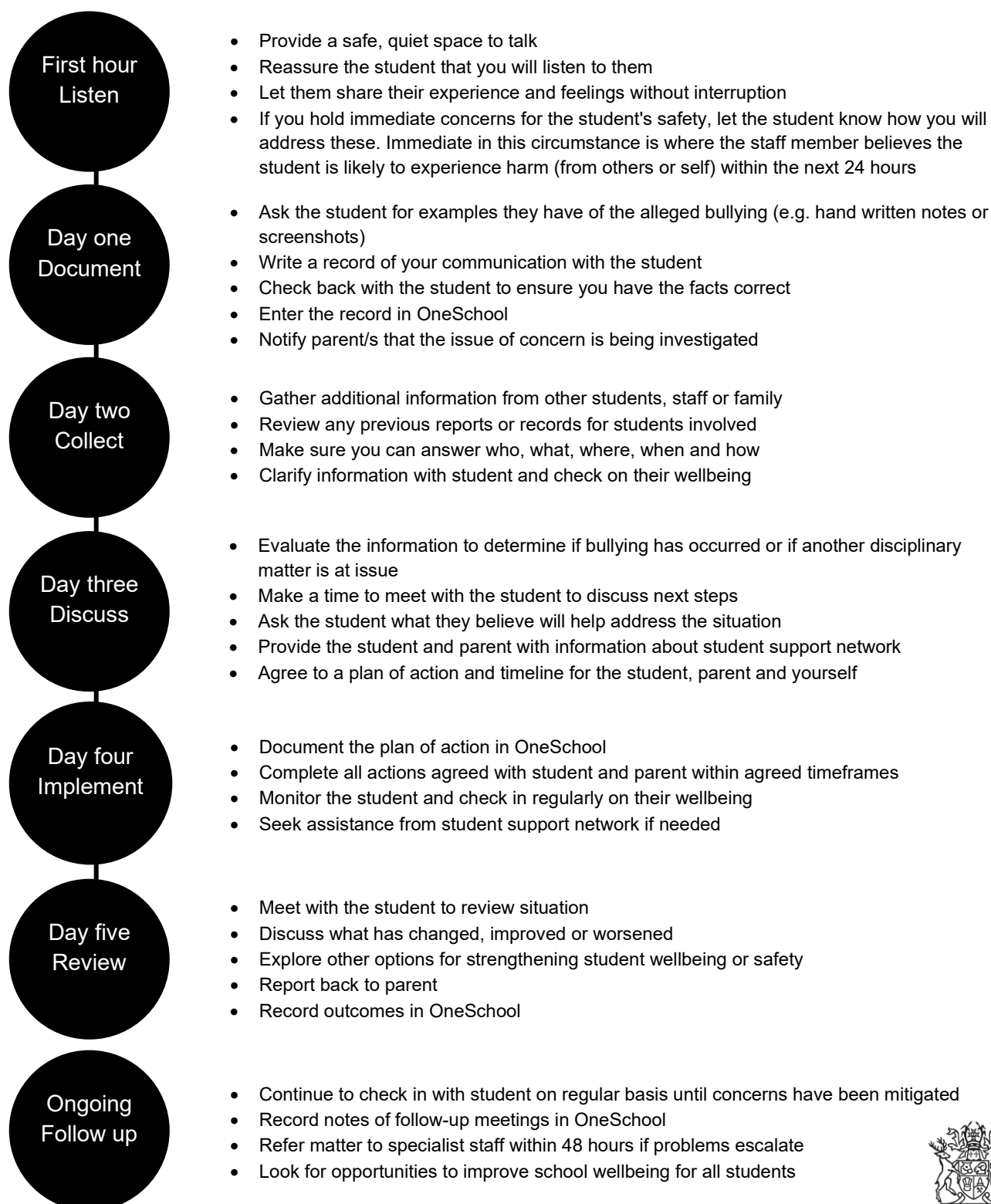
## Bullying response flowchart for teachers

Please note these timelines may 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 student and family.

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

- **Prep to Year 6** – Class teacher and or Head of School
- **Year 7 to Year 12** – CARES teacher or CEC and or Head of School
- **Head of Department Student Services**



## 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, Head of School, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

## **Cyberbullying**

Cyberbullying is treated at Whites Hill State College 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 regular class teacher or Head of School, or principal.

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 Whites Hill State College may face in-school disciplinary action, such as removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

## 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 cybersafety processes.

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

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

## Student Intervention and Support

Whites Hill State College recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the SET 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 Whites Hill State College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

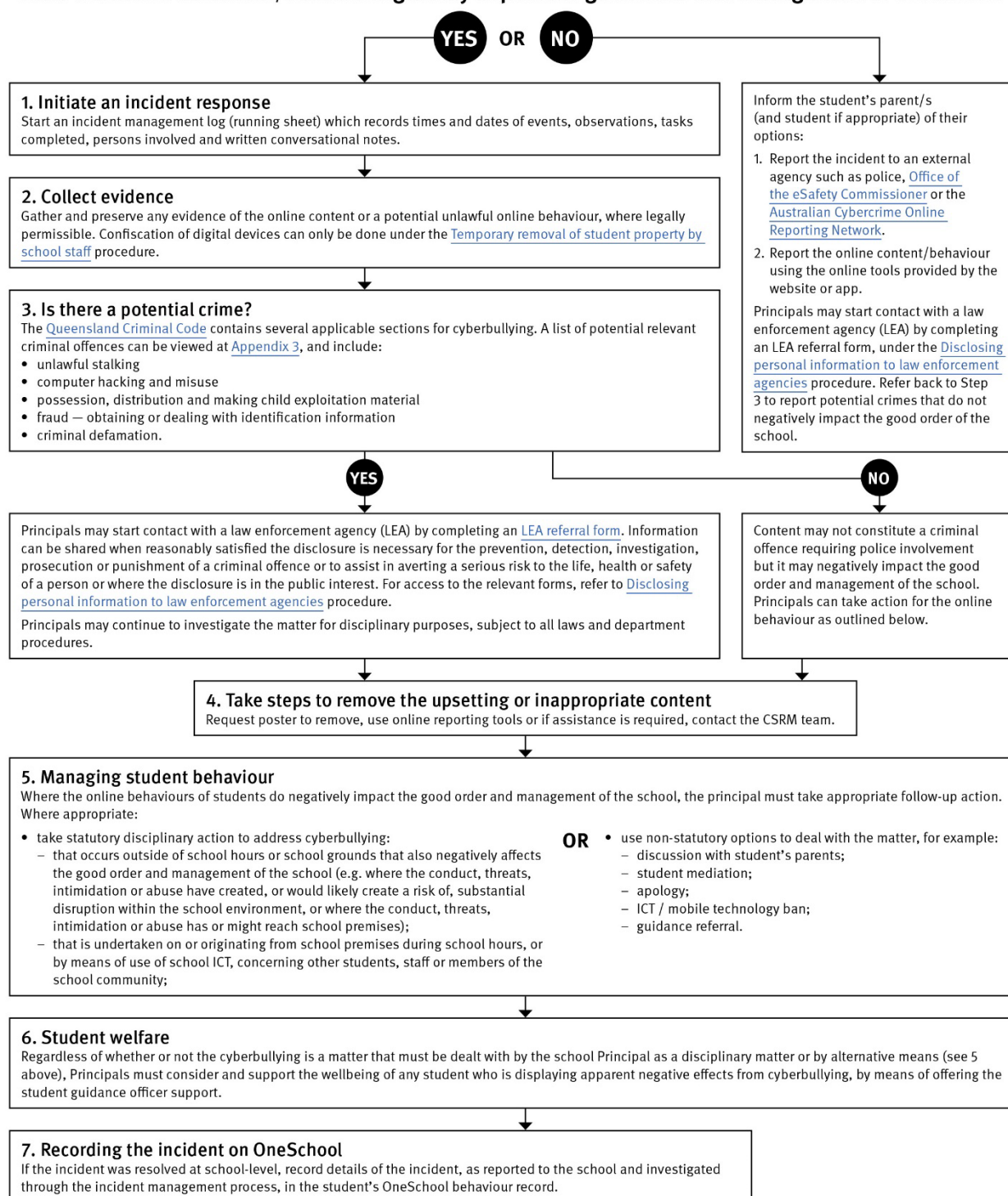
### Explicit images

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](#).

### 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](mailto: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 Whites Hill State College 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.

## Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

*This may include reference to*

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

## Resources

- [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

Whites Hill State College 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:

- give us 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
- let us know 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.**

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. Early resolution: discuss your complaint with the school  
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).  
Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. Internal review: [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. External review: contact a review authority  
If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).